

Psychology 220
Adult Psychopathology
(aka Abnormal Psychology)
Fall 2014

Class time: TF 2:30-3:50

Location: LBC 211

Instructor: Dr. Rachael Reavis

Email: reavira@earlham.edu

Office: LBC 305

Office Hours: drop-in & by appointment

Teaching Assistant: Grace Braden

Email: gsbraden11@earlham.edu

Office Hours: announced weekly & by appointment

Textbooks:

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. **Do not purchase your book until you have signed up to present a specific memoir.**

Girl, Interrupted by Susanna Kaysen

Sickened by Julie Gregory

The Flock by Joan Frances Casey

An Unquiet Mind by Kay Redfield Jamison

The Quiet Room by Lori Schiller

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 General Education Goals:

The following general education goals are especially relevant for this course:

1. Gain skills in close and critical reading, thoughtful reflection, ready discussion, and cogent writing.
2. Increased adeptness in thoughtfully considering texts of all sorts, whether singly or in comparison with one another.
3. Practice and discipline in group learning.
4. The ability to gather information from print and electronic sources and critical capacity to evaluate the data gathered and the ideas encountered.

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

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, 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 prerequisite 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 and counts as an elective for the neuroscience major. Either option is acceptable for psych/neuro 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 2.

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.

Option B (recommended): You may take the lecture class plus service-learning placement for four credits. Students selecting Option B will have same assignments 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 five 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.
 - **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 “reading guide”

sheet for your memoir. Although your video does not have to cover everything in the reading guide, you should certainly consider the questions raised by the reading guide. 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. 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? To do this assignment, you will need to have read the memoir already, so make sure you plan in advance!
 - ii. 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.
 - iii. Peer Review.** Approximately 3-5 days before you will present your video to the whole class, another group will peer review your video and give you feedback. You are expected to thoughtfully consider the feedback, even if you don’t incorporate all of it. You may be asked about feedback and decisions not to incorporate it during your video presentation.
 - iv. 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, stay on task, and respond to critical feedback. Your completed video will count for **20% of your grade.**
 - **Discussion Leading.** On the day that you present your video, you will also lead discussion with the class. You may choose to do a single, large-group discussion, but smaller groups tend to work better, at least initially. Your discussion should clearly connect the memoir to class material and be thought provoking. You can be guided by the reading sheet for your memoir, although you will want to come up with questions of your own. You’ll have 20-30 minutes of discussion time to facilitate. You’ll be assessed by me and your classmates on preparation, content, creativity, facilitation, and professionalism. Your discussion 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) Class participation & Attendance.** Class discussion and participation will be critical to your enjoyment and mastery of the material, and will be expected from everyone. Your attendance and class participation will account for **10% (PSYC 220) or 5% (PSYC 221) of your final grade.**

- 3) **Assignments.** You will have some reaction papers and homework assignments throughout the semester. Some of these will be listed on the syllabus schedule and some will be assigned during the semester. Your total assignment grade will account for **15% (PSYC 220) or 10% (PSYC 221) of your final grade.**
- 4) **Exams.** To help you master the material we will be studying in this course, we will have 3 noncumulative exams. The exams will be a combination of multiple choice, short answer, and essay questions. For students in PSYC 220 (not doing the service-learning placement), exams will account for **45% 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 **30% of your final grade.** That is, each exam will be worth 10% of your grade.
- 5) **Field Placement (PSYC 221 only).** To enhance your understanding of developmental psychopathology you will spend **two hours per week** 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 9/5, and have your placement finalized by 9/12.** 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. 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.** 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, 11/11, 12/19.** Your field placement and journal writing will account for **10% 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 **11/18**. Your paper is due by 11:59pm on **12/16**. You can turn in outlines or drafts up to one week before the final deadline for feedback. Your final paper will account for **10% of your grade** if you choose the service learning option (PSYC 221).

- 7) **Informal Presentation & Discussion (PSYC 221 only).** Three times during the semester, you will get an opportunity to share your service-learning experiences with your classmates. Twice during the semester (10/7, 11/18), we will have “placement discussion” days. 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. During the last day of class or during finals week, you will give an informal 5-10 minute presentation about your placement and final paper. Although you should practice what you are going to say and/or have an outline, you do not need to prepare slides or get too worked up about the presentation. It’s just an opportunity for you to share your experiences and for other students to learn from you. All of these presentation/discussion days will account for a total of **5% of your grade** if you choose the service learning option (PSYC 221).

- 8) **Extra Credit.** You may earn **1 point on your Memoir Video** 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 10 points.

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 Assignments: These cannot be made up for any reason.

Exams: Only in extreme circumstances will a make-up be allowed, such as the death of a family member that requires an absence from campus or a **serious** illness. Serious illness means fever and active vomiting. You will need to go to the health center **before** the exam. If they feel you are too ill to be in class, you can ask them to send me an email. If you wait to go until after the exam and ask for a retroactive “doctor’s note,” they will not give it to you. **If you do not get an illness confirmed by Health Services, you will not be able to make up the exam.** Be aware that the make-up test will be different and may be more difficult than the original. Exams may also be made up for Earlham activities, such as a sports game. **Athletes must take their exams before the exam date.**

Grading:

Assignment	220 Students	221 Students	Grading Scale
Memoir video =	20%	20%	A: 93%+
Memoir discussion leading =	10%	10%	A-: 90%-92.9%
Peer report of group work =	[can alter grade]	[can alter grade]	B+: 87%-89.9%
Attendance/Participation =	10%	5%	B: 83%-86.9%
Assignments =	15%	10%	B-: 80%-82.9%
Exams (3) =	45% (3x15%)	30% (3x10%)	C+: 77%-79.9%
Journals/Placement =	--	10%	C: 73%-76.9%
Integrative paper =	--	10%	C-: 70%-72.9%
Placement presentations =	--	5%	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.

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. We can also use email to schedule a time to chat online or via Skype.

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.

Know the resources on campus for technical problems with connectivity or Moodle. The Help Desk will need time to assist you. Again, don't procrastinate.

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, 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.

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.

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/>

¹ Drawn from material by George H. Williams

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.*

8/29	Topic: Syllabus, Service Placement, Historical & Modern Perspectives
9/2	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 9/5 (PSYC 221)</i>
9/5	Topic: Research Methods in Abnormal Psychology Textbook Reading: Chapter 2, Chapter 15 (p. 530-536; 551-557) Video Project Tutorial <i>Berman assignment (3 theories) due via Moodle by 11:59 pm.</i>
9/9	Topic: Research Methods in Abnormal Psychology Textbook Reading: Chapter 2, Chapter 15 (p. 530-536; 551-557)
9/12	Topic: Assessment & Diagnosis Textbook Reading: Chapter 3, Chapter 15 (p. 536-550) <i>Placement should be finalized by class time & visits should begin no later than next week.</i> <i>Berman assignment (assessment) due 9/14 on Moodle by 11:59 pm.</i>
9/16	Topic: Assessment & Diagnosis Case Reading: Tyson Case <i>Tyson reaction paper due on Moodle by class time.</i>
9/19	Topic: Gender & Sexual Disorders Textbook Reading: Chapter 8
9/23	Topic: Gender & Sexual Disorders Empirical Reading: Dhejne, Lichtenstein, Boman, Johansson, Långström, & Landén, 2011 <i>GID assignment due on Moodle by class time</i>
9/26	Topic: Substance Abuse Disorder Textbook Reading: Chapter 9
9/30	Topic: Substance Abuse Disorder Case Reading: Case 11
10/3	<i>Test 1: Chapters 8 & 9</i>
10/7	Placement Discussion Day, Attendance counts double
10/10	Topic: Anxiety Disorders Textbook Reading: Chapter 4 Case Reading: Case 2
10/14	Topic: Obsessive Compulsive Disorders Case Reading: Case 1 <i>Journal #1 (PSYC 221) due on Moodle by 11:59pm</i>
10/16	<i>No Class, Early Semester Break</i>

10/21	Topic: Mood Disorders Textbook Reading: Chapter 6 Case Reading: Case 4
10/24	Topic: Mood Disorders Optional Reading: <i>An Unquiet Mind</i> <i>Student Video Presentation & Discussion</i>
10/28	Topic: Depression Empirical Reading: Haeffel & Hames, 2014
10/31	Topic: Factitious/Dissociative Disorders Textbook Reading: Chapter 5 (p. 167-188)
11/4	Topic: Factitious/Dissociative Disorders Optional Readings: <i>Sickened, The Flock</i> <i>Student Video Presentations & Discussions</i>
11/7	Test 2: Chapters 4, 5, & 6
11/11	Topic: Schizophrenia Textbook Reading: Chapter 10 Case Reading: Case 9 Journal #2 (PSYC 221) due to Moodle by 11:59pm
11/14	Topic: Schizophrenia Optional Reading: <i>The Quiet Room</i> <i>Student Video Presentation & Discussion</i>
11/18	Placement Discussion Day Attendance counts double Final Paper Topic (PSYC 221) due to Moodle by 11:59pm.
11/21	Topic: Personality Disorders Textbook Reading: Chapter 11 Case Reading: Case 20 Empirical Reading: Polaschek, 2014
11/25, 11/28	No Class, Fall Break
12/2	Topic: Personality Disorders Optional Reading: <i>Girl, Interrupted</i> <i>Student Video Presentation & Discussion</i> Personality Disorders homework assignment due on Moodle by 11:59pm
12/5	Test 3: Chapters 10 & 11
12/9	Topic: Aging & Cognitive Disorders Textbook Reading: Chapter 13 Journal #3 (PSYC 221) due on Moodle by 11:59pm
12/12	Student Placement Presentations Attendance counts triple
12/16	Student Placement Presentations (if needed) Attendance counts triple Final Paper (PSYC 221) due on Moodle by 11:59 pm