

Abnormal Psychology: PSYC 245: Section 003
University of North Carolina at Chapel Hill

Textbook: Nolen-Hoeksema, S. (2014). *Abnormal Psychology* (6th edition). Boston: McGraw Hill. ISBN-9780078035388. Available at Student Stores.

Sakai: Please check the Sakai site regularly, as the syllabus, reading, assignments, announcements, and other relevant material will be posted there.

Prerequisite: General Psychology (PSYC 101)

Additional Recommended Reading:

- *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*. The DSM-5 (the manual psychologists use to diagnose psychological disorders) is available as a FREE online resource through UNC library.
 - Go to the UNC libraries website: <http://library.unc.edu/>
 - Type in “Diagnostic and Statistical Manual of Mental Disorders (DSM 5)” in the “Search for articles, books & more” box and then click the “Search” button.
 - Select the recommended electronic resource in the yellow box at the top of the page
 - (Sign-in using your ONYEN and password if you are off campus.)
 - “Section II: Diagnostic Criteria and Codes” is where you will find the diagnostic criteria for the disorders we will be studying in this course.

Course Description:

- This is an introductory course in psychopathology, or the scientific study of mental disorders. This course will provide an introduction to a variety of mental health concerns that affect individuals throughout the lifespan. At the beginning of the semester, we will explore psychopathology broadly, including discussing what constitutes “abnormal behavior” and how this definition has been shaped by historical and cultural influences. Next, we will explore the assessment, diagnosis, and treatment of psychological disorders from a variety of theoretical orientations. For the remainder of the semester, we will examine various psychological disorders in more depth, including their symptom patterns, theory, and research on their etiology (causes) and treatment.

Course Objectives:

- By the end of the course, you will develop an understanding of and appreciation for the following topics:
 - How we define "abnormal" vs. "normal" and possible implications of using "abnormal" as a label
 - How historical context and theory has informed our understanding of psychopathology to date
 - A variety of methods used to assess and diagnose abnormal behavior

- Symptoms of various psychological disorders and descriptions of the current diagnostic criteria, including differentiating between disorders that have overlapping symptoms (e.g., inattention as a symptom of depression vs. ADHD)
- Models of etiology of these disorders from biological, social, cognitive, cultural, and developmental perspectives
- Different approaches to treatment, how we think treatments work, and how treatments can be evaluated for effectiveness
- How course material applies to clinical cases, current events, and the portrayal of psychology in the media
- The goal of this course is not only for you to learn information related to the study of abnormal behavior, but also for you to learn how to critically apply this information to case material. Additionally, a goal of this course is for you to get excited about psychology by sharing these interesting ideas and your opinions with classmates, family, and friends!

Course Format:

- I'll use class time to summarize textbook material, incorporate multimedia and case examples from my work as a therapist and researcher, and facilitate discussion related to course material. Thus, the format of the course will include primarily lectures, discussions, and short videos, with occasional in-class exercises and guest speakers. I will primarily use PowerPoint slides during class and will post handouts to Sakai before each lecture that provide an outline of the material I will be covering so that you can follow along and take notes. The primary resources outside of class will be the textbook and supplemental readings (posted on Sakai). These additional readings are meant to provide you with clinical case examples for some of the disorders we are studying as well as thought-provoking critiques regarding the study of psychopathology. You will be asked to select and respond to a subset of these supplemental readings throughout the semester.

Course Requirements:

- **Exams (45% of course grade):**
 - There will be four exams given over the course of the semester; however, only three exams will count toward your final grade. Your lowest exam score of Exams 1-3 will automatically be dropped; you cannot drop your Exam 4 grade. Each exam will be weighted equally (15% of your grade). Three of these exams will be held during our usual class time, and the last exam will be held at the officially scheduled date/time during the week of final exams. Exams are not cumulative; this means each exam will only cover the material since the last exam through the class day just prior to the exam date. However, the material will build on itself over the course of the semester; for example, in Chapter 2 we will learn about theories of abnormality that we will then refer back to throughout the semester.
 - Exams will include multiple-choice questions and free-response questions (i.e., fill in the blank, short answer). Exams will be based on both the textbook chapters and material covered in class; this material does not always overlap, so in order to succeed on the exams, you must attend class *and* read the textbook. The exams

will include not only questions regarding factual information learned, but also questions that require you to use critical thinking skills and apply the material you have learned to case examples. Thus, success on the exams requires a true understanding of the material and how it applies in “real life,” rather than simple memorization. Exams will be closed book – no notes or textbooks allowed. As each exam approaches, I will give you more specific information about what material is likely to be covered.

- I will not pass exams back in class. If you would like to review an exam, you may come to my office hours (or set up an appointment with me) to do so. You will have until the next exam to review your exam (i.e., once you have taken Exam 3, you cannot review Exam 2).
- **Note: Please bring a #2 pencil and a scantron sheet (can be purchased at UNC Student Stores) to each exam!**
- Important note about missing exams: There will be no makeup exams. If you miss an exam, you will earn a 0 unless you have a university-excused absence (e.g. athletics event – athletics department needs to send official notification) OR are hospitalized (Dean of Students needs to send official notification) OR have had a death in your immediate family (Dean of Students needs to send official notification). I will handle requests for make-up exams on a case-by-case basis (since this is a very rare occurrence).
- **Writing Assignments (35% of course grade):**
 - There are nine supplemental readings spaced throughout the semester. I will ask each of you to read at least three of them (although I certainly encourage you to read all nine!). Writing assignments on the supplemental readings will include the following:
 - *DSM-5 Diagnosis, Theories, and Treatment Paper (20%)*. You will write a 5-6 page paper on one of the readings that is a case study or first person account of mental illness. Your paper should include: (a) a discussion of how the individual’s presentation corresponds to DSM-5 diagnostic criteria (with *specific examples* from the reading), (b) one possible theoretical explanation of the development and maintenance of the disorder, and (c) a specific treatment option for the person described, based on that theoretical orientation. Papers are due throughout the semester. You will list your top three choices for paper topics, and I will let you know which topic you will be writing about. When signing up for topics, you may wish to consider both topics that interest you and the timing of the due date. See the full, detailed paper assignment posted on Sakai for specific guidelines and due dates.
 - *Reflection Papers (7.5% each)*. You will also select two additional readings to write an informal three page reflection paper due by 5 PM the day before the reading will be discussed in class (e.g., if I wanted to write on Dumont (1996) “Janet the Bump Lady” which we are discussing in class on Wednesday, 2/17, my response paper would be due on Tuesday, 2/16 at 5 PM). Reflection papers are a chance for you to think deeply about the material and share your ideas. Reflections that are clearly thoughtful, interesting, and relevant will receive full credit. Potential

questions to consider are: (1) What about the reading stood out to you or surprised you, and why? (2) What connections can be made between the reading and material covered in the textbook or in class? (3) What questions or issues did the reading raise that you would want to learn more about? Each reflection paper will be graded out of 15 points and should be submitted in the Assignments tab on Sakai (Reflection Papers 1 and 2). You must complete at least one reflection paper before spring break. *Extensions will not be granted; late papers will lose 10% for each day that they are late.*

- **Reading Quizzes (15%):**
 - Online reading quizzes are designed to award credit for effort, as well as to check your basic understanding of the readings. Quizzes, which consist of approximately 10 multiple choice questions, are mostly meant to pace your readings. One quiz will be assigned per textbook chapter. In total, 11 quizzes will be administered online via Sakai; 8 of those quizzes will be counted towards the overall course grade. Quizzes are due by 7:50 am on the day that the last portion of the reading is due (i.e., the Chapter 2 reading quiz is due by 7:50 am on 1/22) and must be completed independently. There are NO makeup quizzes.
- **Participation (5%):**
 - Your participation grade will be based upon showing up for and actively engaging in class activities. Throughout the semester, there will be a variety of individual, partner, and group activities in class. These activities may range from brief (i.e., answering a single question) to more in-depth (i.e., participating in a small group discussion or submitting an in-class activity).
 - All students are encouraged to participate in class discussions; this is one important way for you to demonstrate that you are actively engaging with the course material. Abnormal psychology is a subject that generates a lot of interesting discussion and participating in class can only help your grade. In class discussions, I expect students to listen and be respectful of their classmates' opinions and points of view. I also expect that when you are in class that you are paying attention. I know it can be tempting to check your email or to go online if you are sitting directly in front of a computer, but I ask that you are present in class. Laptops/tablets are only to be used in pedagogically purposeful ways. If you need to sleep or catch up on Instagram, please do so outside of class. Phones should be turned off or silenced.
- **Extra Credit**
 - Throughout the semester, you'll likely make interesting connections between what you learn in this class and things going on in your own lives and in the world at large. Keep an eye out for articles/events (e.g., blog posts, TV clips, websites, court decisions, etc.) in the media or pop culture that connect to what we are studying. There will be two evenings during the semester (**Wed March 2nd and Wed March 30th from 7:15-8:30 PM in Davie 261**) where there will be an optional extra credit opportunity for you to give a brief (3 minute) presentation regarding the real-world connection. You may sign up for one of these two opportunities. By completing this assignment, you can earn 2 percentage points towards your final grade.

Grading Scale

A = 100-93%	A- = 92-90%	B+ = 89-87%	B = 86-83%	B- = 82-80%	C+ = 79-77%
C = 76-73%	C- = 72-70%	D+ = 69-67%	D = 66-60%	F = 59% and below	

To calculate your final course grade: (Exam average * .45) + (DSM-5 Paper * .2) + ([Reflection Paper 1 + Reflection Paper 2] * .15) + (Reading Quizzes * .15) + (Participation * .05) + (.02 if did Extra Credit) = Course Grade
Important notes about grades: All grades are final. I spend a lot of time up front making sure I am grading fairly and consistently across exams and papers. If you think I made a mathematical error in calculating your grade, please let me know. I do not: (a) allow students to rewrite a paper or retake an exam, or (b) curve final grades. I will use standard rounding rules to calculate final grades. For example, an 89.5 will be rounded up to an A- but an 89.4 will *not* be rounded up to an A-.

Honor Code: I expect that you uphold the UNC Honor Code and that all the work that you produce/submit is your own. I will ask you to sign an honor pledge when you hand in your exams and when you submit your papers on Sakai. Although you may study together for exams, all exams are to be taken without the assistance of other people, books, or notes. Ideas or information in your papers must be appropriately referenced, whether the original source is written or verbal. Five or more words taken verbatim from any source must be placed in quotation marks with the source appropriately referenced. If you have questions about any of these matters, please ask. For more information about the UNC Honor Code, <http://www.honor.unc.edu>.

Counseling and Psychological Services: You are likely to find that a topic covered in class has some personal relevance, either in your own life or in the lives of people close to you. It is important to note that while I do work as a therapist, I cannot serve in a therapeutic role for any students in my class. If you would like to speak to someone about an issue, you may contact UNC Counseling and Psychological Services (CAPS). [I am a graduate student therapist at CAPS; however, I would not be assigned as your therapist should you seek brief therapy services there.]

During the academic year, registered full-time UNC students are eligible for confidential services at no charge from CAPS, located at the James A. Taylor Building (919-966-3658; <http://campushealth.unc.edu/caps>). You can walk in to CAPS for your first “triage” appointment anytime Monday - Friday from 9 AM - 12 PM or 1 - 4 PM. Services are also available (on a sliding scale fee) through the UNC Department of Psychology Community Clinic, located on campus in Evergreen House (919-962-6906; <http://clinic.unc.edu/>).

A note about self-disclosure in class: Although it is perfectly fine to talk about someone close to you who has struggled with psychological problems in class, please do not use any names or defining characteristics to maintain confidentiality of that person. Also, if you are thinking of self-disclosing something you may have struggled with personally, I recommend thinking in advance what you would like to say (rather than spontaneously self-disclosing) so that you don't end up sharing more than you feel comfortable with in retrospect. Since this course is not a therapeutic setting, there is no *legal* guarantee of confidentiality; but I ask that you all please be respectful of your classmates and keep any personal stories shared in the classroom confidential.

Accessibility Services: If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please let me know early in the semester. To request academic accommodations (for example, a note-taker or extra time on tests), students must register with Accessibility Resources & Services (<http://accessibility.unc.edu/>), the office responsible for reviewing documentation about disabilities and for helping to plan accommodations consistent with course requirements. Students must provide me with official documentation regarding accommodations.

Academic Services: Several academic services are available to you; most of them are headquartered in the Student Academic Services Building North (<http://cssac.unc.edu>). For example, the Learning Center offers tutoring by appointment and walk-in hours for general academic guidance (<http://learningcenter.unc.edu>). Also, the Writing Center provides free online services and tutoring related to academic writing (<http://writingcenter.unc.edu/>).

What you can expect from me: As a syllabus is an agreement between instructor and student, it is only fair to spell out what you can expect from me. I want you to succeed in this course, and you can expect me to be open and available to your questions or concerns; so, please don't hesitate to contact me if you have any questions about course requirements, classroom policies and procedures, course material, or your academic progress. Additionally, I am more than happy to discuss psychology research opportunities, graduate school options, and career paths with you. I respond quickly to e-mail (within 24 business hours, M-F), and this is the best way to reach me. I intend to honor class sessions and meeting times, including office hours. I'll inform you of any changes to the syllabus, with as much prior notice as possible. I'm looking forward to a great semester with you all!

Inclement Weather Delays/Cancellations: In the event of inclement weather, we will follow University procedures with regards to delayed openings and cancellations. I will send an e-mail to the class to reiterate the University decision. I have built several "Review/Catch-Up" days into the syllabus; however, given the large amount of content that we have to cover in this class, I may post web lectures online so that we do not fall behind.

Tips for Success in this Course:

- Attend lecture, take detailed notes, and regularly review those notes. Simply reading the textbook and my handouts on Sakai will not provide you with all the information you need to do well in this course since (a) lectures will go into more depth than the textbook, and (b) the handouts I post on Sakai simply provide an *outline* of the material I cover in class. Thus, to succeed on the exams, you must come to class consistently and take careful notes on what we cover. If you miss a class, I encourage you to contact a classmate who was in class to get the notes so that you don't fall behind.
- Keep up with the textbook reading. Along with periodic reading quizzes, I have provided specific page numbers as guidance so that you can pace yourself. You will understand more of what goes on in class and perform better on exams if you complete the assigned readings *before* class.

- Participate in class discussion and activities and ask clarifying questions in class. Your participation in classroom exercises and discussions will greatly increase what you get out of this course.
- Apply what we're learning to real life situations and talk about these ideas with classmates/friends. One way of doing this is by taking advantage of the extra credit opportunity (see "Extra Credit" above).
- Communicate outside of class by coming to office hours or emailing me if you have questions about the course material or your professional development. For logistical questions (e.g., due dates, grades), please check the syllabus and Sakai first before emailing me.

SCHEDULE

Date	Topic	Readings & Due Dates
Mon, 1/11	Welcome & Introduction; Intention-Setting	Syllabus; Syllabus Quiz (1% Extra Credit) DUE
Wed, 1/13	Looking at Abnormality; "labeling" Abnormality	Chapter 1 (p4-7); Rosenhan (1973) "On Being Sane in Insane Places" (p250-254, 257)
Fri, 1/15	Theories & Treatment of Abnormality: Overview & History	Chapter 1 (p 7-14); Chapter 2 (p22-25)
Mon, 1/18	NO CLASS	
Wed, 1/20	Theories & Treatment of Abnormality: Biological	Chapter 2 (p 26-36)
Fri, 1/22	Theories & Treatment of Abnormality: Psychological and Sociocultural	Chapter 2 (p 36-55); Ch 2 Quiz Due
Mon, 1/25	Assessing & Diagnosing Abnormality: Assessment	Chapter 3 (p 58-71)
Wed, 1/27	Assessing & Diagnosing Abnormality: Assessment & Diagnosis	Chapter 3 (p 71-79); Ch 3 Quiz Due
Fri, 1/29	Assessing & Diagnosing Abnormality (continued)	
Mon, 2/1	Anxiety Disorders: Overview	Chapter 5, (p 106-110)
Wed, 2/3	Anxiety Disorders: Phobias, SAS	Chapter 5, (p118-127)
Fri, 2/5	Anxiety Disorders: Panic, GAD	Chapter 5, (p 127-135)
Mon, 2/8	Trauma- and Stressor-Related Disorders	Chapter 5, (p110-118); Ch 5 Quiz Due (no questions about OCD)
Fri, 2/12	Review/Catch-up	
Mon, 2/15	EXAM 1 (Ch. 2, 3, 5)	
Wed, 2/17	Obsessive-Compulsive and Related Disorders	Chapter 5 (p 139-145); Dumont (1996) "Janet the Bump Lady"
Fri, 2/19	Mood Disorders: Characteristics of Depression and Mania	Chapter 7 (174-185, 192-193)
Mon, 2/22	Mood Disorders: Theories and Treatments of Bipolar Disorder	Chapter 7 (p 196-197, p 202-203 ISRT/FFT); Jamison (1997) "An Unquiet Mind"
Wed, 2/24	Mood Disorders: Theories of Depression	Chapter 7 (p 185-192)

Fri, 2/26	Mood Disorders: Treatments for Depression	Chapter 7 (p 193-195, p 198-203); Menand (2010) "Head Case"
Mon, 2/29	Suicide	Chapter 7 (p 204-213) Ch 7 Quiz Due
Wed, 3/2	Eating Disorders: Characteristics; Martin	Chapter 12 (p 336-350)
Fri, 3/4	Eating Disorders: Theories	Chapter 12 (p 350-360); Ch 12 Quiz Due
Mon, 3/7	Eating Disorders: Treatments; <i>Guest speaker: Ryan Jacoby, M.A.</i>	Hornbacher (2006) "Wasted"
Wed, 3/9	Review/ Catch-up	
Fri, 3/11	EXAM 2 (Ch 5, 7, 12)	
	<i>Spring Break – no class</i>	
Mon, 3/21	<i>Dissociative Disorders</i>	Chapter 6 (p 160-172); Acocella (1998) "The Politics of Hysteria"; Ch 6 Quiz Due
Wed, 3/23	<i>Schizophrenia: Characteristics</i>	Chapter 8 (p 217-232)
Fri, 3/25	No Class	
Mon, 3/28	Schizophrenia: Theories	Chapter 8 (p 232-240); Aviv (2010) "Which Way madness Lies"
Wed, 3/30	Schizophrenia: Treatments; Guest Speaker: Julia Browne, M.A.	Chapter 8 (p 241-247); Ch 8 Quiz Due
Fri, 4/1	Neurodevelopmental Disorders: Autism	Chapter 10 (p 290-294)
Mon, 4/4	Neurodevelopmental Disorders: ADHD	Chapter 10 (p 283-290); Ch 10 Quiz Due
Wed, 4/6	Review/Catch-up	
Fri, 4/8	EXAM 3 (Ch 6, 8, 10)	
Mon, 4/11	Childhood Disorders: Conduct Disorder/Oppositional defiant Disorder	Chapter 11 (p 321-328); Khan (2012) "Can you call a 9 year old a psychopath?"
Wed, 4/13	Personality Disorders: Overview	Chapter 9 (p 250-262; 270-278)
Fri, 4/15	Personality Disorders: Borderline Personality Disorder/ NSSI	Chapter 9 (p 262-270), Gorenstein & Comer (2002) "Borderline Personality Disorder, Case Study" Ch 9 Quiz Due
Mon, 4/18	Personality Disorders: Antisocial Personality Disorder	Chapter 11 (p 329-332); Ch 11 Quiz Due
Wed, 4/20	Substance Use Disorders: Characteristics; Guest Speaker	Chapter 14 (p 394-417)
Fri, 4/22	Substance Use Disorders: Theories	Chapter 14 (p 417-420)
Mon, 4/25	Substance Use Disorders: Treatments	Chapter 14 (p 420-427); Ch 14 Quiz Due
Tues, 5/3 (4PM)	EXAM 4 (Ch 9, 11, 14)	