Abnormal Psychology  
Psychology 342—Fall 2014  
Section 002  
Syllabus

Instructor: Dr. Thad Q. Lloyd  
Email: tqlloyd@gmail.com  
Phone: 801.344.4627  
Office: 269 Mountain Springs (USH)  
Date: Tuesday & Thursday  
Time: 12:00 – 1:15  
Location: 3716 HBLL  
Office Hours: By appointment  
TAs: Lindsey Spencer  
Brandon Doyle  
Email: Psych.Abnormal@gmail.com

Required Materials:


Additional resources/readings:


Philosophy:

My individual philosophy regarding the academic experience (both teaching and learning) is directly taken from Wilbert McKeachie’s summary of the research of William Perry: “Students at the earliest stages have a dualistic view of knowledge. They think that things are either true or false, right or wrong. They believe that the teacher knows the truth, and that the student’s job is to learn the truth. Students in the middle stages have learned that authorities differ. They accept the idea that there seems to be no settled truth, and that everyone has a right to his or her own opinions. This stage is succeeded by the recognition that some opinions and generalizations are better supported than others, and that the student’s task is to learn the criteria needed for evaluating the validity of assertions in different subject matter fields. Students in the final stages are ready to commit to values, beliefs, and goals, and to make decisions and act on their values, despite their lack of complete certainty.”

Learning Outcomes:

BYU has developed a set of student learning outcomes for each program that students are expected to meet. The end goal is to help each individual more fully understand the objectives of the program and more specifically, the course you are taking. You can

*Note the Instructor reserves the right to change the syllabus and/or course schedule at anytime according to the perceived needs of the class. Should a change occur, each student will be notified.
learn more about these outcomes for this course by going to http://learning outcomes.byu.edu and then selecting College of Family, Home and Social Sciences – Psychology. Feedback regarding the learning outcomes can be sent via email to FHSS@byu.edu.

The objectives of the department's undergraduate curriculum are closely matched to those advocated by the American Psychological Association, the discipline's primary professional body. (Note: The reference to students in the following statement of goals is to students who graduate from the University with a major in psychology.) Students will:

1. Identify and describe the major forms of psychological disorders and the major theories regarding the classification, etiology, and treatment of psychological disorders.
2. Demonstrate that they understand and can apply basic research methods in psychology, including research design, psychometrics, data analysis, and interpretation and writing of results in light of previous findings.
3. Engage in service learning by serving persons diagnosed with psychological disorders
4. Critically examine key concepts and theories in abnormal psychology
5. Examine and critique a topic in abnormal psychology using the current research literature

Course Requirements:* 

Readings: Students are responsible for assigned readings before each class. It is impossible to cover each chapter completely. Examinations will be made up of material from both lecture and the reading. The students will be held responsible for all material covered in text, even if it was not discussed in class. The assigned readings are listed in the course schedule.

Academic Experiential learning (100 points): In regards to learning objective #3, the university and the Psychology Department require a minimum of 22 hours of service oriented learning to be provided to a mental health population. While I will consider alternative service opportunities on a case-by-case situation, It is expected that the majority of students will take advantage of the established relationship with the Utah State Hospital. See below for details.

Utah State Hospital has provided us with the unique opportunity to serve as volunteers in their various programs. Shawna Peterson, USH Director of Volunteer Services (344-4254, speterson@utah.gov), will offer a 90-minute orientation at the times listed on the schedule in Classroom 21 of the Heninger Building, 1300 East Center Street, Provo. You must be in attendance at one of these sessions in order to volunteer there.
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THESE SESSIONS ARE AVAILABLE ON:

September 6th (Saturday) @ 9 am
September 8th (Monday) @ 6 pm
September 9th (Tuesday) @ 6 pm
September 10th (Wednesday) @ 6 pm

At this orientation, you will have the opportunity to view a media presentation depicting the history of Utah State Hospital, which largely parallels the recent history of mental illness in the world. You will also receive information regarding the 20+ potential assignments and be given the chance to sign up for a volunteer setting that meshes with your own personal interests. It is possible you will meet the area coordinator or unit volunteer coordinator in your field of interest so that you can arrange an orientation time for your specific assignment. Alternatively you will be given the name and number of the appropriate coordinator so that you can arrange your first meeting. PLEASE BRING A GOVERNMENT ISSUED PICUTRE ID (e.g., driver’s license, passport, etc); your BYU student ID will not work. The volunteer tracking system requires that you “check-in” and “check-out” at kiosks located a various locations throughout the hospital. Be certain you contact Ms. Peterson immediately if, after attending the orientation and requesting an assignment, you determine that you will be unable to volunteer.

It is required that you provide documentation of TB testing within the last year in order to serve as a volunteer at USH. These tuberculin skin tests (Mantoux - PPD) can be obtained for a reasonable fee through the BYU Student Health Center (approximately 900 East and University Parkway) or at the Utah County Health Department (151 South University Avenue, Room 1900). Call either facility to learn more details about cost and when you can schedule an appointment. Volunteers must submit their Tuberculosis Skin Test results prior to beginning their volunteer work on the units. This means that Shawna Peterson must receive your test results along with a copy of your driver’s license for the background check prior to the individual area orientations; these will be held the week following the general orientation and can be attended only by those who have completed the main orientation and submitted their test results along with a copy of their ID.

The hospital has asked that your 22 hours of service during the semester, not including the general orientation. Volunteer time sheets will be emailed to me. If you volunteer 2 hours per week, you will have no difficulty meeting this expectation. Obviously, if your normal day to volunteer falls on a holiday or you are ill, you will need to make other accommodations to complete those hours.

Incidentally, if you go to the hospital with a specific appointment to see an individual or engage in an activity and for some reason the person/group is unavailable, you may still count 1 hour toward your required number of hours because of the time you spent trying to meet your commitment. On the other hand, you cannot get credit for one hour’s service if you simply show up at the hospital and are unsuccessful in making contact with patients.
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In addition to completing the hours, you should submit:

1) A **progress report** early in the term (see course schedule) to ensure that you are on track with your volunteer experience hours. Simply **e-mail** your assigned TA with your name, the location you are volunteering, your direct supervisor(s) name, a brief description of the population you are working with, and the number of hours you have completed at that time.

2) **Final summary of work experience:** this is a brief 2-3 page reflection on your work at the State Hospital and should include how your service impacted you this semester. That is to say, insights gained, assumptions confirmed/unconfirmed, changes in beliefs, changes in career goals (I’m totally in or totally out!), etc. Students should also reflect on any changes in attitude towards mental illness as a direct result of the course. Papers should be double-spaced but APA format is not necessary.

A total of 100 points will be given to those completing this assignment based upon the following breakdown:

- **3 points** per hour worked (maximum total of 66 points)
- **14 points** for progress report
- **20 points** for final summary/reflection paper

**Case Studies (30: points: 6 @ 5points):** Four times during the semester, each student will be asked to read a case study and then write a brief response identifying the following:
  - diagnostic impressions (must include specifics of why you would be considering each diagnoses)
  - what you would need to know to make your differential
  - Treatment considerations

**Exams (225 points: 3 @ 75 points):** The course has been arbitrarily divided into four terms, each covering approximately ¼ of the book. There will be an exam at the end of each term. The first three of these will be worth 75 points. All exams will be in the testing center for approximately one week (see course schedule for dates). Each student should plan to take the exam during the scheduled time. Exceptions will only be given **BEFORE** the exam period, unless a medical emergency, and should be cleared with the instructor; this includes BYU-excused absences. Students are responsible for understanding the Testing Center’s policies and hours of operation. The student is directed to the following website to learn more: [http://testing.byu.edu/](http://testing.byu.edu/)

Exams will cover material from lecture and the related chapters from the textbook. These exams will not comprehensive. Examinations may be a mixture of multiple choice, matching, true/false, and short essay.
Final Exam (100 points): The Final Exam will be in the Testing Center during the scheduled date for finals. The majority of this exam will cover material only from the last term; however, there will be approximately 4 case studies each outlining a different DSM-IV disorder. These case study examples will be drawn from any of the DSM-IV disorders that we discussed during the semester.

Group Presentation (40 points): Students will join groups and be assigned a diagnostic topic/disorder that they will present to the class. Presentations are not to exceed 35 minutes in length. You are to consider yourselves guest lecturers who are field experts. To accomplish this you will need to research more than just your textbook. The following should be covered in the presentation: etiology (cause/origin of the disorder), course, prevalence, symptomatology, cultural issues (these can be more specific then race/ethnicity), gender issues, current research, and treatments: to name a few. Be creative in your presentations – the use of media (DVD, music, etc) is strongly recommended. Grading will be based on the breadth and depth of your coverage.

Peer Evaluation (10 points): In order to dissuade social loafing, each group member will rate the contribution of each other member in the group. On the day of your presentation, you will be asked to score every other member of your group on a scale of 0-10 based upon their preparation and contribution to the overall group presentation. Scores for each member will be averaged and the mean value will be the individual’s score.

Movie Analysis (50 points): Students will select a feature film that portrays psychopathology. Each student will watch and then review the movie’s presentation of the disorder. As part of this evaluation students should consider the authenticity of the portrayal of the disorder and write a paper in response; things to address include: did the movie adequately represent the symptom profile or was the focus more singular; did they address possible causations or the etiology of the disorder (including biological and psychosocial factors); how was treatment and prognosis portrayed, etc. As part of your analysis you should include specific examples from the movie that relate to the above issues; note that much of this, particularly symptoms, will not be explicitly mentioned. Therefore, you will need to use some clinical observation skills to assess the presentation. There is no length requirement to this exercise, although a thoughtful piece would likely be between 5-10 pages, double-spaced. Students need not follow strict APA formatting rules but will be graded on the pragmatics and syntax of writing (e.g., grammar, spelling, sentence structure, etc.)

Grading Calculation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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</thead>
<tbody>
<tr>
<td>Case Studies (6) @ 5*</td>
<td>30</td>
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<tr>
<td>Exams (3) @ 75 points</td>
<td>225</td>
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<tr>
<td>Final Exam</td>
<td>100</td>
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<tr>
<td>Volunteer service</td>
<td>100</td>
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<tr>
<td>Progress paper (14 points)*</td>
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</table>
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| Hours (3 points per hour worked) |  
|---------------------------------|---|
| Reflection piece (20 points)*   | 40|

| Group Presentation | 40 |
| Peer Evaluation    | 10 |
| Movie Analysis     | 50 |
| **Total**          | 555|

* denotes assignments that are completion based

Letter grade calculation:
A = 93% or higher, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 63-66 %, D- = 60-62%, and E= 59% or less

Honor Code Standards

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university.

Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university’s expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment

Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

Students with Disabilities

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic/Project</th>
<th>Readings/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 2nd</td>
<td>Introduction to course/Abnormal defined</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>September 4th</td>
<td>Integrative Approach</td>
<td>Chapter 2 &amp; Ensign</td>
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<tr>
<td>September 9th</td>
<td>Integrative Approach cont’d</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>September 11th</td>
<td>Clinical Assessment and Diagnosis</td>
<td>Chapter 3</td>
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<tr>
<td>September 16th</td>
<td>Assessment/Diagnosis &amp; Research Methods</td>
<td>Chapter 3 &amp; 4</td>
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<td>September 18th</td>
<td>Research Methods cont’d</td>
<td>Chapter 4</td>
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<tr>
<td>September 22 – 29</td>
<td>Exam I: Testing Center</td>
<td>Chapters 1-4</td>
</tr>
<tr>
<td>September 23rd</td>
<td>Psychotic Disorders</td>
<td>Chapter 13</td>
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<tr>
<td>September 25th</td>
<td>Psychotic Disorders cont’d</td>
<td>Chapter 13</td>
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<tr>
<td>September 30th</td>
<td>Neurocognitive Disorders</td>
<td>Chapters 15</td>
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<td>October 2nd</td>
<td>Neurocognitive Disorders cont’d</td>
<td>Chapter 15</td>
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<tr>
<td>October 7th</td>
<td>Neurodevelopmental Disorders</td>
<td>Chapter 14</td>
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<tr>
<td>October 9th</td>
<td>Neurodevelopmental Disorders cont’d</td>
<td>Chapter 14</td>
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<td>October 14th</td>
<td>Neurodevelopmental Disorders</td>
<td>Chapter 14</td>
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<tr>
<td>October 16th</td>
<td>Anxiety Related Disorders</td>
<td>Chapter 5</td>
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<td>October 21st</td>
<td>Anxiety Related Disorders cont’d</td>
<td>Chapter 5</td>
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<tr>
<td>October 23rd</td>
<td>Anxiety Related Disorders cont’d</td>
<td>Chapter 5</td>
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<tr>
<td>October 27 – November 3</td>
<td>Exam II: Testing Center</td>
<td>Chapters 5, 13-15</td>
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<td>October 28th</td>
<td>Somatic Disorders</td>
<td>Chapter 6</td>
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<td>October 30th</td>
<td>Dissociative Disorders</td>
<td>Chapter 6</td>
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<tr>
<td>November 4th</td>
<td>Mood disorders</td>
<td>Chapter 7</td>
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*Case Study I due

*Case Study II due

*Case Study III due
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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
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<tbody>
<tr>
<td>November 6th</td>
<td>Mood cont’d and Eating Disorders</td>
<td>Chapter 7 &amp; 8</td>
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<tr>
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<td>suicide</td>
<td>Movie Analysis due</td>
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<td></td>
<td>Anorexia/Bulemia/Binge Eating Disorder</td>
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<td>November 11th</td>
<td>Health psychology &amp; Sleep-Wake Disorders</td>
<td>Chapter 8 &amp; 9</td>
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<td>Dyssomnias</td>
<td>*Case Study IV due</td>
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<tr>
<td>November 13th</td>
<td>Disorders Related to Sex and Sexuality</td>
<td>Chapter 10</td>
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<td></td>
<td>Sexual Dysfunctions</td>
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<td>Paraphilic Disorders</td>
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<td>November 17–24</td>
<td>Exam III: Testing Center</td>
<td>Chapters 6-9</td>
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<td>November 18th</td>
<td>Disorders Related to Sex and Sexuality</td>
<td>Chapter 10</td>
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<td>Gender Dysphoria</td>
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<td>November 20th</td>
<td>Substance Related Disorders</td>
<td>Chapter 11</td>
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<td></td>
<td>Substance Use Disorders</td>
<td>*Case Study V due</td>
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<td>Impulse-Control Disorders</td>
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<tr>
<td>November 25th</td>
<td>Friday Instruction: No Class</td>
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<td>November 27th</td>
<td>Thanksgiving Break: No Class</td>
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<tr>
<td>December 2nd</td>
<td>Personality Disorders</td>
<td>Chapter 12</td>
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<td>Cluster A</td>
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<td></td>
<td>Cluster B</td>
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<tr>
<td>December 4th</td>
<td>Personality Disorders</td>
<td>Chapter 12</td>
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<td></td>
<td>Cluster C</td>
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<tr>
<td>December 9th</td>
<td>Mental Health Services</td>
<td>Chapter 16</td>
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<td>*Case Study VI due</td>
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<tr>
<td>December 11th</td>
<td>Mental Health Services</td>
<td>Chapter 16</td>
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<tr>
<td>December</td>
<td>Exam IV: Testing Center</td>
<td>Chapters 10-12, 16</td>
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</table>

*Will be discussed in class

** Verify with Testing center location of final exam