

Abnormal Psychology

PSYC 245, Section 1

TTR, 3:30 PM to 4:45 PM

Phillips 383

Fall 2018

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Office Hours: By appointment
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Class Website: Sakai

Required Materials

Text: The DSM-5, which is available for free online to UNC students: library.unc.edu → search for “DSM-5” and choose electronic version; direct link:

<http://dsm.psychiatryonline.org.libproxy.lib.unc.edu/book.aspx?bookid=556>.

Course Description:

This course will introduce a variety of mental health issues and disorders. At the beginning of the course, we will explore what constitutes “abnormality” and how this definition has been shaped by historical or cultural influences. We will explore the assessment, diagnosis, and treatment of abnormal behavior (and abnormal thought patterns and emotional responses) from a variety of theoretical orientations. For the rest of the course, we will examine various specific mental disorders in more depth, including their symptom patterns, theory and research on their etiology (causes), and their treatment. 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 individual cases.

The format of the course includes lectures, class discussions, group-based activities, and short videos also incorporated into most class sessions. The primary resource will be the DSM, but additional readings will also be assigned. Reading the DSM sections carefully, attending class consistently, participating in class, taking good notes, and regularly reviewing those notes will help you to optimize your experience and succeed in this course.

I will primarily use PowerPoint slides during class. Class attendance is essential. PowerPoint slides simply provide an outline of the material I cover in class; to succeed on the exams, you must come to class every day and take careful notes on what we cover.

I encourage you to speak with me individually regarding any questions, comments, or concerns you have regarding classroom policies and procedures, the content of this course, or psychology more broadly. Additionally, I am happy to discuss psychology research opportunities, graduate school options, and career options with you.

Important notes:

I will do my best to respond to emails promptly. Please email me directly and do **not** send me messages through Sakai, because I will not receive those.

You are responsible for checking the Sakai site regularly, as the syllabus, class slides, assignments, and other relevant material will be posted there. I will also use email to communicate announcements to you from Sakai; you are responsible for reading all emails fully and carefully.

Course Requirements:

The primary course assignments and assessments are summarized in this table; all course components are discussed in more detail in separate sections below.

<i>Assignment</i>	<i>Points</i>	<i>Date</i>
Response Papers	30	<i>Paper due dates:</i> September 25 th , October 23 th , November 15 th
Exam 1	15	September 18 th
Exam 2	15	October 30 th
Case Presentations	10	November 27 th -December 4 th
Exam 3 (Final Exam)	20	December 13 th 4-7 pm
Class Participation	10	--

Response Paper (30 total points, 15 points each):

You will be given three opportunities to write two response papers. **The first response paper (due September 25th) is required, but you may choose between the last two options. If you choose to complete all three, your lowest grade will be dropped.** You will be tasked with reading an article that I will assign on a specific abnormal psychology related topic and writing a five page response paper based on several response questions that I share. The paper should be written with the following guidelines: 12 point font, Times New Roman, double spaced, 1 inch margins). Papers will be accepted up to three days after the deadline, but with a full letter grade deduction (1.5 points) for each day it is turned in late (this means that a paper turned in two days late will be deducted two letter grades as a penalty for lateness alone).

Examinations (50 total points, 15 points each for Exams 1 and 2, 20 points for Exam 3):

There will be two exams each worth 15 points and a final exam worth 20 points. Exams 1 and 2 are *non-cumulative* exams. However, some material will build on itself; for example, theories of abnormality that we learn about before Exam 1 will be relevant as we learn about specific disorders later in the course. The final exam will mostly focus on material learned in the last third of the class, but will also have one cumulative section. Two of these exams will be held during our usual class time, and the final exam will be held at the officially scheduled final exam. Exams will include both multiple-choice questions and a range of free-response questions (for example, fill in the blank, short answer, essay). I do not drop the lowest exam grade or change the weight of any particular exam. The exams will not only include questions regarding factual information learned, but also questions that ask you to use critical thinking skills and to apply the material you have learned to case examples. Thus, success on the exams requires a deep understanding of the material and how it applies to real people experiencing mental disorders, rather than simple memorization of facts.

Important note about missing exams: Make-up exams (in other words, exams taken at a different time than the scheduled time) will only be allowed in extreme circumstances, such as when you are in the hospital, and will require documentation of your reason for missing the scheduled exam. Requests to reschedule the final exam due to multiple exams in a 24-hour period must be made through the dean's office. These situations will be handled on a case-by-case basis. Unexcused exam absences will result in an exam grade of 0%.

Case Presentations (10 points):

You will be working in groups to research a case involving psychopathology and will then present your findings to the class in a presentation with discussion questions regarding the case across the last few class sessions.

Class Participation (10 points):

It is important for you to attend every class. My slides do not provide all the material you will need to know in order to succeed on exams and on the response papers. Since the exams in this course are not simply testing your ability to memorize facts but your ability to think critically, coming to class is important for you to engage thoughtfully with the reasoning and research surrounding the concepts learned in this course. Additionally, abnormal psychology is a subject that generates a lot of interesting discussion, and all students are encouraged to participate in class discussions. Unsurprisingly, research shows that there is a strong association between class attendance and performance on exams.

In order to partially determine your class participation grade, I will be using written in-class assignments and Poll Everywhere for many of our classes. Some questions are intended to evaluate your understanding of the content (e.g., the reading or past class discussions) while other questions will be more geared towards facilitating discussion (e.g., I might ask you which theorist you agree with in terms of treating a certain disorder). Some of these questions will occur at the beginning of class, so strive to arrive to class on time.

Extra Credit:

Each exam will involve a few extra credit questions that will reward close reading of the DSM-5 and/or close listening during class time (for example, during lectures, discussions, and videos). Credit on those questions will be factored into your grade for that exam.

I am happy to meet with students before exams and paper deadlines to answer questions about material and approve paper outlines. However, I do not allow students to retake exams or rewrite papers to improve a grade. I only offer extra credit options to the entire class, not to particular students.

Grading Scale:

The following grading scale is used for this course:

A..... 93-100	B+..... 87-89	C+..... 77-79	D+..... 67-69	F....≤59
A-.....90-92	B83-86	C73-76	D60-66	
	B-.....80-82	C-..... 70-72		

I use .5 as the cutoff for rounding up to the nearest point.

Honor Code: As in all Carolina courses, the Honor Code is in effect. I will ask you to sign an honor pledge on your exams and response papers. I encourage you to study together for exams, but all exams are to be taken without the assistance of other people, books, or notes. You are allowed to discuss your general paper ideas with other students, but your written work must be your own. Ideas or information in your papers must be appropriately referenced. 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 visit my office hours.

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. I cannot serve in a therapeutic role for any students in my class, and I encourage you to visit Counseling & Psychological Services (CAPS) if you need to speak to someone about a personal (non-academic) issue that this class brings up for you. During the academic year, registered full-time UNC students are eligible to walk in to CAPS for your 1st appointment anytime Monday through Friday between 9 a.m. & 12 p.m. or between 1 p.m. & 4 p.m.

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 inform me as soon as possible so I can be sure you know which UNC offices you need to go to in order to be certified for special services. 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. I will accommodate the special needs of individuals if they have registered with this office and can produce documentation of this.

The Writing Center & Learning Center: UNC has wonderful resources to help its students succeed. The Writing Center provides free online services and tutoring related to academic writing (<http://writingcenter.unc.edu/>). I encourage students to visit the Writing Center while working on the response papers. I also encourage you to use the excellent online and in-person resources at the Learning Center (<http://learningcenter.unc.edu/>).

Tentative Course Schedule and Readings –

Note: Schedule likely to change during the semester!

Note that there are many disorders in the DSM that we will not cover. For this class, I believe that it is more beneficial to students' learning to cover fewer disorders in greater depth than to cover a greater number of disorders in less depth. Students will have the opportunity to request more information on select topics, and this information will be provided on "Special topics day" on the syllabus.

Schedule	Topic	Assignment
Tuesday, 8/21/2017	Intro to course, intro to abnormality	
Thursday, 8/23/2017	Theories of abnormality, Assessment	Chapter 1, Chapter 2 (pg. 24-25, 36-37)
Tuesday, 8/28/2017	Assessment and Research	Chapter 3 (pg. 60-66, 71-79)
Thursday, 8/30/2017	Research	Chapter 4 (pg. 84-100)
Tuesday, 9/4/2017	Mood disorders- Depression	DSM: Major Depressive Disorder, Persistent Depressive Disorder
Thursday, 9/6/2017	Mood disorders- Depression and Bipolar Disorder	DSM: Bipolar I, Bipolar II, Cyclothymia, <i>All the Way Down</i> (pg. 1-4)
Tuesday, 9/11/2017	Mood disorders- Bipolar Disorder, Suicidality, Treatment	<i>One Reason Why, I Don't Believe in God, but I Believe in Lithium</i>
Thursday, 9/13/2017	Mood disorders- Suicidality, Treatment	
Tuesday, 9/18/2017	Exam 1	
Thursday, 9/20/2017	Anxiety disorders	
Tuesday, 9/25/2017	Anxiety disorders	Response paper due , DSM: Panic Disorder, Specific Phobia
Thursday, 9/27/2017	Anxiety disorders	DSM: Social Anxiety Disorder, Obsessive-Compulsive Disorder
Tuesday, 10/2/2017	Anxiety disorders	DSM: Post-Traumatic Stress Disorder, Generalized Anxiety Disorder
Thursday, 10/4/2017	Schizophrenia	DSM: Schizophrenia, Delusional Disorder, Schizoaffective Disorder
Tuesday, 10/9/2017	Schizophrenia	<i>The Center Cannot Hold</i>
Thursday, 10/11/2017	Personality disorders	DSM: Borderline Personality Disorder, Schizotypal Personality Disorder
Tuesday, 10/16/2017	Personality disorders	DSM: Narcissistic Personality Disorder, Antisocial Personality Disorder, Obsessive-Compulsive Personality Disorder
Thursday, 10/18/2017	<u>NO CLASS</u>	<u>NO CLASS</u>
Tuesday, 10/23/2017	Personality disorders	Response paper due
Thursday, 10/25/2017	Special topics day	
Tuesday, 10/30/2017	Exam 2	
Thursday, 11/1/2017	Eating disorders	DSM: Anorexia Nervosa, <i>Perfect Girls, Starving Daughters</i>
Tuesday, 11/6/2017	Eating disorders	DSM: Bulimia Nervosa, Binge Eating Disorder
Thursday, 11/8/2017	Case Presentation Work Day	
Tuesday, 11/13/2017	Substance use disorders	DSM: Other (or Unknown) Substance Use Disorder
Thursday, 11/15/2017	TBD	Response paper due
Tuesday, 11/20/2017	Substance use disorders	
Thursday, 11/22/2017	<u>NO CLASS</u>	<u>NO CLASS</u>

Tuesday, 11/27/2017	Case Presentations	
Thursday, 11/29/2017	Case Presentations	
Tuesday, 12/4/2017	Case Presentations, wrap up	
Thursday, 12/13/17	4-7 pm: Final Exam	