

# Abnormal Psychology

PSYC 3014 || CRN 18830 || Spring 2017

“Unless someone like you cares a whole awful lot,  
nothing is going to get better. It’s not.”  
-Dr. Seuss, *The Lorax*

**Instructor:** Amanda Halliburton, M.S.

**Class Meets:** Monday/Wednesday/Friday 10:10-11:00 am

**Class Location:** Williams Hall—Room 120

**Instructor’s Email:** [ahallibu@vt.edu](mailto:ahallibu@vt.edu)

**Office:** Williams Hall—Room 325

**Office Hours:** Mondays 12:00-3:00 pm, or by appointment

**Prerequisite:** Introductory Psychology (PSYC 1004/2004)

**Required Texts:**

- Nevid, J. S., Rathus, S. A., & Greene, B.S. (2014). *Abnormal psychology in a changing world* (9<sup>th</sup> edition). New York: Pearson.
- Gorenstein, E. E., & Comer, R. J. (2015). *Case studies in abnormal psychology* (2<sup>nd</sup> edition). London, UK: Worth Publishers.

*Note:* Given that the DSM-5 is integral to our course, older editions of the textbooks are **not** acceptable. However, I encourage the pursuit of textbook rental options (e.g., Chegg, Amazon).

**Course Overview:**

My goal in this course is to introduce you to the day-to-day life of a practicing clinician. We will learn the fundamentals of diagnosis and treatment for many different disorders, but we will go beyond that and discuss critical issues in mental health services, including differences in access to care and considerations related to cultural and individual diversity. Whether you are just taking the course because you find the subject matter interesting or you intend to pursue a career in mental health, I hope you will learn something about the difficulties faced by those with mental health diagnoses and the providers struggling to adequately serve their needs, and this in turn will help you to appreciate this work and envision a better way to do it in the future.

**Course Objectives:**

Students who complete this course are expected to demonstrate the following skills:

- Identify major psychological disorders based on symptoms as defined in the DSM-5;
- Understand the process of assessing and diagnosing these disorders;
- Explain biological, psychological, social, and cultural components of these disorders;
- Formulate evidence-based treatment plans that respond to these disorders;
- Discuss complicating factors in ethical practice and lack of access to mental health care.

## Course Schedule

*(may be altered if necessary at instructor's discretion)*

Readings:

**Maroon Text = Nevid et al. (2014)**

**Orange Text = Gorenstein & Comer (2015)**

<b>Week</b>	<b>Day</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Reading</b>
1	M	1/16	<b>MLK JR. DAY (NO CLASSES)</b>	
	W	1/18	Syllabus / Welcome	
	F	1/20	Historical Perspectives	pp. 9-15
2	M	1/23	Clinical Research Methods	pp. 20-30
	W	1/25	Etiology & Treatment Overview	pp. 37-78; 83-87
	F	1/27	(continued from above)	
3	M	1/30	<b>NO CLASS – INSTRUCTOR OUT OF TOWN</b>	
	W	2/1	Diagnosis & Assessment	pp. 93-102; 105-114; 116-125
	F	2/3	(continued from above)	
4	M	2/6	Stress & Adjustment	pp. 130-137; 142-147
	W	2/8	Acute Stress Disorder & PTSD	pp. 147-154
	F	2/10	Case Study #1: Elaine	pp. 46-59
5	M	2/13	Panic Disorder & Specific Phobias	pp. 158-169; 173-182
	W	2/15	Social Anxiety Disorder, GAD, & OCD	pp.170-172; 182-185; 186-195
	F	2/17	Case Study #2: Sarah	pp. 17-30
6	M	2/20	Dissociative Disorders	pp. 200-216
	W	2/22	Somatic Disorders	pp. 217-229
	F	2/24	Depressive Disorders	pp. 244-254; 258-269; 271-277
7	M	2/27	Bipolar Disorder	pp. 254-258; 269-271; 277; 280
	W	3/1	Suicide	pp. 280-285
	F	3/3	Case Study #3: Carlos	pp. 61-77
8	M	3/6	<b>SPRING BREAK (NO CLASSES)</b>	
	W	3/8	<b>SPRING BREAK (NO CLASSES)</b>	
	F	3/10	<b>SPRING BREAK (NO CLASSES)</b>	
9	M	3/13	Substance Use Disorders	pp. 291-310
	W	3/15	Etiology of Substance Use Disorders	pp. 310-317
	F	3/17	Substance Use Disorder Treatment	pp. 318-326
10	M	3/20	Case Study #4: Kirk	pp. 153-169
	W	3/22	Eating Disorders	pp. 335-349
	F	3/24	Sleep Disorders	pp. 351-360
11	M	3/27	Case Study #5: Rita	pp. 131-150
	W	3/29	Gender Dysphoria & Sexual Dysfunction	pp. 367-384
	F	3/31	Paraphilias	pp. 384-399

<u>Week</u>	<u>Day</u>	<u>Date</u>	<u>Topic(s)</u>	<u>Reading</u>
12	M	4/3	Schizophrenia: Symptoms	pp. 403-415; 432-435
	W	4/5	Schizophrenia: Etiology & Treatment	pp. 415-432
	F	4/7	<b>NO CLASS – INSTRUCTOR AT CONFERENCE</b>	
13	M	4/10	Case Study #6: Jim	pp. 203-219
	W	4/12	Personality Disorders: Cluster A	pp. 439-444
	F	4/14	Personality Disorders: Cluster B	pp. 444-453; 460-472
14	M	4/17	Personality Disorders: Cluster C, & ICDs	pp. 454-456; 472-476
	W	4/19	Case Study #7: Karen	pp. 232-248
	F	4/21	Autism Spectrum Disorders, IDs, & LDs	pp. 485-501
15	M	4/24	Behavioral, Anxiety, & Elimination Disorders	pp. 501-509; 517-519
	W	4/26	Case Study #8: Adam	pp. 265-280
	F	4/28	Cognitive Disorders & Older Adult Mental Health	pp. 524-545
16	M	5/1	Mental Health & the Law: Part I	pp. 550-562
	W	5/3	Mental Health & the Law: Part II	pp. 562-568

**The final exam will be held in WMS 120 on Friday, May 5<sup>th</sup> from 1:05–3:05pm.**

### **Assignments & Grading**

Please refer to Canvas for information on when assignments are due.

**Quizzes:** You will have 10 quizzes to complete on Canvas throughout the semester. Each quiz will be multiple-choice and will consist of 10 questions. The quiz will be open for five full days, from 11am the day it opens until 11am the day it closes. The questions will come from lectures, reading, and case studies. Not all chapters will have a quiz, and no quiz grades will be dropped. Refer to Assignments on Canvas to see when quizzes are due. Although these quizzes can be completed at home and are thus open-book and open-note, as per the Honor Code you cannot consult classmates or unauthorized sources (e.g., Google, Wikipedia) to answer the questions.

**Case Studies:** We will spend time discussing eight case studies that help you understand how a mental disorder manifests in the day-to-day life of an individual. For each case study discussion date, you will answer four short answer questions (posted to Canvas at the end of the previous class period). You will also write one short answer question of your own, along with the answer, to help guide your discussion in class. **You may not copy any of the questions in the textbook.** You will bring the questions and answers to class and turn them in to me that day for credit. If you are presenting your ASIP project (see below) that day, you do not need to do questions.

**Art-Science Integration Project (ASIP):** You will be asked to work in small groups to create an art project that somehow represents the treatment of a mental disorder. You will sign up for disorders and due dates in class. The project grade consists of submitting a plan, creating and presenting the product, and submitting a brief written explanation of the product (see rubric). ASIPs will be presented in class on the same day that we discuss the case study for the disorder, so you do not have to do case study questions for the date that you will present your ASIP.

**Film Critique:** In class, you will sign up to write a brief critique of a film that presents a character with a mental disorder. Your job is to use your diagnostic and etiological knowledge to assess whether the disorder has been presented accurately (see rubric). The due date for your critique depends on the disorder presented and is posted on Canvas for your reference.

**Final Exam:** Our final exam period will be used for you to complete a hands-on intake of a new “client.” You will have to determine which disorder the client most likely meets criteria for and design an appropriate treatment, step by step, to address the person’s problem. Everyone is expected to be present for the final exam, so you should arrange your schedules accordingly. More information about what exactly is expected of you for the final exam will be provided.

**SONA Credit:** Extra credit can be earned by participating in SONA research conducted in the Psychology Department (<https://vt-psyc.sona-systems.com/>). For every 30 minutes of research participation, you will receive 1 point that can be added to your total grade. You may earn up to 5 points (which equates to 2.5 credits in SONA). Extra credit points must be completed by the last day of class (Wednesday, May 3, 2017). An alternative assignment is available if desired.

**Grading Summary:**

Quizzes.....	10 x 10 pts = 100 pts (46%)
Case study questions.....	7 x 5 pts = 35 pts (16%)
ASIP.....	35 pts (16%)
Film critique.....	25 pts (11%)
Final exam.....	25 pts (11%)
TOTAL.....	220 pts (100%) (+ 5 EC)

**Grading Scale:**

93-100%: A	87-89%: B+	80-82%: B-	73-76%: C	67-69%: D+	60-62%: D-
90-92%: A-	83-86%: B	77-79%: C+	70-72%: C-	63-66%: D	59% or less: F

**Class Policies**

**Classroom conduct:** Your success in this class depends on your ability and willingness to expand beyond the basics of the material and engage with the diagnostic and treatment process. I expect students to contribute to discussion and take the class seriously. You should attend class regularly and take responsibility for informing me and catching up on material if you miss class. In return, I will share with you what I have learned through my six years in the field and give you opportunities to try out some of the skills needed to practice as a mental health provider.

Additionally, please note that my office functions as a Safe Zone for LGBTQ members of our community and their allies, and our classroom will serve as a brave space. We will spend time

talking on the first day of class about what this term means and what kinds of ground rules we want to collaboratively set to govern our discussions and disclosures during class periods.

**Personal concerns:** We will be discussing sensitive material in this course that may resonate with experiences that you or others you know have had. If you would like to seek therapy or counseling for these concerns, please bear in mind that my role is to be your instructor and, though I do have clinical training, ***I am ethically bound to avoid personally offering you any type of therapeutic services.*** However, I am happy to refer you to helpful local resources.

**Lecture notes:** I will post a copy of my lecture notes on Canvas prior to the first class period in which that lecture will be given. My notes will overlap with the text in some ways and expand beyond it in others, and not all information will be provided on the slides, so I recommend that you come to class prepared to take notes using your laptop or pen/pencil and paper.

**Reading:** You are expected to keep up with the textbook reading as much as possible and to come to class prepared by having read the pages specified for that day (see schedule).

**Canvas:** I will be using Canvas to post grades and course materials, and you will also be using it to turn in some of your assignments. I know it is fairly new and we are all still getting used to using it, so don't hesitate to ask if you have a question about Canvas features. *Additionally, I expect you to pay attention to deadlines and to not need reminders from me to turn work in.*

**Instructor contact:** You may reach me via email, or we can meet during office hours (see above for when and where these are held). Please don't be shy—I am happy to address questions, provided that the information you need is not already available to you in this syllabus 😊 If I have to have an unscheduled absence from class, I will make arrangements for a substitute.

**Late work:** The *only* assignment I will accept late is the film critique, which I will accept up to five days late at a cost of 10% per day. I will not accept it after five calendar days have passed.

**Honor code:** The Undergraduate Honor Code pledge that each member of our community agrees to abide by states: “As a Hokie, I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.” Students enrolled in this course are responsible for abiding by the Honor Code. A student who has doubts about how the Honor Code applies to any assignment is responsible for obtaining specific guidance from me before submitting the assignment. Ignorance of the rules does not exclude any member of our community from the requirements and expectations of the Honor Code. For more information, please visit: <https://www.honorsystem.vt.edu/>.

**Accommodations:** If you need accommodations because of a disability, have emergency medical information to share with me, or need special arrangements in case of building evacuation, please discuss this with me as soon as possible and notify Services for Students with Disabilities (SSD): Lavery Hall Suite 310, (540) 231-3788, <http://www.ssd.vt.edu/>.