

PSY 342, SECTION 1: ABNORMAL PSYCHOLOGY

Fall 2008

TTH 1:35-2:50; 3106 JKB

Instructor:

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Prerequisites:

This section of PSY 342 is for *psychology majors only*. The prerequisites for this majors-only course are: PSY 101, 111, 210, 301, 302, & 304.

Objectives:

This course is designed to introduce you to the major forms of psychological disorders, and to the current thinking on the classification, etiology, and treatment of psychological disorders. The understanding of almost all forms of psychopathology continues to evolve and there has been an explosive growth of research on psychopathology. Therefore, learning and evaluating research methods used to study mental disorders, and accessing and critiquing professional sources on psychopathology will be additional foci of the course. The overarching goals of the course are: (1) to develop a greater appreciation for and understanding of the range of human experience, (2) to provide a framework for thinking about the various factors that contribute to human suffering and dysfunction, and (3) to develop the ability to access and responsibly evaluate evolving literatures about psychopathology and its treatment. If you would like more information on the expected student outcomes for this course and for the psychology major as a whole, go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then on the Psychology Dept.

Readings:

The required text for this course is *Abnormal Psychology: An Integrative Approach, Fifth Edition (2009)* by David Barlow and V. Mark Durand. Assignment dates reflect the date by which the reading should be *completed*.

Several additional readings are *required* and are on electronic reserve available via the Harold B. Lee Library website. These readings are identified in the course schedule (below) by the last name of the author of the article.

Course Requirements/Grading:

You will be graded based on 3 exams, 4 brief reaction papers, one term paper, and participation in service-learning activities.

Exams (50 points each): Exams will cover the readings, lectures, and class discussions. The format of the exams will include multiple choice and essay responses. All exams will be administered in the classroom. There will be no test make-ups except under extreme conditions which require verification (e.g., doctor's note). Cheating of any kind will result in a lowered grade and in other University sanctions.

Term Paper (30 points): The term paper provides an opportunity for you to pursue in-depth a topic of interest to you that is relevant to psychopathology. The topic of the paper is flexible, but must be based on articles you have selected from the empirical literature. Greater detail regarding the term paper will be discussed in class. A paper proposal will be due mid-semester. Late papers will be subject to point reductions.

Reaction Papers (3 points each): Four “reaction” questions will be posed during class throughout the semester. A very brief (one page or less) written response to these four reaction questions is required. These reaction papers are to reflect your *own opinion* about a particular topic or theory discussed in class, and do not require any additional reading beyond that already required for the course. Because these papers are reactions to material discussed in class, the assignment and due dates for these papers will be given in class during the relevant lectures. Late papers will be subject to point reductions.

Service Learning: To increase your understanding and appreciation of psychological disorders, you will be given the opportunity to serve persons diagnosed with psychological disorders through the volunteer program at Utah State Hospital. You are required to participate in a minimum of **23 hours** of service-learning during the semester, and to document this learning by completing and turning in the Field Work Report on the last page of the syllabus. It is *your responsibility* to contact the hospital and arrange your volunteer schedule. The hospital has brief orientation/ training sessions at the beginning of the semester. You are required to attend one of these orientation sessions in order to work in the hospital. These orientation sessions are being offered at the following times:

- Saturday, September 6th, 9:00am
- \$ Monday, September 8th, 6:00pm
- \$ Tuesday, September 9th, 6:00pm
- \$ Wednesday, September 10th, 6:00pm

These orientation sessions are held in Classroom #21 of the Henninger (Administration) Building at the Utah State Hospital which is located at 1300 East Center Street, Provo. The volunteer coordinator at the Hospital is Shawna Peterson (344-4254). There are 20 different areas in which volunteers can choose to serve such as assisting with physical therapy, tutoring elementary-school aged patients, or assisting with patient recreational activities. *Please bring a photo ID with you to the orientation.* The final course grade will be reduced by ½ grade (e.g. B to a B-) for anyone who does not complete the service learning requirement.

Class Attendance and Participation: Class discussion is an important part of the course. Students are expected to read the assigned reading before each class and participate in class discussion. Grades will be reduced for those who do not attend or do not participate in class discussions. It is expected that cell phones will be turned off during class to minimize disruption.

Extra Credit (5 points): Five points of extra credit can be earned by turning in a report of recent findings of psychopathological relevance presented in the popular media such as a community lecture, a newspaper clip, magazine clip, or a video clip from a televised news program. The clip should be accompanied by a paragraph describing the clip and your evaluation of it. Only one extra credit report per student.

University Policies:

Plagiarism

While all BYU students sign the honor code which obligates them to not engage in plagiarism, copyright violations or cheating, there are still specific skills most students need to master over time in order to correctly cite sources. However, clear instances of cheating on exams or plagiarism on papers will be noticed and due action taken. See <http://www.byu.edu/honorcode> for specific examples of intentional and inadvertent plagiarism, and fabrication and falsification.

Discrimination

Sexual harassment. Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please contact the Equal Employment Office at 422-5895 or 422-5689 or contact the Honor Code Office at 422-2847.

Students with disabilities. BYU is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability that may impair your ability to complete this course successfully, please contact the University Accessibility Center at 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the UAC office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policies and procedures. You may contact the Equal Employment Office at 422-5895.

Course Schedule:

DATES	TOPIC	Readings and Assignments
09/02	Conceptualizations of "Abnormality"	Chapter 1
09/04; 09/09	Models of Psychopathology: Past and Present	Chapter 2 <i>Engel (1977)</i> Reaction Paper 1
09/11, 9/16	Clinical Research Methods	Chapter 4
09/18, 09/23	Classification, Diagnosis & Assessment	Chapter 3
09/25	EXAM 1	
09/30, 10/2, 10/07	Anxiety Disorders	Chapter 5 <i>Wells (2007)</i>
10/09; 10/14, 10/16	Mood Disorders	Chapter 7 <i>Kirsch (1999)</i> Reaction Paper 2
10/21, 10/23	Eating Disorders	Chapter 8 (pgs. 261-287) <i>Gilbert et al. (2005)</i> Reaction Paper 3
10/28	Substance Use Disorders	Chapter 11
10/30	EXAM 2	
11/04, 11/06	Somatoform and Dissociative Disorders	Chapter 6 <i>Gleaves et al. (2004)</i> <i>Kihlstrom (2004)</i>

11/11, 11/13	Schizophrenia	Chapter 13 Term Paper Proposal Due (11/11)
11/18, 11/20	Sexual Disorders	Chapter 10 Reaction Paper #4
11/25	Friday Class Schedule—No Class	
11/27	Happy Thanksgiving	
12/02, 12/04	Personality Disorders	Chapter 12 TERM PAPER DUE (12/04)
12/09, 12/11	Legal & Political Issues in Research and Practice	Chapter 16 FIELD WORK REPORT DUE (12/11)
12/16; 11:00-2:00	FINAL EXAM	

Library Reserve Readings
PSYCH 342, Section 1; Dr. Spangler
Fall, 2008

1. Engel, G.L. (1977). The need for a new medical model: A challenge for biomedicine. Science, 196, 129-136.
2. Wells, Adrian. (2007). Cognition about cognition: Metacognitive therapy and change in generalized anxiety disorder and social phobia. Cognitive and Behavioral Practice, 14, 18-25.
3. Kirsch, I. & Sapirstein, G. (1998). Listening to Prozac but hearing Placebo: A Meta-analysis of antidepressant medication. In I. Kirsch (Ed.), How Expectancies Shape Experience (pp. 303-320). Washington DC: American Psychological Association.
4. Gilbert, S., Keery, H., & Thompson, K (2005). The media's role in body image and eating disorders. In E. Cole & J. Daniel (Eds.), Featuring Females: Feminist Analysis of Media (pp. 41-56). Washington, DC: American Psychological Association.
5. Gleaves, D.H., Smith, S., Butler, L., & Spiegel, D. (2004). False and recovered memories in the laboratory and clinic: A review of experimental and clinical evidence. Clinical Psychology: Science and Practice, 11, 3-28.
6. Kihlstrom, J.F. (2004). An unbalanced balancing act: Blocked, recovered and false memories in the laboratory and clinic. Clinical Psychology: Science and Practice, 11, 34-41.