

PSYC 325 (003): Abnormal Psychology Fall 2017

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Office Hours: Tuesdays- 12:00pm-1:00pm or by appt.
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Day: Tuesday/Thursday
Time: 10:30-11:45AM
Place: Robinson Hall B228
Credit Hours: 3

Prerequisites: PSYC 100 and either PSYC 211, PSYC 231, or PSYC 324

Required Text:

Kring, A.M., Johnson, S.L., Davison, G.C., and Neale, J.M. Abnormal Psychology: The Science and Treatment of Psychological Disorders. 13th ed. Hoboken, NJ: John Wiley, 2016.

Web ISBN: 978-1118953983

Print ISBN: 978-1118859094

Course Description:

Welcome to Abnormal Psychology! This course provides an overview of the theories and phenomenology currently defining the field of abnormal psychology. We will discuss specific forms of mental illness, the causes and subjective experience of psychopathology, as well as assessment and treatment of mental illness. The format of this course is primarily lecture, although classes will also include discussion, in-class activities, and films.

Course Objectives:

1. To increase students' knowledge of the historical foundations, assessment, and treatment of mental illness and "abnormal" behavior, with a particular emphasis on the biopsychosocial perspective.
2. To enhance students' appreciation of the subjective experience of mental illness.
3. To encourage critical thought of scientific research and societal perception of mental illness, while also synthesizing relevant course information.
4. To increase students' knowledge of the symptoms, demographic features, and typical progression of major forms of psychopathology, as defined by the DSM-V, including the ability to identify the criteria necessary for a diagnosis of a major psychological disorder, recognize clinical presentations of psychological disorders, and identify the commonalities and differences across multiple forms of mental illness.

Course Expectations:

1. **Attendance & Class Participation:** You will be graded on your attendance and the extent to which you participate in class. Attendance will be taken via sign-in sheet that is distributed at the start of each class. You are expected to attend lecture prepared, having read the assigned materials, and to actively engage in class discussions and activities (as evidenced by asking questions, making thoughtful comments during class discussions, and not texting or staring at your computer screen the whole time). Class participation is critical not only to the success of each of you, as it demonstrates engagement in the learning process and stimulates critical thinking; but also to the course as a whole, contributing to a more diverse, dynamic, and meaningful learning environment. I recognize that life happens and that other priorities may supersede your attendance at any given time; this is completely understandable. If you are ever going to miss class because of an excused absence (such as an illness, a religious holiday, severe illness of a family member, emergency, or similar circumstance that is out of your control), please notify me prior to the start of class by email. Excessive absences, including unexcused absences as well as frequent excused absences, will result in a deduction in points. Tardy arrivals, early departures, and a lack of class participation will also be factored into your overall grade for the course.
2. **Exams:** There will be 4 multiple-choice exams (3 exams and 1 cumulative final), worth 100 points each. Each student's lowest exam score will be dropped. If a student misses an exam, that exam will constitute the drop and they will be required to take the cumulative final. **No makeup exams will be given.** If a student is satisfied with their scores on the first 3 exams, they do not have to take the cumulative final. There will be some overlap between the lecture and the text, but there will also be some novel information presented in each source. Exam

questions can be drawn from either of these sources, so you are responsible for keeping up with the readings as well as attending lectures. Emphasis will be on material covered in class.

3. **Response Papers:** There will be two assigned papers throughout the semester which are intended to help you synthesize some of the material covered in the course with real-life application, as well as to deepen your understanding of the concepts in general. These **papers should be submitted via the link on Blackboard no later than 11:59PM on the date they are due.** You may submit these papers at any time before the due date. You will only have the opportunity to receive full credit if they are submitted by 11:59pm on the days they are due. Five points will be automatically deducted from the total possible points for each day the paper is late.
 - a. **Thought Exercise: (25 points)** This response paper will consist of you locating a recent event, news article, peer-reviewed journal article, or personal experience and incorporating it into a two-page (12 pt. font, double-spaced) discussion of a topic we have previously discussed in class. This response paper will be primarily graded for completion, effort, and the quality/effectiveness of your writing style. Points may be deducted if poor grammar, punctuation or spelling errors are prominent. ***This paper must be submitted by 11:59PM on Friday, October 13th.***
 - b. **Case Analysis: (50 points)** The second paper will involve critically analyzing a movie, television show, or book (of your choice) that portrays a character with one or more forms of mental illness that have been discussed in class. You will write a (short) synopsis of the movie/television episode/book, suggest a diagnosis for the main character(s), and compare and contrast the presentation of symptoms and treatment in the movie to that which we discuss in class. ***This paper must be submitted by 11:59PM on Thursday, November 30th.*** There is no page requirement for this assignment; whatever it takes to provide the necessary information. Please divide your paper into the following sections:
 - i. Brief synopsis of the chosen movie, television show, or book, with identification of the character. (5 points)
 - ii. DSM-5 diagnosis(es), including specific diagnostic criteria as applicable. Present the rationale for the diagnosis(es) using evidence from the film that fulfills the diagnostic criteria. Comment on other information you would want from the character to make a better diagnosis. (10 points)
 - iii. Identification of at least one alternative diagnosis that shares common features, but ultimately, did not best fit (differential diagnosis). Provide the rationale for why you considered this diagnosis, but eventually ruled it out. (10 points)
 - iv. Include various forms of social-environmental stressors/problems, medical conditions, and functional impairments in the individual's life that could impact the mental illness(es). (10 points)
 - v. Based on the diagnostic assessment and case formulation, you will briefly recommend suitable treatment options and assess the character's prognosis. (10 points)
 - vi. In-text citations and a reference page. Be sure to include references to the movie/book and course material. You must use in-text citations, where appropriate, and a reference page (you do not need a title page or abstract). (5 points)

Grading:

Grades will consist of:

1. Response Papers (2)	75 points
2. Exams (best 3 out of 4)	300 points (100 points each)
3. Attendance/participation	<u>25 points</u>

Total: **400 points**

Grading Scale:

A	93-100	C+	77-79
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	60-66
B-	80-82	F	Less than 60

Other Policies:

Respect for Others: Most people have had some sort of experience with psychopathology or trauma by the time that they have started college. In this class, we will be talking about eating disorders, suicide, PTSD, child abuse, depression, and a number of other things that some of you may have experienced, and I encourage everyone to share thoughts and ask questions throughout the class. As you make comments and ask questions, however, please keep in mind that someone in the room may have experienced the issue we are talking about. Be sensitive and do not make sarcastic or disparaging comments about mental illness.

Retention of Material: It is the student's responsibility to retain a copy of all work given to the instructor (as well as returned materials) should the student wish to appeal or correct a grade. Appeals for grades must be made within 1-week of the returned grade. Please provide a well-thought reason for challenging your grade.

Academic Integrity: Academic integrity refers to honest and ethical behavior in all aspects of academic activity. This includes: not cheating on exams or assignments (e.g., copying the work of others), not passing off someone else's ideas as your own (plagiarism), and not engaging in dishonesty of any kind with regard to your class participation and assignments.

Honor Code: GMU is an Honors Code University. Students are expected to know, understand, and adhere to this Honor Code. The instructor of this course reserves the right to enter a failing grade for any student found guilty of an honor code violation.

Statement of Technology: Regarding electronic devices (such as laptops, tablets, cell phones, etc.), please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

Students with Disabilities: If you are a student with a disability and you need academic accommodations, please see me and contact Disability Resource Services (DRS) at 703-993-2474.

Official Communications via GMU Email: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason email account and are required to activate that account and check it regularly.

Class Cancellation Policy: In the event that class is cancelled, all students will be notified via their GMU email as soon as possible and an announcement will be made on Blackboard. In some cases, course lecture materials may be made available on Blackboard. The instructor reserves the right to modify the syllabus, as needed, in the event that class is cancelled.

Enrollment: Students are responsible for verifying their enrollment in this class. Schedule adjustments should be made by the deadlines published in the Schedule of Classes (available from the Registrar's Website: registrar.gmu.edu.). Withdrawing from this class requires the approval of the dean and is only allowed for nonacademic reasons. Undergraduate students may choose to exercise a selective withdrawal. See the Schedule of Classes for selective withdrawal procedures.

Add/Drop Deadlines: The last day to add classes and to drop without tuition liability is Tuesday, September 5th. The final day to drop with 33rd% liability is September 19th and the final day to drop with 67% liability is September 29th.

Office Hours: Students are welcome to attend office hours. Whenever possible, please email the instructor prior to office hours that you plan to attend.

CLASS SCHEDULE

This course schedule is tentative and may change, in which case the Instructor will inform students via lecture, email, or Blackboard.

Date	Topic	Assigned Reading and Assignments Due
Week 1 (8/29 & 8/31)	Introduction & Historical Overview	Chapter 1
Week 2 (9/5 & 9/7)	Theories and Models of Treatment	Chapter 2

Week 3 (9/12 & 9/14)	Diagnosis & Assessment	Chapter 3
Week 4 (9/19 & 9/21)	Research Methods EXAM 1 --- IN CLASS: Thursday, 9/21	Chapter 4
Week 5 (9/26 & 9/28)	Anxiety Disorders	Chapter 6
Week 6 (10/3 & 10/5)	OCD and Trauma Disorders	Chapter 7
Week 7 (10/10 & 10/12)	10/10- No Class- Monday classes meet on Tuesday Mood Disorders & Suicide	Chapter 5 Response Paper 1 Due 10/13
Week 8 (10/17 & 10/19)	Mood Disorders & Suicide EXAM 2 --- IN CLASS: Thursday, 10/19	
Week 9 (10/24 & 10/26)	10/24- No Class- View Movie/TV show for Case Analysis Disorders of Childhood	Chapter 13
Week 10 (10/31 & 11/2)	Disorders of Childhood, Continued Late Life and Neurocognitive Disorders	Chapter 14
Week 11 (11/7 & 11/9)	Personality Disorders	Chapter 15
Week 12 (11/14 & 11/16)	Eating Disorders	Chapter 11
Week 13 (11/21 & 11/23)	EXAM 3 --- IN CLASS: Tuesday 11/21 No class 11/23 (Thanksgiving)	
Week 14 (11/28 & 11/30)	Substance-Related Disorders	Chapter 10 Case Analysis Response Paper Due- 11/30
Week 15 (12/5 & 12/7)	Schizophrenia Dissociative Disorders and Somatic Symptom-Related Disorders	Chapter 9 Chapter 8
Week 16 (12/12)	NO CLASS- READING DAY	
Week 17 (12/19)	FINAL EXAM: Tuesday 12/19 10:30AM-1:15PM	