

Abnormal Psychology

Psychology 342.3 – Fall Semester 2017
Thursdays 4:00-6:30 pm – 131 MARB

Instructor: Sheilagh Fox
Office Hours: By appointment only
Email: sheilagh_fox@byu.edu

TA: Benjamin Ooi
Office Hour: W 1-2 pm, 1150 SWKT
Email: benjamin.ooi.94@hotmail.com

Course Overview:

Psychology 342 is designed to provide an introduction to the characteristics, etiology, assessment, diagnosis, and treatment of major forms of psychological disorders. Additional goals of the course include understanding the research methods that inform our understanding of psychopathology and developing critical thinking skills regarding the empirical literature concerning psychological dysfunction. Course content and procedures have been selected to assist you in: (1) developing understanding of the range of human psychological experience, (2) gaining the ability to identify the major forms of psychopathology, and (3) developing an ability to appreciate multiple influences contributing to psychological disorders.

Learning Objectives and Aims of a BYU Education:

- 1. Critique concepts and theories:** Students will critically examine key concepts and theories in abnormal psychology. *Measurement:* Multiple choice exams, APA-style paper
- 2. Understand forms of psychological disorders and major theories:** Students will identify and describe the major forms of psychological disorders and the major theories regarding the classification, etiology, and treatment of psychological disorders and current data relevant to such theories. *Measurement:* Reading quizzes, multiple choice exams
- 3. Service learning and exposure to psychological disorders:** Students will engage in service learning by serving persons diagnosed with psychological disorders. *Measurement:* Participation assessment/field work report
- 4. Use sources to analyze topics regarding disorders:** Students will examine and critique a topic in abnormal psychology using the current research literature. *Measurement:* APA-style paper

Additionally, it is helpful to keep in mind that the mission of BYU is “to assist individuals in their quest for perfection and eternal life” by being spiritually strengthening, intellectually enlarging, character building, and by leading to lifelong learning and service. This course will also support these aims.

Required Materials:

Comer, R.J. (2015). *Abnormal psychology* (9th ed.). New York, NY: Worth Publishers.

ISBN: 146417170X

i-Clicker – we will use clickers to do the reading quizzes

Course Schedule:

Date	Lecture Topic	Reading	Assignments Due
Sep 7	Intro; History of Psychopathology	Syllabus, Ch 1	
Sep 14	Models of Psychopathology; Clinical Assessment, Treatment, and Diagnosis	Ch 3, 4	
Sep 21	Anxiety, Obsessive-Compulsive, and Related Disorders	Ch 5	
Sep 28	Disorders of Trauma and Stress	Ch 6	
Oct 5	Depressive and Bipolar Disorders; Treatments; Suicide	Ch 7, 8 (skim), 9	
Oct 11			Case Study 1
Oct 12	Disorders Featuring Somatic Symptoms; Eating Disorders	Ch 10, 11	
Oct 19	Substance Abuse and Addictive Disorders	Ch 12	
Oct 26	Disorders of Sex and Gender; Sleep-Wake Disorders	Ch 13, other reading TBA	
Nov 2	Schizophrenia; Treatments for Severe Mental Disorders	Ch 14, 15	
Nov 9	Neurodevelopmental Disorders; Disruptive, Impulse-Control, and Conduct Disorders	Ch 17	
Nov 15			Case Study 2
Nov 16	Neurocognitive Disorders; Traumatic Brain Injury	Ch 18	
Nov 23	Thanksgiving		
Nov 30	Personality Disorders	Ch 16	
Dec 7	Personality Disorders – continued		
Dec 13			Research Paper
Dec 14	Wrap-Up		

Midterm from October 20-25 in Testing Center - \$5 fee to take on October 25

Final on December 19 from 8-10 pm in MARB 131

Assignments:

Quizzes (13 quizzes, 10 points each)

Reading quizzes will be administered at the beginning class over i-Clicker. The lowest score will be dropped. I will email out remake quizzes only if you contact me beforehand to arrange it.

Quizzes are closed book.

Midterm Exam (150 points)

The midterm exam will be administered from October 20-25 in the Testing Center.

Final Exam (200 points)

The final exam will be administered on December 19 from 8-10 pm in the Testing Center.

Research Paper (100 points)

You will submit a six-page research paper outlining the evolution, treatment, and theories of a disorder of your choice (although preferably with one you are not as familiar). For information about how this is to be completed and graded, there is a rubric on Learning Suite.

Case Study Papers (2 papers, 50 points each)

You will submit 2 two-page papers. For each of these, you will be given a description of a hypothetical client's history and assessment data. You are expected to use this data, the DSM-5, and any course notes to diagnose the client. For information about how this is to be completed and graded, there is a rubric on Learning Suite.

Experiential Learning Assignment at Utah State Hospital (100 points)

It is a departmental requirement for students to participate in fieldwork at the Utah State Hospital (other options are considered on a case by case basis) for 24 hours (this includes the initial 90-minute-to-2-hour orientation) in Fall/Winter. This is a critical part of your learning and grade in this class. There will be two parts to this assignment: (1) Your documented hours (80 points), and (2) a one-page perspective report based on your experience (20 points).

Points Breakdown:

Quizzes		110
Quiz 1	Sep 14	10
Quiz 2	Sep 21	10
Quiz 3	Sep 28	10
Quiz 4	Oct 5	10
Quiz 5	Oct 12	10
Quiz 6	Oct 19	10
Quiz 7	Oct 26	10
Quiz 8	Nov 2	10
Quiz 9	Nov 9	10
Quiz 10	Nov 16	10
Quiz 11	Nov 30	10

Assignments		300
Case Study 1	Oct 11	50
Case Study 2	Nov 15	50
Research Paper	Dec 14	100
State Hospital	Dec 14	100
Exams		250
Midterm	Oct 20-25	150
Final	Dec 19	200

Grade Scale:

A	94%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Late Work:

Assignments are due at 11:59 pm on the day they are due. Please do not hand in assignments late. Late assignments will receive 10% off per day.

Respect:

It is almost inevitable that one or more of the students in the class, you, or someone dear to you, experiences a condition we'll cover during class time. Some of the more sensitive topics include (but are not limited to) self-mutilation (cutting), sexual and gender identity issues, sexual and drug addiction difficulties, suicide, and eating disorders. Some may find the images and other material included in this course to be disturbing. Others may experience strong reactions to these or other topics; hopefully all of you find it informative and valuable. Respect and courtesy in discussions and comments is of the utmost importance. We will discuss mental disorders frankly, but always keep in mind the sensitive nature of the topics. This includes using careful, thoughtful discretion if you have personal experiences that relate to the topic at hand and you decide to share them. If you have any hesitation about taking this class (or attending certain lecture topics) please meet with me before the add/drop deadline to discuss your concerns.

University Policies:

Honor Code:

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 every instructor's 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 & Responding to Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment—including sexual violence—committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

Student Disability:

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. 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 policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty:

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Respectful Environment:

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Inappropriate Use of Course Materials:

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. To do so is a violation of the Brigham Young University Honor Code.

Plagiarism:

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in

their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

Mental Health:

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Deliberation Guidelines:

To facilitate productive and open discussions about sensitive topics about which there are differing opinions, members of the BYU community should: (1) Remember that we are each responsible for enabling a productive, respectful dialogue. (2) To enable time for everyone to speak, strive to be concise with your thoughts. (3) Respect all speakers by listening actively. (4) Treat others with the respect that you would like them to treat you with, regardless of your differences. (5) Do not interrupt others. (6) Always try to understand what is being said before you respond. (7) Ask for clarification instead of making assumptions. (8) When countering an idea, or making one initially, demonstrate that you are listening to what is being said by others. Try to validate other positions as you assert your own, which aids in dialogue, versus attack. (9) Under no circumstances should an argument continue out of the classroom when someone does not want it to. Extending these conversations beyond class can be productive, but we must agree to do so respectfully, ethically, and with attention to individuals' requests for confidentiality and discretion. (10) Remember that exposing yourself to different perspectives helps you to evaluate your own beliefs more clearly and learn new information. (11) Remember that just because you do not agree with a person's statements, it does not mean that you cannot get along with that person. (12) Speak with your professor privately if you feel that the classroom environment has become hostile, biased, or intimidating. Adapted from the Deliberation Guidelines published by

The Center for Democratic Deliberation.

(<http://cdd.la.psu.edu/education/The%20CDD%20Deliberation%20Guidelines.pdf/view?searchterm=deliberation%20guidelines>)