



PSY 315: Abnormal Psychology

Spring 2018



What are the learning goals in this course?

Instructor Information

Renee Krebel, MSW,
LCSW

Office: Virtual

Email:
rskrebel@mckendree.edu

Phone: 618-304-8982

Office hours:
By email or by appointment; email responses can be expected Mon-Sat from 7a.m. to 9p.m. and Sun from 2 p.m. to 9 p.m.

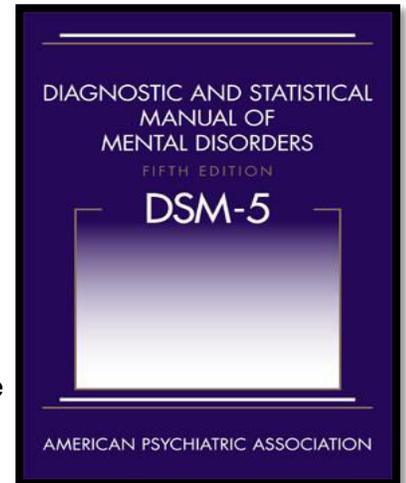
Appreciation of Diversity: Students will explain the typical experiences of individuals with disabilities. Students will outline the effects of culture on diagnosis and mental illness.

Engagement: Students will apply, evaluate, and synthesize course content during online discussions.

Effective Communication: Students will demonstrate the skills of preparation and purposeful contribution during collaborative discussions of course content. Students will write professionally about abnormal psychology topics.

Inquiry and Problem Solving: Students will apply critical thinking skills in the diagnosis of mental illness. Students will formulate, research, and defend a scientific thesis using the scientific literature.

Discipline-Specific Competence: Students will outline the major forms of mental illness and their features. Students will explain the major theoretical approaches to understanding and treating mental illness.



Course Information

Meeting time:

Online; Initial discussion posts due on Thursday nights; other assignments on Sunday's (exception is final week – everything is due on Friday!)

Meeting place:

Blackboard

Prerequisite:

Introduction to Psychology

Credits: 3

One credit hour equals "One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week."

How will I learn in this course?

A huge accumulation of research shows that people learn best when they are actively processing, rather than passively receiving, information; there is also a large research base demonstrating that active learning is particularly effective when people collaborate with others. These seem to be basic facts about how *everyone* learns. As such, the majority of class time will be spent thinking about and discussing about mental disorders via discussion assignments and case assignments.

The most complex, difficult-to-understand material in the course is the diagnostic criteria for mental disorders. Thus, the lecture notes in Blackboard are used primarily as a means to summarize and simplify those criteria for students. Self-learning time will primarily be spent reading the textbook, writing, and doing auxiliary reading. Students will investigate a specific person with mental illness and a specific area of psychopathology research in a semester-long project.

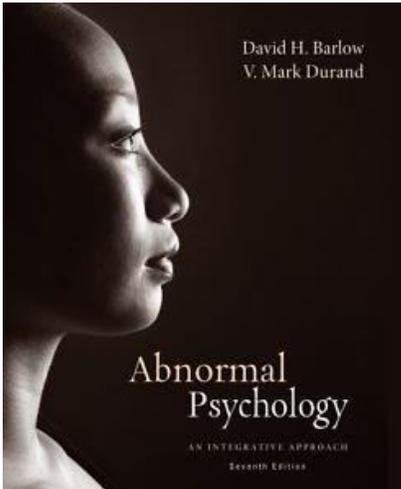
What will I need for this course?

Required Textbook

Barlow, D. H., & Durand, V. M. (2015). *Abnormal psychology: An integrated approach* (7th ed.). Belmont, CA: Thompson Wadsworth.

Additional Readings

- Caspi et al., (2003). Influence of life stress on depression: Moderation by a polymorphism in the 5-HTT gene. *Science*, 301, 386-389.
- Freud, S. (1909). *Five lectures on psycho-analysis*. In J. Strachey (Ed. & Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 11, 9-55). London: Hogarth Press. **(First lecture ONLY, pp 9-20)**.
- Howes et al., (2007) Street slang and schizophrenia. *British Medical Journal*, 335, 1294. doi:10.1136/bmj.39413.798472.BE
- Slutske et al., (2004). Do college students drink more than their non-college-attending peers? Evidence from a population-based longitudinal female twin study. *Journal of Abnormal Psychology*, 113, 530-540. doi: 10.1037/0021-843X.113.4.530
- Szasz, T. (1960). The myth of mental illness. *American Psychologist*, 15, 113-118. doi:10.1037/h0046535
- Wakefield, J. C. (1992). The concept of mental disorder: On the boundary between biological facts and social values. *American Psychologist*, 47, 373-388. doi:10.1037/0003-066X.47.3.373



How do I know what to learn?

There is no mystery in this class in terms of what students need to know or how they are evaluated. Detailed rubrics outlining how papers are graded are also available on Blackboard. There are also prep guides for each week's reading – I highly suggest you have those available as you do the week's reading BEFORE accomplishing your quiz that week.

How will I be graded?

<u>Assignment</u>	<u>Points</u>	<u>Assignment point %</u>	<u>Final grade</u>
Reading Quizzes	= 110	93%	A
Cumulative final exam	= 77	90%	A-
Case history paper	= 45	87%	B+
Article summaries	= 10	83%	B
Case conceptualization	= 10	80%	B-
Literature review	= 30	77%	C+
Case analysis: Draft	= 10	73%	C
Case analysis: Final paper	= 70	70%	C-
Case Assignments	= 70	60%	D
Collaboration/Case Discussion	= 40	< 60%	F
Professionalism/Participation	= 20		
TOTAL	= 492		

What will I be learning and working on each week?

Reading and Quizzes

Each week, you will have required reading as well as lecture notes that help to simplify the diagnostic process for the disorders learned that week.

Case Assignments and Discussion

You will have a case to post and discuss on the discussion board as well as an individual case assignment to process and identify/diagnose the disorders learned from that week in a case example. For the discussion, you should post your initial thoughts by Thursday night, then post at least two more responses to other students by Sunday night. For your individual case assignments, you will submit these in blackboard under the Assignments Folder each week.

Paper Assignments

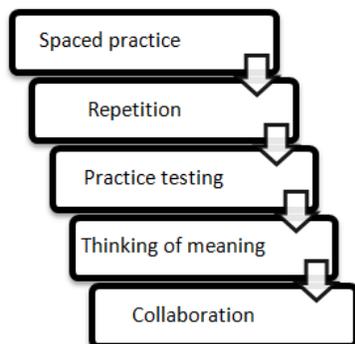
One of the hallmarks of this class is taking all you have learned about diagnosing, psychopathology models, and treatment and applying that knowledge in your Case Analysis paper. You will incrementally work on parts of this paper throughout the class term. Be sure to read more about this later on in the syllabus.

Professionalism/Participation Grade

Students are expected to be active both in self-learning the material as well as engaging in discussion about the cases each week. Are your posts relevant? Are they professionally written? Are they timely? Are you actively engaged throughout the entire class or are you in and out with assignments, late work, etc.?

How will I be tested?

How to learn



Quizzes

Students often find this surprising, but testing is a highly effective method of learning. Research shows that testing oneself leads to more learning than time spent reviewing (Roedeger & Karpicke, 2006). Based on this research, there will be weekly quizzes to address the reading – be sure to use your study prep guides to help! Each quiz is 10-20 multiple choice, true/false, or matching; you have an hour to complete the quiz.

Final Exam

Research shows that students learn more and retain it longer when courses have cumulative finals (Khanna, Brack, & Finkin, 2013); thus, there will be a cumulative final. The final exam will have case examples similar to those in your weekly case assignments, as well as some short answer questions that focus on the learning objectives from the term's reading – it's open book!

What should I be working on for the case analysis project?

The case analysis project is a semester-long research and writing assignment that will allow students to become experts on a particular subject of psychopathology that is of interest to them. Students will write a case history on a famous person or character with a mental disorder. Then, students will provide a conceptualization of the subject from their case history. Finally, they will read and synthesize research related to the case. The project will help students develop (a) writing skills, (b) critical thinking skills, and (c) psychology-based knowledge, which are all components of the McKendree University Mission.

Following the techniques of good writing, the assignment involves several incremental steps that are outlined below. I highly suggest that students read over the whole section on the case analysis project before starting the case history.

Step 1: The Case History

Topic

Select a famous person or character from television, film, literature, or history. The person does not need to have been actually diagnosed with a mental disorder, but a strong case should be able to be made for the existence of one. The selected person will be the focus of study for students' entire semester, so choosing someone personally interesting and with a well-documented life is advantageous. Here is a list of people that have been frequently written about in the past and cannot be used again: Sheldon Cooper, Sybil, John Nash, Howie Mandel, Teddy Daniels, Katniss Everdeen, and anyone from *Winnie the Pooh*.

Audience

Imagine that you are writing a professional report that will be included in the medical file of the person in your case. You are communicating with other professionals who have a basic understanding of the biopsychosocial model and the DSM. Do not assume that they have knowledge of the case, however.

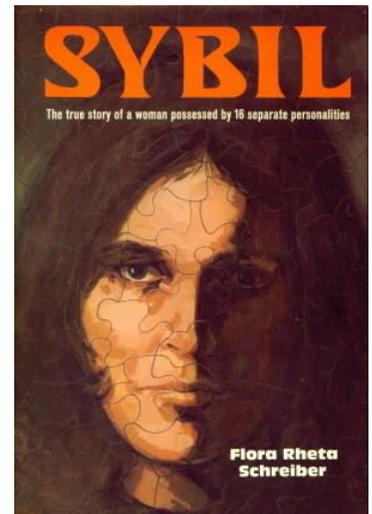
Format

Papers should be 3 pages maximum (double spaced, 12-point font, 1-inch margins). Because you are learning to write in a psychology class, the paper should generally conform to APA style. Writing in APA style is professional, precise, and evidence-based. APA style also requires that all sources, including the textbook, must be cited in the text and listed alphabetically in a section at the end of the paper labeled "References." Cite all sources used, and that includes the source of diagnostic criteria (i.e., the textbook). There are APA style guides and links to helpful APA websites on Blackboard.

Sections

Part 1: Case history. Report on the person's personal history focusing on the significant factors related to the mental disorder. The focus of this section is on exploring aspects of the person's life that might relate to the disorder; do not simply write a short biography. There are three areas to discuss. One, discuss biological factors such as family history of mental disorder, medical problems, or brain disorders. Two, discuss psychological factors such as personality, unconscious conflict, cognitive styles, defense mechanisms, learning experiences, or psychological trauma. Third, discuss social factors such as family history, social relations, or cultural influences. All three areas need to be covered, and exemplary papers will include more than one factor in each area (e.g., personality and learning in the psychological area rather than just personality).

Part 2: Signs and symptoms of mental disorder. Report all of the signs and symptoms of the mental disorder that the person exhibits. Signs and symptoms are found in the DSM-5 criteria for mental disorders. Although it is not necessary to copy DSM-5 criteria exactly, I should be able to identify which criteria the person meets from the description of symptoms. If the person does not meet the required criteria exactly, make a case for why he or she should still receive the diagnosis. If undiagnosed signs and symptoms are presented, explain why that disorder was not diagnosed.



Part 3: Diagnosis. Provide a complete DSM diagnosis for the person. List the diagnosis and how the person meets all of the required criteria using bullet points for each criterion. Apply the criteria to the person's specific case; do not just list the DSM criteria. Please pick a specific point in the person's life in order to make the diagnosis rather attempting to assign a diagnosis for their whole life.

Grading

Papers will be worth 45 points. Grading is based on a rubric posted on Blackboard. An example of a high- quality paper is also available on Blackboard. Rough and final drafts are due as listed on the syllabus.

Step 2: Article Summaries for Literature Review

The purpose of the article summaries is to allow students to identify and evaluate sources related to the etiology of mental illness – it is similar to an annotated bibliography. The first step is to consider what etiological model you believe best explains mental illness: biological, behavioral, cognitive, psychoanalytic, or diathesis-stress. Search the scientific literature to find 6 empirical journal articles supporting the model as an explanation for the disorder from your case history. Empirical articles present data – typically based on human participants – in a results section. If the diathesis-stress model is used, the articles must all relate to one specific vulnerability (e.g., a specific gene, a specific brain region). In addition, the sources should mostly focus on the last few decades of psychopathology research.



Format

There is a template on Blackboard for conducting the article summaries. The template contains detailed instructions and an example entry.

Grading

It is worth 10 points: 6 points for the articles and 4 points for having references in APA style.

Step 3: The Case Conceptualization

Topic

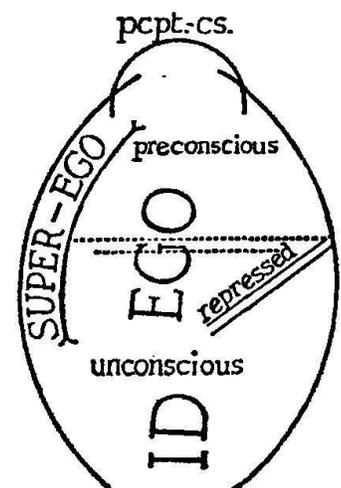
The purpose of the case conceptualization is to explain the mental disorder of the character from the case history. Use the model that you selected for the article summaries. Completely outline the model and all of its major parts in a well-developed paragraph or two. Then, in a separate section conceptualize the case by using the model to explain how the person's disorder originated and is maintained. Cite at least one scholarly source and include a reference page.

Audience and Format

Audience and formatting is the same as for the case history paper.

Grading

Submit the case conceptualization on Blackboard as listed on the course schedule. The case conceptualization is a draft of one part of the final paper. It is worth 10 points, and grading is based on a rubric available on Blackboard.



Step 4: Literature Review

Topic

The purpose of the literature review is to make points to support the thesis. Thesis statements offer a conclusion that can be supported with evidence. The main ideas from the journal articles will be the

evidence. Your thesis is that the etiological model you selected is a valid explanation for a specific mental disorder, but you should put this thesis in the words that best fit your material. Start the literature review with your thesis statement, then review the literature citing at least 5 empirical journal articles as support. Organize the review by building logical arguments to support the thesis; do not simply summarize articles in no particular order. Because the goal is to synthesize the sources into arguments and not summarize them, the review can be accomplished in one page.

Audience and Format

Audience and formatting is the same as for the case history paper. Do not assume that the reader has any specialized knowledge of the research area you are reviewing.

Grading

The Literature Review is worth 30 points. Submit a copy on Blackboard as listed on the course schedule.

Part 6: Final Case Analysis Draft

The final paper draft will bring together all parts of the project into one complete analysis.

Audience and Format

Imagine that this final paper is a report that will be part your case's medical file. Integrate all of the sections into one coherent document with an introduction, a conclusion, and transitions.

Papers should be approximately 5-8 pages (double spaced, 12-point font, 1-inch margins). Use APA style headings, page numbers, citations, references, and professional language. To encourage correct paraphrasing with citations, only one quote can be used in the paper. Links to APA style guides are also available in Blackboard under Course Materials.

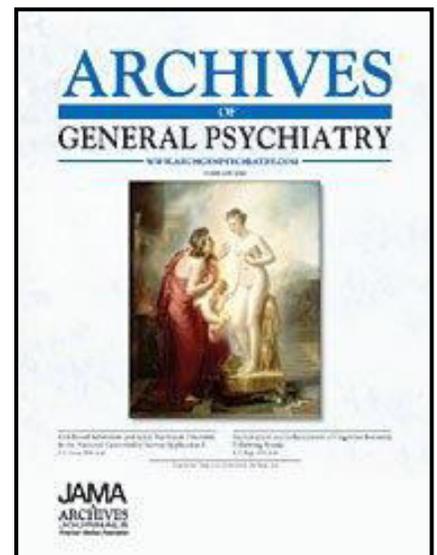
Sections

Introduction. Preview the content and purpose of the paper. Briefly describe the person and diagnosis that was the focus of the case history. State the theoretical orientation used to conceptualize the case. Provide a thesis statement related to the literature review.

Case History, Conceptualization, and Literature Review. These sections consist of the revised versions of the previously submitted assignments.

Evaluation. Reflect on the intellectual work you have done for the paper and its validity. Considering what you now know about abnormal psychology, evaluate the validity of your diagnosis for the case and the etiological model's ability to explain the cause of the disorder.

Conclusion. Signal the end of the paper with a concluding paragraph. The purpose of the conclusions is to (a) summarize major points, (b) connect ideas from the separate sections of the paper, and (c) provide a final `



Grading

The paper is worth 10 points. Your Instructor will grade drafts to give feedback to write the final paper.

Part 6: Final Case Analysis Paper

The final paper draft will bring together all parts of the project into one complete analysis. You will take feedback from your Case Analysis Draft and finalize your Case Analysis Paper. NOT incorporating instructor feedback into your paper will result in a lower grade. As a reminder:

Audience and Format

Imagine that this final paper is a report that will be part your case's medical file. Integrate all of the sections into one coherent document with an introduction, a conclusion, and transitions.

Papers should be approximately 5-8 pages (double spaced, 12-point font, 1-inch margins). Use APA style headings, page numbers, citations, references, and professional language. To encourage correct paraphrasing with citations, only one quote can be used in the paper. Links to APA style guides are also available in Blackboard under Course Materials.

Sections

Introduction. Preview the content and purpose of the paper. Briefly describe the person and diagnosis that was the focus of the case history. State the theoretical orientation used to conceptualize the case. Provide a thesis statement related to the literature review.

Case History, Conceptualization, and Literature Review. These sections consist of the revised versions of the previously submitted assignments.

Evaluation. Reflect on the intellectual work you have done for the paper and its validity. Considering what you now know about abnormal psychology, evaluate the validity of your diagnosis for the case and the etiological model's ability to explain the cause of the disorder.

Conclusion. Signal the end of the paper with a concluding paragraph. The purpose of the conclusions is to (a) summarize major points, (b) connect ideas from the separate sections of the paper, and (c) provide a final message for readers.

Grading

The paper is worth 70 points.

Extra Credit – 10 Points!

Movie Journal – Module 7

You will have one movie journal option to complete for extra credit if you so choose. Watch one of the following movies: *A Beautiful Mind, 3 Faces of Eve, A Clockwork Orange, Taxi Driver, Mr. Brown, Reign Over Me, Girl Interrupted, Eternal Sunshine of the Spotless Mind, What About Bob, or Analyze This.*

Write a brief paper (about 4 paragraphs) identifying the character you are assessing, summarizing the symptoms you see depicted, and the full diagnostic criteria you think they are. Use the textbook or a journal article reference AND CITE IT to support your diagnosis. Discuss how you would feel as the psychologist treating this person. This is due at 11:59 p.m. on the Sunday at the end of Mod 7. Grades are based on the following:

Requirement 1: Identification of symptoms and full diagnostic criteria= 5 pts

Requirement 2: Reaction to how you would respond treating that person = 3 pts

Requirement 3: Applicable reference, properly cited in the text and at the end of the paper = 2 pts

What other course policies do I need to know about?

Attendance/Timeliness

This class is only 8 weeks, so timely participation and assignments is crucial to learning and success in this class.

In order to be fair to all students, assignments will be accepted after their due day for partial credit only with the instructor's approval. Communication in an online class is important! The sooner you communicate with you instructor about issues (sports travel, illness, other life issues), the sooner you and your instructor can address priorities in assignments to possibly make up. Do NOT contact the instructor on the final day of class trying to do the entire class in a weekend. This is not effective for learning or a passing grade.

Academic Integrity

Any student detected of academic dishonesty will receive the appropriate sanctions, which can include a failing grade (“F”) for the course. In cases of serious violations, additional sanctions (such as academic probation or suspension) are possible.

Nondiscrimination

Appreciation for diversity is one of the foundational aspects of the McKendree University Mission. In addition, the Student Handbook states that “McKendree University does not discriminate on the basis of race, religion, gender, ethnic background, age, disability, sexual orientation, or gender expression.” This class follows the same policy, and any failure to maintain these standards should be brought to the attention of the instructor, reported using the McKendree Incident/Report Referral Form found on the MyMcK homepage, and/or reported to a Title IX coordinator (Shirley Baugh, Human Resources; Dr. Joni Bastian, Student Affairs).

Mental illness is stigmatized. In order to reduce that stigma, please maintain an attitude of respect for people with disorders. Refrain from using insulting slang such as crazy, nuts, schizo, and psycho. We will talk about disorders and people with disorders. Disorders are simply labels applied to people. As such, please refer to “people with a disorder” rather than disordered people. For example, use “people with schizophrenia” rather than “schizophrenics.”

Accommodations and ADA Policy

In accordance with the Americans with Disabilities Act (ADA), McKendree University provides services, auxiliary aids, and accommodations to meet the unique learning needs of students with disabilities. Students with officially documented disabilities, medical needs, legal problems, or who are the victims of crimes may qualify for educational accommodations. A student requiring assistance should contact the McKendree Student Success and Advising Center (SSAC). The SSAC provides coordination and implementation of special accommodations for students with documented disabilities. Students requiring accommodations for other issues should contact their instructor, Student Affairs, or Health Services. For further information regarding university or course policies, please consult with your instructor and/or refer to the catalog.

How can I improve my writing skills?

The best way to improve writing is to revise drafts of papers. Read over drafts multiple times. At least one reading should occur out loud, and at least one should occur with a printed copy rather than an electronic one. Have someone else read the paper and provide feedback – the Writing Center is a great resource for this type of feedback.

I will provide feedback for improving writing on papers as I grade them. Students can learn by paying attention to the comments and using them to revise their papers.

In reading parts of your paper throughout the class, I will give specific feedback on all areas of your paper. Before you turn in your final paper, be sure to:

- Address all comments and suggestions in the revision (e.g., content, format, writing).
- Revisit the grading rubric, read your paper, and see if all areas are addressed completely.
- Turning in a final paper with the same mistakes I gave feedback on throughout class will result in a lower grade.

Course Schedule

This is the schedule of topics, readings, and assignments for the semester. Readings and assignments listed in the row of a particular week are completed during that week. Materials needed to complete the assigned tasks for a week can be found on Blackboard in the module folder for that week.

Week	Topic	Reading	Assignments
1	Introduction Definitions DSM Diagnosis Models of Psychopathology	Ch 1; Wakefield, 1992; Ch 3 (pp. 86-96); Ch 2; Model Video Lectures	Read syllabus Review objectives Class introduction DB Reading Quiz Case Assignment Mod 1 DB
2	Anxiety, trauma, and obsessive-compulsive disorders	Ch 5	Reading quiz Mod 2 DB Case assignment Identify famous character – email instructor for approval
3	Somatic symptom disorders Dissociative disorders Mood disorders	Ch 6; Freud, 1910; Ch 7; Caspi et al., 2003	Reading quiz Mod 3 DB Case assignment Case History Draft
4	Eating disorders	Ch 8 (pp. 268-289)	Reading quiz Mod 4 DB Case assignment Case Conceptualization Articles Summary
5	Substance-related, addictive, and impulse-control disorders Personality disorders	Ch 11; Slutske et al., 2004; Ch 12	Reading quiz Mod 5 DB Case assignment Literature Review
6	Schizophrenia and psychotic disorders Neurodevelopmental disorders	Ch 13; Howes et al., 2007; Ch 14	Reading quiz Mod 6 DB Case assignment Case Analysis Draft
7	Legal Issues	Ch 16; Szasz, 1960	Reading quiz Mod 7 DB Case Assignment Extra credit! Movie Journal
8	Work on all final assignments!!		Mod 8 DB Case Analysis Final Paper Final Exam (Cumulative)