

Psychology 220/221
Adult Psychopathology
(aka Abnormal Psychology)
Fall 2015

Class time: TF 2:30-3:50

Location: LBC 211

Instructor: Dr. Rachael Reavis

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Office: LBC 305

Office Hours: by appointment & drop-in

Teaching Assistant: Idara Udo-Inyang

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Office Hours: by appointment

Teaching Assistant: Malia Staab

Email Address: mlstaab14@earlham.edu

Office Hours: Thursday, 9:30-10:20am, coffee shop

Textbooks:

American Psychiatric Association (2013). *DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, 5th Edition)*. Washington, DC: American Psychiatric Publishing.

***You must have your own copy of the DSM-5. It is required for tests and cannot be shared.**

Beidel, D., Bulik, C., & Stanley, M. (2014). *Abnormal psychology, 3rd edition*. Upper Saddle River, NJ: Pearson.

Oltmanns, T., Martin, M., Neale, J., & Davison, G. (2011). *Case studies in abnormal psychology*. John Wiley & Sons.

One of the following is also required. They are not available in the bookstore – you can get them online. They are also available on 2-hour reserve in the library or through ebrary. **Do not purchase your book until you have signed up to present a specific memoir.**

Ben Behind His Voices by Randy Kaye

The Buddha and the Borderline by Kiera Van Gelder

The Flock by Joan Frances Casey

Girl, Interrupted by Susanna Kaysen

The Man Who Couldn't Stop by David Adam

Monkey Mind by Daniel Smith

This Fragile Life by Charlotte Pierce-Baker

An Unquiet Mind by Kay Redfield Jamison

The Quiet Room by Lori Schiller

Willow Weep for Me by Meri Nana-Ama Danquah

Course documents and additional readings (listed on schedule) can be found on Moodle.

Course Description & Objectives:

In this course, we will work towards developing a sophisticated understanding of psychological disorders, their causes, their treatments, and the human suffering they entail, while acknowledging what remains to be known. We will be scientists, practitioners, and regular folk as we seek to understand the science of psychopathology, the experience of psychopathology, and the needs of those who are suffering.

“Although the world is full of suffering, it is full also of the overcoming of it.”
Helen Keller, 1903

Relevant Earlham Learning Goals:

The following learning goals are especially relevant for this course:

1. **Communicate**
2. **Investigate**
3. **Integrate**
4. **Diversify** (Particularly relevant for PSYC 221)
5. **Create**
6. **Reflect** (Particularly relevant for PSYC 221)
7. **Apply**

Psychology Department Goals:

The following psychology department goals (based on the APA guidelines) are especially relevant for this course:

1. Knowledge Base of Psychology (specifically in abnormal psychology)
2. Critical Thinking Skills
3. Application of Psychology
4. Values in Psychology
5. Communication Skills
6. Career Planning & Development (primarily for service-learning students)

Specific Course Goals:

By the end of the semester, you should be able to:

1. Critically evaluate assumptions underlying definitions of abnormality/disorder
2. Describe and evaluate current diagnostic criteria for the major groups of disorders
3. Identify and apply major theoretical approaches to understanding and treating disorders
4. Describe and evaluate empirical methodologies relevant to the study of psychopathology
5. Describe and evaluate current knowledge of therapeutic approaches/outcomes
6. More fully empathize with individuals suffering from psychological dysfunction and their families

Topics *not* covered in class

The psychology department also offers *Developmental Psychopathology* (PSYC 363). That course covers disorders that are more typically diagnosed the first time in childhood and adolescence, including autism, AD/HD, oppositional defiant disorder, learning disorders, intellectual disability/mental retardation, and conduct disorder. Thus, we won't be covering those topics in this class. *Adult Psychopathology* (PSYC 220/221, this class) is not a pre-requisite for *Developmental Psychopathology*, but *Human Development* is. If you are not a psychology major and think you might want to take PSYC 363 instead (although you can take both), come and talk to me. Psychology majors, *Adult Psychopathology* is required for graduation.

Class Format

My primary goal for this course in adult psychopathology is to introduce you to research, theory, and clinical evidence about the causes and outcomes of disordered thoughts and behavior in adulthood. Although we will discuss childhood occasionally, the main focus of the course will be late adolescence and adulthood.

I firmly believe that learning is fundamentally an *active, collaborative* process. The course will be run primarily in a lecture format. In practice, this means that I will lecture to provide the necessary background and foundation for our discussion, but you will learn more if you ask questions, comment, and come to class prepared to engage in discussion. Group/class discussion is a matter of balance; please try to participate frequently and thoughtfully without crowding out others who may want to speak. Also, I anticipate that class discussions may sometimes touch on topics that are personally sensitive for some class members; we will all need to be sensitive to one another, and to be considerate of each others' privacy both in and out of class. You will also be making at least one presentation and leading discussion about that presentation during the semester.

You are expected to attend each meeting of all classes for which you are registered. Thus, absences in this class will affect your grade. If for some reason you need to miss a class, you are responsible for getting class notes and handouts from another student. In terms of etiquette, you are expected to arrive at class on time, refrain from disruptive or disrespectful behaviors, turn off cell phones, and stay for the entire class. My attention is wholly devoted to your learning during the times we are together, and I expect and hope the same from you.

Class Options

Adult Psychopathology is offered with one of two options. Adult Psychopathology is required for the psychology major. Either option is acceptable for psychology majors. Only Option B fulfills the Immersion Experience requirement (required for graduation, regardless of major). You must make your decision no later than the end of the add/drop period, which is Tuesday, September 1.

Option A: You may take the lecture class for three credits. The expectation of credit hours is defined federally (<http://www.ecfr.gov/cgi-bin/text-idx?rgn=div8&node=34:3.1.3.1.1.1.23.2>) and states that there are two hours of outside work per hour of class. Thus, for the 3-credit class, you would attend class for three hours per week and work/prepare (readings, papers, videos, etc.) for a minimum of six hours per week. This may be a better option for athletes playing a fall sport. However, athletes have successfully completed a placement in the past. Come talk to me if you have scheduling concerns, whether or not an athlete.

Option B (recommended): You may take the lecture class plus service-learning placement for four credits. Students selecting Option B will have the same experiences as students taking Option A. In addition, they will volunteer in the community for 2 hours per week for 10 weeks. These placements are with adults (in some cases, adolescents) dealing with addiction, mental illness, intense stress (such as homelessness and/or domestic violence), dementia, or some combination. Students will keep a journal of observations and respond to journal prompts. Journal writing is expected to take one hour per week. Students will also complete a short (5-7 page) final paper integrating the placement with class material. **Students regularly cite the service-learning placement as the most valuable experience of the class.** I have had students in every psychopathology course I've taught write back after graduation and tell me that the service-learning placement had a major impact on their career paths. Participating in the service-learning placement will also help you understand the complexity of class material in way that is difficult without interaction with real people in the community.

Evaluation:

- 1) **Memoir Report.** One of the goals of the course is to better understand how mental illness affects people in their actual lives. One way will address this goal is to read and discuss memoirs of individuals who have lived with various psychological disorders. We will discuss ten memoirs (listed above as well as in the schedule) over the course of the semester. *You only have to read one of them.* Approximately five students will sign up for the same memoir. **Earlham Goals: communicate, integrate, create.**
- **Video Report.** On the day the memoir is listed on the schedule, those students will present a 3-5 minute video that provides a synopsis of the book. The video format should give you the opportunity to give a synopsis of the book to the rest of the class in a creative, engaging way. You do not have to cover every detail and you do not necessarily have to present the information in the order it occurred in the memoir. Rather, you should seek to convey the main points and feeling of the memoir in a compelling way. You will have a prompt for your reaction paper to the memoir, and that prompt should guide your video somewhat. Although your video does not have to cover everything in the prompt and possible discussion questions, you should certainly consider the questions raised. Making videos may be a new format for some of you. They cannot be made well at the last minute. To help you structure your time, as well as give you feedback on your progress, you will have several smaller “check-in” assignments due before you present the final video. These due dates will depend on when you are scheduled to present your memoir.
 - i. **Memoir Quiz.** The class period before your Approach Description is due, you will take a quiz on your memoir. In the past, this group project has worked very well, but occasionally a group member has not read the memoir in advance of group meetings. This is not fair to group members who are prepared nor is it fair to your own learning. To incentivize preparation, you will be quizzed on the memoir. If it seems that a student hasn't read the memoir at this point, that will be factored into the grade.
 - ii. **Approach Description.** Approximately four weeks before your video is due, your group will submit a minimum of one (detailed) paragraph that explains how your group plans to approach the video. How will you present the information? Will it be documentary style, interviews, animated short, or some other approach? What are some main points you'll cover during the video? What roles will each member have? To do this assignment, you will need to have read the memoir already, so make sure you plan in advance!
 - iii. **Storyboard/Shooting Script.** Approximately two weeks before your video is due, your group will submit a detailed storyboard or shooting script, which is essentially an outline of your video. This should be quite detailed so that both you and I can envision your video in our minds.
 - iv. **Early Submission.** Approximately 2-3 days before you will present your video to the whole class, you will send me a YouTube link to your completed video. You will also submit one discussion question per group member. This will allow me to create further discussion questions for the whole class.
 - v. **Video Presentation.** You will play your 3-5 minute video to the class on the day that it is due. I will complete an assessment of it, as will your classmates (not in your group). Although I will determine your grade, your classmates' assessment will inform the final grade. The clarity, creativity, accuracy, and importance (hitting important/main points) of your video will be assessed. The final grade will also be influenced by your group's ability to meet deadlines, and stay on task. Your completed video will count for **10% of your grade.**

- **Group Panel & Discussion.** On the day you present your video, you will act as a panel and answer some questions posed by your classmates and me. Most days, the panel will consist of multiple groups of students. You should be able to thoughtfully reflect on issues raised by the memoir and connections to class material. You will also participate in group discussion. Your ability to thoughtfully answer questions and engage your classmates will be assessed. There may not be an opportunity for every group member to respond in the panel. Groups will be assessed as a whole unless it is clear that some students are better prepared than others. Small group discussion participation will be particularly important for panel members who do not get a chance to speak during the panel. Your group panel and small group discussion will count for **5% of your grade.**
 - **Reaction Paper (220 only).** At the end of the semester, you will submit a 5-page reaction paper about your memoir. The deadline is at the end of the semester for three main reasons 1) It allows you to focus on the video and then later to turn your attention to the paper, 2) it allows you to incorporate feedback and thoughts from the class discussion, and **most importantly**, 3) it allows you to reflect on your memoir in light of the entire semester. Your reaction paper will count for **10% of your grade.**
 - **Peer (group) assessment.** Each member of the group will complete an assessment of other members of the group. Each member will also indicate whether all members should receive the same or different grades. Thus, the group member assessment is not a percentage of the grade, but can raise or lower the final grade based on peer reports.
- 2) **Exams.** To help you master the material we will be studying in this course, we will have 5 noncumulative exams. The lowest of these will be dropped. The exams will be a combination of multiple choice, short answer, and case study questions. **Earlham Goals: communicate, integrate, apply.** For students in PSYC 220 (not doing the service-learning placement), exams will account for **60% of your final grade.** That is, each exam will be worth 15% of your grade. For students in PSYC 221 (service-learning students), the exams will account for **40% of your final grade.** That is, each exam will be worth 10% of your grade.

*Please note that I allow make-ups only for very specific reasons. This prevents me from deciding whose reasons are “valid” and whose are not. Make-ups are allowed **only** for the following reasons: participation in an official college event, death of an immediate family member (parent, sibling, spouse, or child), or if your presence is required by the government (court dates, military service, etc.). Excuses must be verified by a note from a college official (e.g., coach’s note). In the case of death of immediate family member, contact the registrar or your advisor when you are able and that person will inform your instructors. As I drop one exam, **no other excuses will be permitted, including for personal illness or death of an extended family member.** For exams missed due to participation in an official university event, you must contact me before the missed exam and exams **must be taken before the test day you will be missing.** Make-up tests may differ from the original exam and may differ in the level of difficulty. (Special arrangements will be made for students who experience the death of an immediate family member, including the option of taking an Incomplete.)

- 3) **Class participation & Attendance.** Class discussion and participation will be critical to your enjoyment and mastery of the material, and will be expected from everyone. **Earlham Goals: communicate, reflect, apply.** Your attendance and class participation will account for **5% (PSYC 220) or 10% (PSYC 221) of your final grade.**

- 4) **Quizzes & Assignments.** You will have some homework assignments throughout the semester. Some of these will be listed on the syllabus schedule and some will be assigned during the semester. You will also be quizzed on case studies, on the day that they appear on the syllabus. You may also have quizzes on textbook and/or lecture material after it is presented. Your lowest quiz score will be dropped. Your total quiz/assignment grade will account for **10% of your final grade.**
- 5) **Field Placement (PSYC 221 only).** To enhance your understanding of developmental psychopathology you will spend *two hours per week for 10 weeks* as a volunteer in a local agency serving adolescents or adults with mental or cognitive health problems and/or who are living with extreme stress (domestic violence and/or homelessness). You may want to contact Jana Schroeder, Director of Civic Engagement to register as a volunteer and to investigate volunteer opportunities in the community. I have attached a list of recommended sites that includes a brief sketch of the placement and a contact person. When you set up your placement, please let the contact person know that you are participating in a class and verify that the placement will include interaction or observation, rather than solely secretarial work. The goals and expectations for the placement are outlined to help facilitate this discussion. You are responsible for making contact and setting up your placement, but I will help in any way that I can. **You need to make first contact (not first attempt – actual contact) by 9/4, and have your placement finalized by 9/11.** You are expected to make *10 visits of 2 hours each* to your placement over the course of the semester. As there are 15 weeks in the semester, you cannot do more hours a week for fewer weeks. It's important to be at your placement site for at least 10 weeks so that you have time to get to know the clients over a longer period, so that you see a wider variety of behavior (from both staff and clients), and so that you can connect your experience to class material as we go along. However, you will not be penalized if you complete all of your hours in 9 weeks. If you complete all of your hours (20) in fewer than 9 weeks, there will be a grade penalty. If you have access to a car, you can arrange your visits at a time that is convenient to both yourself and the agency. *If you do not have access to a car, you will need to use the Earlham shuttle. Contact them to determine their hours before contacting your placement.* You can find the schedule outside the CIL office on the first floor of LBC. You will be required to keep a log of your hours (signed by someone at your placement) and a journal of your weekly experiences. **If you fail to have someone sign your log, you will not be able to count those hours.** You must submit your **signed** time sheet **every week**. If you forget to hand in your time sheet, you can hand it in at a later date, but repeated failures to turn in your timesheet promptly will negatively affect your grade. Journal entries should reflect your reactions to the treatment setting and the patients/clients/individuals you encounter (**while preserving confidentiality.**) They may be brief (1.5-2 pages per week, typed), but should demonstrate your *efforts to integrate your field experience with what you have learned in class each week.* They should include *critical reflections* on your experiences. (For example: What are you learning in your visits & how does it compare to class? What do you wonder about? What do you think of the program in which you are placed? Are the individuals getting the kind of help they need?) Most weeks, you will have **prompts** that you should respond to **in addition to observations** you are making. You will also be required to do some look up relevant empirical and theoretical articles related to what you are seeing in your placement. These will help you write your final paper (see below, #6). You will be asked to *turn in your journals at three points during the semester.* Journals should be uploaded to Moodle by 11:59 pm on the due date. Due dates are **10/14, 11/13, 12/11.** **Earlham Goals: communicate, investigate, integrate, diversify, reflect, apply.** Your field placement and journal writing will account for **15% of your grade**, if you choose the service learning option (PSYC 221).

- 6) **Final Paper (PSYC 221 only).** To integrate your fieldwork and your coursework, you will be asked to write a final paper that is based on both. Your 5-7 page paper will apply one or more theoretical frameworks discussed in class to some aspect of your fieldwork. You could present a case that illustrates concepts/models/pathways we discussed in class; you could critically evaluate the treatment program you observed; you could propose an ideal treatment/prevention program that would benefit the individuals you observed; or you could develop a social policy proposal addressing needs or problems you encountered in your fieldwork. The paper should include reference to class materials, your placement, and additional research on your chosen topic. You will need at least **three** resources, at least **one** of which must be a **peer-reviewed empirical or theoretical article** (not covered in class). This paper will include formal writing and argument (unlike your journal responses, which are somewhat informal). You will tell me your general topic on **11/20**. Your paper (**with APA style references**) is due by 11:59pm on **12/18**. You can turn in outlines or drafts up to one week before the final deadline for feedback. **Earlham Goals: communicate, investigate, integrate, reflect, apply.** Your final paper will account for **10% of your grade** if you choose the service learning option (PSYC 221).
- 7) **Informal Discussion (PSYC 221 particularly).** A few times during the semester, you will get an opportunity to share your service-learning experiences with your classmates. These discussions are *tentatively* scheduled for 9/29, 11/10, & 11/20. The class will divide into smaller groups with at least one service-learning student per group. I will provide some structure (discussion questions, etc.) You will tell your classmates a little bit about your placement, some reactions you've had, what's it made you think about, questions it has brought up for you, etc. There will also be opportunities for your classmates to ask you questions about your experience. You do not need to prepare material for these days, but you will need to be in class and engaged to receive credit. These are opportunities for you to share you experiences and for other students to learn from you. **Earlham Goals: communicate, reflect.** Your attendance/participation grade will be tripled on days when you have placement discussion.
- 8) **Extra Credit.** You may earn *1 point on your test grade* for each research participation credit you earn. After the add/drop period, you will be registered in Sona Systems. If you have been in Sona Systems before, you will still have to re-register. You will receive an email with instructions. There is a document on Moodle that explains how Sona Systems works. **Be aware that demerits will be assigned for failure to show up to an experiment for which you registered. If you get several demerits, you will be blocked from Sona Systems and will not be able to earn extra credit.** Make sure you keep track of your credits on Sona Systems and contact your researcher if you have not received credit within two days. If you are in another class that grants credit for participation, make sure that you allocate your credits to the class you want them to count toward. There may also be other opportunities offered throughout the semester for you to earn extra credit. The maximum extra credit a student can earn is 15 points.

Grading:

<u>Assignment</u>	<u>220 Students</u>	<u>221 Students</u>	<u>Grading Scale</u>
Memoir video =	10%	10%	A: 94%+
Memoir panel discussion =	5%	5%	A-: 90%-93.9%
Memoir paper =	10%	--	B+: 87%-89.9%
Peer report of group work =	[can alter grade]	[can alter grade]	B: 84%-86.9%
Attendance/Participation =	5%	10%	B-: 80%-83.9%
Quizzes/Assignments =	10%	10%	C+: 77%-79.9%
Exams (4 best grades) =	60% (4x15%)	40% (4x10%)	C: 74%-76.9%
Journals/Placement =	--	15%	C-: 70%-73.9%
Integrative paper =	--	10%	D: 65%-69.9%
Total =	100%	100%	F: < 65%

Please note that I do not round grades. Review the grading scale, as it may differ from other classes you have taken.

Late/Makeup Policy.

Homework/Journals/Papers: If you do not turn in your homework, journals, or papers on time, you will lose a letter grade for the first 24 hours that it is late, and another letter grade for each part of 12 hours thereafter. Thus, the best grade that can be received on a paper turned in 2 hours late is a B, a C for a paper turned in 25 hours late, and a D for a paper turned in 37 hours late. You will have ample time to complete your written assignments. If you choose to wait until the last minute you run the risk that your computer dies, you catch the flu, or you have a death in your extended family. ***These will not be excuses for late assignments and you will be penalized, so do not procrastinate.*** Most assignments will be uploaded on Moodle, and the times and dates are listed on the syllabus. (Some are due by class time, others due by 11:59 pm.) ***Failure to attach files or attaching corrupted files is not an excuse for late work.*** I strongly recommend that you log out of Moodle, log back in, download, and open the file you attached to ensure that it opens properly. You are responsible for backing up your work.

In-Class Quizzes & Assignments: These cannot be made up for any reason.

Tests: See policy above. As one test is dropped, I **do not allow students to make up a test**, except in rare circumstances.

Office hours etiquette: I am happy to schedule times to meet with you outside of class, as is your TA. You are welcome to drop in. Please be understanding if I am in my office, but preparing something else. We can pick a time then for you to come back, if that is the case. You can also make appointments with me in class or via email. Please be courteous and arrive on time for your meeting. If you arrive late or do not come (without informing me well in advance), then this takes away from time I could be spending with other students. If you cannot make it to your scheduled appointments, then we may have to limit our meetings to class time and via email. This goes for out-of-class meetings with the TA as well. My schedule will also be posted on my door. You can examine it for likely times that I may be in my office. Directly before classes I teach is generally not a good time for meetings.

Email Etiquette:

You are encouraged to contact me via e-mail with any questions that you may have, but I ask that you make sure you have looked for the answer yourself first (on Moodle, in course documents) and that you correspond professionally.

Please be aware that people outside Earlham may view the use of a first name without invitation to be rude. If you are communicating via email with someone from your placement, use Ms., Mr., or Dr. and their last name until they tell you otherwise.

Technology guidelines¹: You need to protect yourself against technology problems. You need to develop work habits that take potential technological problems into account. These habits will serve you in your career. Technological problems are a fact of life, and are not considered unforeseen issues. (Your dorm falling into a sinkhole would qualify as “unforeseen”). Start early and save often. Always keep a backup of your work. Carbonite and Backblaze are two services that will automatically back your work up into a cloud. Or you can invest in an external hard drive. Or you can email yourself your work.

Computer viruses, lost flash drives, corrupted files, incompatible formats, WiFi connectivity problems – none of these unfortunate events should be considered an emergency. Take the proper steps to ensure that your work will not be lost forever. Learn the locations and operating hours of all the computer labs on campus. Do not procrastinate. The Help Desk is also available (helpdesk@earlham.edu).

¹ Drawn from material by George H. Williams

Academic Honesty:

All students are expected to conduct themselves with honesty and integrity in this course. The honor code is both a privilege and a responsibility, and you are expected to take it seriously. **Suspected infractions, such as plagiarism, fabrication of reports, incorrect reporting of placement hours, violating client confidentiality, and cheating will be treated seriously and will be reported.** Furthermore, if you are aware of a violation of academic integrity, it is your responsibility to take action. Violations may result in a 0 for the assignment, a 0 for the class portion (such as the service-learning placement), or failure of the course.

Learning to think for yourself, assess information judiciously, and speak and write effectively in your own voice is at the heart of a liberal arts education and global citizenship. Treasure and cultivate these skills. Papers and other work, including digital creations, downloaded or copied from other sources, or in which words or ideas belonging to others have been deliberately misrepresented as your own, will receive an automatic F, as they thwart your learning process and damage the integrity of knowledge-discovery. If you have questions about how to find, integrate, and properly cite sources, never hesitate to ask for help.

An excellent place to find help in knowing when and how to cite others' work appropriately can be found on the Libraries page: http://library.earlham.edu/friendly.php?s=academic_integrity. The site also includes Earlham's full statement on academic integrity and procedures for addressing academic violations of the Student Code of Conduct.

Resources

Tutoring: Tutoring services are recommended for any student who receives lower than a C on an exam, or whose overall GPA is a 2.7 or lower. There is sometimes a stigma against tutors, and I very much wish this were not the case. Intelligent students benefit from the services of a tutor, and getting a tutor is not a commentary on your ability or worth as a student (except to the extent that it demonstrates your effort and willingness to seek out & take advantage of resources). Two of the main benefits of a tutor are time management (which is an issue for many students!) and study strategies. Tutoring is a **free resource** available to all students. Sign up for a tutor here: www.earlham.edu/academic-enrichment-center It's always better to get a tutor at the beginning and then decide you don't want one than to do less than your best and then decide later you'd like a tutor.

Writing Center: The writing center is available to you at any point in the writing process, from idea generation to final proofing & editing. I encourage the use of the writing center for memoir papers (220 students) and final placement papers (221 students). www.earlham.edu/writing-center

Counseling Services: College can be a stressful time, and can exacerbate existing issues or bring new ones up. Please do not hesitate to reach out for help and make an appointment with counseling services: <http://www.earlham.edu/counseling-services/>

Students with Disabilities:

Students with a documented disability (e.g., physical, learning, psychiatric, visual, hearing, etc.) who need to arrange reasonable classroom accommodations must request accommodation memos from the Academic Enrichment Center and contact their instructors each semester. For greater success, students are strongly encouraged to visit the Academic Enrichment Center within the first two weeks of each semester to begin the process. <http://www.earlham.edu/policies-and-handbooks/academic/policy-on-student-learning-disabilities/>

Schedule of Topics & Assignments

Please note that this schedule is tentative and may change as circumstances require.

**Readings are due the day they are listed.*

8/28, Day 1	Topic: Syllabus, Service Placement, Historical & Modern Perspectives
9/1, Day 2	Topic: Historical & Modern Perspectives Textbook Reading: Chapter 1, Chapter 15 (p. 530 – top of 536) Case Reading: Berman Case Study <i>Make first contact (not first attempt) for placement before class on 9/4 (PSYC 221)</i>
9/4, Day 3	Topic: Historical & Modern Perspectives Textbook Reading: Chapter 1, Chapter 15 (p. 530 – top of 536) Case Reading: Berman Case Study Video Project Tutorial
9/8, Day 4	Topic: Research Methods in Abnormal Psychology Textbook Reading: Chapter 2, Chapter 15 (p. 530-536; 551-557)
9/11, Day 5	Topic: Assessment & Diagnosis Textbook Reading: Chapter 3 <i>Placement should be finalized by class time & visits should begin no later than next week.</i>
9/15, Day 6	Topic: Assessment & Diagnosis Case Reading: Tyson Case <i>Tyson Case Assignment due in class</i>
9/18, Day 7	Topic: Deinstitutionalization & Test Review Textbook Reading: Chapter 15 (p. 536-550)
9/22, Day 8	<i>Test #1: Chapters 1, 2, 3, & 15 (pages listed above)</i>
9/25, Day 9	Topic: Gender & Sexual Disorders Textbook Reading: Chapter 8
9/29, Day 10	Topic: Gender & Sexual Disorders Textbook Reading: Chapter 8 <i>Gender Dysphoria Perspective Taking assignment due via Moodle by class time</i> <i>Placement Discussion</i>
10/2, Day 11	Topic: Substance Abuse Disorder Textbook Reading: Chapter 9
10/6, Day 12	Topic: Substance Abuse Disorder Case Reading: Case 11, Alcohol Dependence, Michael
10/9, Day 13	<i>Test #2: Chapters 8 & 9</i> <i>Rachael gone for a conference</i>
10/13, Day 14	Topic: Anxiety Disorders Textbook Reading: Chapter 4 Case Reading: Case 2, Panic Disorder, Dennis <i>Journal #1 (PSYC 221) due 10/14 on Moodle by 11:59pm</i>
10/16	<i>No Class, Early Semester Break</i>
10/20, Day 15	Topic: Anxiety Disorders Textbook Reading: Chapter 4

10/23, Day 16	<p>Topic: Obsessive Compulsive Disorders Case Reading: Case 1, OCD, Karen Optional Reading: <i>Monkey Mind, The Man Who Couldn't Stop</i> <i>Student Video Presentations & Discussion</i></p>
10/27, Day 17	<p>Topic: Bipolar (Mood) Disorders Textbook Reading: Chapter 6 <i>Visit from Dr. Josh Nolan, Psy.D., Richmond State Hospital</i></p>
10/30, Day 18	<p>Topic: Depressive (Mood) Disorders Case Reading: Case 6, Depression, Janet <i>Visit from Olivia Engle ('14) of Centerstone and Johnny Rezende-Sbalom ('15) of Meridian Services</i></p>
11/3, Day 19	<p>Topic: Mood Disorders Optional Reading: <i>Unquiet Mind, This Fragile Life, Willow Weep for Me</i> <i>Student Video Presentations & Discussion</i></p>
11/6, Day 20	<p>Test #3: Chapters 4 & 6</p>
11/10, Day 21	<p>Topic: Somatoform/Factitious/Dissociative Disorders Textbook Reading: Chapter 5 (p. 167-188) <i>Placement Discussion</i></p>
11/13, Day 22	<p>Topic: Somatoform/Factitious/Dissociative Disorders Optional Readings: <i>The Flock</i> <i>Student Video Presentations & Discussions.</i> <i>Visit from Nichole Carr, LCSW</i> Journal #2 (PSYC 221) due to Moodle by 11:59pm</p>
11/17, Day 23	<p>Topic: Schizophrenia Textbook Reading: Chapter 10 Case Reading: Case 9, Schizophrenia, Bill</p>
11/20, Day 24	<p>Topic: Schizophrenia Optional Reading: <i>Ben Behind His Voices, The Quiet Room</i> <i>Student Video Presentation & Discussion</i> <i>Placement Discussion</i> Final Paper Topic (PSYC 221) due to Moodle by 11:59pm.</p>
11/24, 11/27	<p>No Class, Fall Break</p>
12/1, Day 25	<p>Test #4: Chapters 5 & 10</p>
12/4, Day 26	<p>Topic: Personality Disorders Textbook Reading: Chapter 11 Case Reading: Case 20, Antisocial PD, Bill Empirical Reading: Polaschek, 2014</p>
12/8, Day 27	<p>Topic: Personality Disorders Optional Reading: <i>Buddha & the Borderline; Girl, Interrupted</i> <i>Student Video Presentation & Discussion</i></p>
12/11, Day 28	<p>Topic: Aging & Cognitive Disorders Textbook Reading: Chapter 13 Journal #3 (PSYC 221) due on Moodle by 11:59pm Memoir Reflection Paper (PSYC 220) due on Moodle by 11:59 pm</p>
12/16, 8am	<p>Test #5, Chapters 11 & 13</p>
12/18	<p>Final Paper (PSYC 221) due on Moodle by 11:59pm</p>

