Introduction to Abnormal Behavior - Spring 2014
PSYC 2201-0, 30056
Tues. & Thur.: 2-3:15

Instructor: Jen Wallin-Ruschman
Office Hours in Bowen 216: Mon., Wed., & Fri. 1-2; Mon. & Wed. 3:15-5; Tues. & Thur. 12:15-2 and by appointment
Email: jwruschman@abac.edu I prefer to be emailed directly at this address (please do NOT email me through D2L)
Office Phone: (229) 391-5092

How to address me? I’m fine with Jen, but if you want a more formal title then Professor Jen is good. I really don’t care for Ms. or Mrs. and no need to say Wallin-Ruschman.

Overview:
Welcome! This outline provides you a resource to consult for frequently asked questions. Read it completely before our second class meeting and consult it throughout the quarter. This course is a historical overview of the services provided to individuals with mental illness and theories of personality development. We will cover assessment, diagnosis, and treatment of the major mental disorders as well as the biological, psychological, and sociological contributing causation factors are discussed.

Class content will cover history, theory, research, application, and critique. Class time will include discussions, presentations, activities, lecture, videos, and/or other interactive material.

Course Objectives:
A student who successfully completes this course will be able to:
• Identify the services provided to individuals with mental illness throughout history.
• Discuss the theories of personality development.
• Describe the assessment and classification of mental disorders.
• Explain the biological, psychological, and sociological factors that contribute to the cause of mental disorders.
• Describe the therapeutic techniques used to treat mental disorders.

Pre-requisites/Co-requisites:
Completion of PSYC 1101, Introduction to General Psychology, with a “C” or better.

Course Requirements:
For this course you will need Comer’s Fundamentals of Abnormal Psychology, Edition 7. Because of recent changes in the DSM it is imperative that you have the 7th edition of this textbook.

You will also need access to the online Psyc Portal that accompanies this book. When buying the book, make sure you are getting access to this resource (it can cost an additional $60 to purchase portal access). If you get the book from the ABAC bookstore it will include access to Psyc Portal.
Desire 2 Learn:
This course will rely on the D2L system (https://abac.view.usg.edu/) as an additional resource for learning. I will be using D2L to post additional material, slides, links, grades, and announcements. D2L is also a place to continue in-class discussions. I sometime send important announcements out through D2L so please check it daily.

Turnitin.com:
For this class all written assignments (except the introduction and closing assignments) are to be submitted electronically to turnitin.com. When you register for turnitin.com use the class code 7432935 and password Gollum.

Classroom norms:
This course will rely heavily on active participation from students. To have a productive learning environment, I believe it is essential to promote a respectful class climate. Some guidelines to keep in mind in accomplishing this goal are: speak from your own experience, engage thoughtfully with the content of the class, do not expect yourself or other class members to speak as a representative of a social and/or cultural group. Differences of opinion are welcome, as they help us to re-examine our own thinking. You should always maintain respect for opinions differing from your own and practice confidentiality if other students choose to share personal information. In addition, please avoid side conversations, texting/cell phone use, off topic computer work, and other behavior that is distracting to me and other students. These guidelines are just a starting point, on the first day of class we will work together to develop a set of classroom guidelines. It is also expected that you come to class having read the assigned text and be prepared to discuss the text each and every class period.

Instructor norms:
I am committed to facilitating your learning of course material. Please fill free to contact me by email or speak to me after class or during office hours about any questions or concerns you have. You can generally expect me to respond to emails within 48 hours during the week. Also, I will make every effort to return assignments in a timely manner. Expect exams and assignments to be handed back two weeks after they are taken/submitted.

Office Hours:
My office hours are listed on the first page of the syllabus. If my designated office hours do not work with your schedule feel free to email me so we can find an alternate time to meet. If you have a question about the material, want to review your exam, or have a concern about any of the assignments – please come by office hours.

Ethical Behavior:
Students are expected to maintain a high standard of personal ethics. Any evidence of cheating, helping others to cheat, or plagiarizing will lead to serious academic consequences, such as zero credit for associated work, and/or failing the course. To avoid plagiarism on written assignments students must use citations and references in APA style when they quote or
paraphrase the work of other authors, including our text. If you have questions about APA citation style please contact me before an assignment is turned in.

College Policy on Academic Dishonesty:

*Academic Dishonesty:* Academic irregularities include, but are not limited to, giving or receiving of unauthorized assistance in the preparation of any academic assignment; taking or attempting to take, stealing, or otherwise obtaining in an unauthorized manner any material pertaining to the education process; selling, giving, lending, or otherwise furnishing to any person any question and/or answers to any examination known to be scheduled at any subsequent date; fabricating, forging, or falsifying lab or clinical results; plagiarism in any form related to themes, essays, term papers, tests, and other assignments; breaching any confidentiality regarding patient information.

*Disciplinary Procedures & Appeals Process:* Incidents which violate this policy will be dealt with in accordance with the current procedures outlined in the College Catalog and Student Handbook. Students will have the right to appeal any disciplinary decision.

**Attendance**

Attendance is essential to this course as much of the course time will be spent on in-class activities and discussions that require your presence. Further, reading the book does not replace attendance as I will use the book as a starting place and add material and information that builds on or even contradicts the material in the text.

**Missing Class**

When you miss a class meeting you should utilize your peers to get notes and handouts from the class. *You do not need to let me know when you are missing class and please do not email me to ask what you missed in class or “if we did anything important.”* Everything we do in class is important, that’s why you’re in school.

**Late Assignments**

Late assignments will be marked down one letter grade for every day they are late. So, if you wrote a “B” paper, and turn it in one day late, you would receive a “C”.

**Student Resources:**

*Disability Accommodations*

If there is a student in this class who has specific needs because of learning disabilities or any other disability, please feel free to contact the instructor. Any modifications require appropriate documentation.

*Weather Hotline:* In case of inclement weather during class we will move to the safety of the designated shelter. If you have experienced inclement weather and want to check on the ABAC status for class meetings, check the ABAC website or call the Inclement Weather Hotline: 229-391-5225

**Other:**
If you feel there is something about you that might impact your experience in this class that I should be aware of, please let me know. If anything arises during the term, please speak to me as soon as possible. These policies are firm but not rock-hard (i.e., things happen). I encourage you to contact me sooner rather than later if you are having any sort of issue that affects your completion of the course.

Grading Scheme:

Class Participation & Attendance: 100 points
Abnormal Psychology in Film: 100 points
PsycPortal:
  Web-based Case Studies: (10 x 5 points) 50 points
  Leaning Curve (10 x 5 points) 50 points
Teaching Teams: 50 points

PLUS you may complete EITHER:
  2 Exams (worth 100 points each) 200 points
OR 2 Papers (worth 100 points each) 200 points

Total: 550 points

Letter grades are based upon total points earned:

Assignments:
Class Participation and Attendance (100 points)
  Attendance and participation are essential components of this class and all college courses. We will strive to create a classroom atmosphere in which open dialog and communication is comfortable and encouraged. Please ask questions, offer observations, and suggest alternative perspectives during class. Participation will also make up a portion of your grade and will be divide among the following three categories.

I. Introduction Assignment (10 points)
  On the first day of class you will write a statement (about a page or two) about why you are taking this course (your objectives), what you want to learn, and some information about yourself (e.g., major, your future goals).

II. Participating in class discussions, activities, and filling out exit cards (80 points)
  This course will include discussions and activities designed to increase your understanding of the material. ALL portions of in-class time (including lecture) require active engagement for you to learn. Additionally, it is important that you read the addressed chapter being covered BEFORE you come to class. This will not only allow you to participate, but also help you comprehend the material, which will set you up to do well on the exams.
  To be awarded the full 80 points for participation in this course you must come to class AND be an active participant by participating in the following two ways:

  1. Being active in class discussion and activities by contributing your voice and being a vocal participant in both large and small group discussions and activities. Asking questions is
also a great way to be an engaged class member. Further, you cannot be engaged if you are on your phone or doing off topic work on your computer- so please avoid these activities that are distracting to yourself, myself (yes, I can see you), and other class participants.

2. In addition to active participation, daily reflection cards or Exit Cards will be collected. These will be written on index cards during the last few minutes of class. Each exit card should include a brief reflection on the day, which might include some combination of answers to the following questions:
   i. What did you learn today?
   ii. What are you still confused about? What questions do you still have?
   iii. What went well/poorly in the class today? What helped you learned? What inhibited your learning?

You will need to put your name on your exit cards so I know you are turning in thoughtful responses. **These cards not only let me know you are attending class and are an engaged class participant, but also help me be a better teacher and make the class the best it can be.**

**Also Note:** Active participation throughout the class is the only way to “bump” a borderline of two grades (e.g., between a B and an A) to the higher grade.

Your 80 potential points in this category will be assigned utilizing the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>72-80 points</td>
<td>Actively participates every week. Asks questions and brings up discussion points without having to be prompted. Questions are exceptionally thoughtful and demonstrate a thorough understanding of the readings. Completes high quality out of class activities. Attends at least 90% of classes.</td>
</tr>
<tr>
<td>B</td>
<td>64-71 points</td>
<td>Actively participates each week. Demonstrates an understanding of the readings on a weekly basis. Questions are relevant, and demonstrate an understanding of the readings. Completes the out of class activities. Attends at least 80% of classes.</td>
</tr>
<tr>
<td>C</td>
<td>56-63 points</td>
<td>Participates each week. Engages with the week’s topic and readings although some gaps in understanding may be evident. Listens but rarely comments. Only completes some of the out of class activities. Attends at least 70% of classes.</td>
</tr>
<tr>
<td>D</td>
<td>48-55 points</td>
<td>Does not participate actively. Responds to direct questions but does not volunteer opinions. Comments reveal only surface level understanding of the readings/topic. Does not volunteer information and lack of preparation may be evident. Does not complete out of class activities. Attends at least 60% of class.</td>
</tr>
<tr>
<td>F</td>
<td>Below 47 points</td>
<td>Does not participate in class. Is distracted in class (e.g., on phone, side conversations, off topic computer work). Does not read before class. Attends 50% or less of classes.</td>
</tr>
</tbody>
</table>

**III. Closing Assignment** (10 points)
On the final day of class you will write a short response (approximately two pages) detailing your experiences in the course. Specifically, some examples of what you took away from the course, what you would do differently if you took the course again, and what I could do differently if I taught the course again. There is no right or wrong answer, the assignment is simply intended to facilitate reflection on what you have taken away from this course and help me improve the course in the future.

**Abnormal Psychology in Film.** (100 points)

Many popular films deal with some aspect of abnormal behavior. However, sometimes it is hard to separate fact from fiction. For this assignment you will watch one of the below films and write a 4 page, 12 point, Times New Roman, double spaced response. (I read papers all the time, and can easily tell when you’re not using the correct font/spacing/margins, so please don’t insult me by using anything else). The due dates for this assignment are indicated in the attached schedule. Assignments are due electronically on turnitin.com on the specified due date. In your response, you should indicate what mental disorder is being represented in the film. Then you should compare the portrayal of the disorder in the film to the criteria for the disorder laid out in the DSM-V and your textbook. I have a copy of the DSM-V in my office for you to use. Your response should indicate whether or not you think the film represents an accurate portrayal of the disorder and why. You should also discuss the potential biological, psychological, and sociological factors that may contribute to the abnormal behavior. Also consider, does the person seek treatment for their condition? If so, what kind and was it useful? If not, what are the repercussions for the person not seeking treatment? Finally, what messages does this film send to the audience about individuals with mental illness? Is this message supported by empirical research? What are the potential implications of these messages? Basically you will be acting as a clinical psychologist by diagnosing the character with mental illness or illnesses using the criteria laid out in the DSM 5 and the evidence provided in the film.

**Potential Films:**

- Fight Club
- The Aviator
- Shutter Island
- I Am Sam
- As Good As It Gets
- What’s Eating Gilbert Grape
- Rain Man
- Silver Linings Playbook
- The Royal Tenenbaums
- Sybil
- Secret Window
- Girl, Interrupted
- The Dark Knight
- Fatal Attraction
- A Beautiful Mind
- Donnie Darko
- Requiem For a Dream
- Memento
- Annie Hall
- No Country For Old Men
- It's Kind of a Funny Story
- Me, Myself, and Irene
- Forrest Gump
- Primal Fear
- Black Swan
- Psycho (1960)
- The Hours
- Prozac Nation
- American Beauty
- Taxi Driver
- Gone With the Wind
- Other films can be approved on a case-by-case bases (contact me!)
PsycPortal

We will be utilizing the PsycPortal companion site that accompanies your book. This site has a number of resources designed to help you succeed in the course. I recommend that you log into and explore the site ASAP. You can access PsycPortal by visiting http://courses.bfwpub.com/comerfund7e.php

At this website you can register the activation code that came with your book or purchase access if need be. **When you register make sure that you select this course.** Do this by selecting GA, then select ABAC, then this course will show up (click that). Once you have registered your code you should have a log-in for the site. You should use Firefox or Internet Explorer when using the PsycPortal. Although I encourage you to use all the resources on this site, particularly the quizzes, we will be completing two sets of assignments for grades: web-based case studies and research exercises.

**Web-based Case Studies:** (10 x 5 points)

Once you log into PsycPortal you should see an assignment tap at the top- click on this and then click on web-based case studies link. The due dates for case studies can be found in the attached schedule and in PsycPortal. Case studies are due by 11pm on the due date. **Late assignments will not be accepted.**

Once you click on the case study you wish to complete you will need to read about the patients presenting complaints and their social/ family history. After reading this you will be taken to a short quiz assessing your understanding of the material. **You will only have once chance to answer correctly!** Each quiz is worth up to 5 points. After you take the quiz your responses will be sent to me. There are 15 total case studies in PsycPortal, you may choose to only do 10 and be graded for those or you may do more and have your lowest grades dropped (i.e., I will count your 10 best grades).

**Learning Curve:** (10 x 5 points)

Under the learning curve tab in PsycPortal you will find one activity assigned per each chapter. These are due before class on the due dates in the attached schedule (generally the first day of class each week). To complete these activities you answer a series of multiple choice and fill in the blank questions until you reach a designated point total. Anything at or above this point total results in 5 points while anything below results in zero points. For this activity you are allowed to answer as many questions as it takes to reach the point total. However, if you guess and receive many wrong answers it will take you a long time to complete the assignment but if you have read the chapter beforehand and know the answers the activity will go by much more quickly (i.e., correct answers add more points than incorrect guesses). There are 15 total learning curves in PsycPortal, you may choose to only do 10 and be graded for those or you may do more and have your lowest grades dropped (i.e., I will count your 10 best grades). **Late assignments will not be accepted.**

Teaching Teams

At the beginning of the term we will break into teams of 3-4 students. Each group will be assigned to a chapter and associated date. Each group will be responsible for facilitating 25 minutes of the class period on their teaching day. The goal of the facilitation is not to cover the entire chapter, but rather pick out the most important and/or hard to understand concepts and
cover those few topics. The 50 points will be awarded from 25 points of peer evaluation and 25 points of instructor evaluation, the grading rubric will be posted in D2L. High scoring presentations will not lecture for 25 minutes but instead will utilize other creative ways of facilitating learning (e.g., activities).

**Pick one of the following options:**

*You must send me an email stating which option you will choose 2 weeks before the first exam or paper is due.*

**Exams**

If you choose this option, you will take 2 exams, one near midterm and one during finals week (exact dates are in the attached schedule). The first exam will cover material from the first half of the course and the second exam will cover material from the second half of the course (i.e., it will not be cumulative). The exams will consist of 50 multiple choice questions. You will need to bring a pencil and scantron to each exam. No study guide will be provided but the resource in PsycPortal can be used to help you study (study groups are also great!).

**Papers**

If you choose this option you will write 2 papers, one will be due in the middle of the term and one at the end (exact dates are in the attached schedule). Each paper should be 5 double space pages in Times New Roman, 12 point font. Here I present a few different options for the paper, you cannot do the same option for both papers. All papers must cite sources using APA citation style.

**Research Paper**

Choose any psychological disorder covered in course (must be recognized by DSM-V) and using at least 3 psychology scientific journal articles (preferably no earlier than 2005), your textbook, and DSM-V as references, discuss the following:

- a. primary characteristics and related features of the disorder
- b. research-supported causal theories
- c. empirically supported treatment options and their relative effectiveness.

**Case Study**

Choose any psychological disorder (must be recognized by DSM-V) and write a creative case study that provides:

- a. a description of the “patient” and his/her presenting symptoms; be sure to include primary characteristics and related features a brief summary of how you “assessed” the client’s presenting problems
- b. a DSM-V diagnosis
- c. your hypothesis about the cause(s) of their dysfunction; be sure to support this hypothesis with research-based evidence about the disorder’s causes develop an integrated treatment plan based on what you learned in class for this client (make sure the treatment plan is consistent with your client’s presenting symptoms and also with what research tells us is effective for the client’s presenting disorder.
- d. discuss your expectations regarding prognosis for the case
Volunteer Work

After completing at least 15 hours of volunteer work in an abnormal psychology/mental health setting (you need to get approval of your setting from me). You will write a paper that addresses:

a. A description of the service setting and your role in the setting
b. Description of the conditions and symptoms observed (use the text book and/or DSM)
c. How the service experience impacted you (i.e., a reflection of your experience).

Exploring Diagnosing

This paper options looks at the current and historical methods of diagnosing mental illness. Using your textbook and at least 3 other scholarly sources you paper should address:

a. The inspiration and development and major changes of the first four DSMs
b. The process of development of the DSM-V
c. The critiques surrounding the DSM (including V) and its process of development
d. The other tools available to diagnosis mental disorders
e. What are the advantages of having these guides to diagnosis mental disorders? What are the disadvantages?

Interview Someone with a Mental Illness

For this assignment you will need to interview someone that has been diagnosed with a mental illness. If you choose this option you must meet with me during office hours so that we can discuss proper interview protocol. Interviews should last for about an hour and be recorded (you can do this with a phone usually) I also have a recorder you can borrow. Before the interview you should come up with an interview guide, this is basically just a list of questions you will ask and in what order. Developing good interview questions takes time, so leave time to develop your questions and consider the order of questions. Ensure your interviewee that you will keep their identity confidential by not using their real name in your paper now will you speak with anyone about the interview. After the interview you should write a paper that addresses:

a. The disorder the person was diagnosed with and the symptoms outlined in the DSM-5 for the disorder.
b. How does the person feel about their diagnosis?
c. When did the person decide to seek treatment? And why? Discuss the treatment the person has received. You should use your textbook or other scholarly sources to talk about the effectiveness of this treatment for this illness.
d. How have the symptoms of the disorder affected this individuals life? How has the diagnosis affected the person’s life?
e. What were your feelings before the interview? During? Afterward? Did any fear, stigma, or stereotypes arise? If so discuss these.

Create Another Option

If you have an idea for another paper option please meet with me and we will discuss the possibility of making this option a reality.

Extra Credit: (up to 10 pts)
This term we will cover a wide range of topics, each of which people dedicate their entire lives to understand. As such, I do not know everything. If someone asks a question in class that the instructor or another classmate is unable to provide a satisfactory answer to, then you will be given an opportunity to independently research the question. Please let me know if you decide to take this opportunity and what you will be writing about. To receive any credit you must submit your findings in writing (at least 2 double spaced pages) by the date indicated in the schedule. You should be using at least one scholarly source for your response. Students may be encouraged, but not required, to spend a few minutes presenting their results in class. There may be opportunities for this throughout the term, but there is designated time during the last week of class.

Grade Disputes: All grade disputes must be submitted in writing. The written grading dispute should clearly articulate your justification, or principled argument, for the grade adjustment.

Spring 2014 PSYC 2201 Schedule

NOTE: This schedule is subject to change. It is your responsibility to stay aware of any changes.

Thur. January 9th: Review syllabus & Classroom Guidelines

Tues. January 14th: Chapter 1

Thur. January 16th: Chapter 1
1a Learning Curve (LC) Due

Tues. January 21st: Chapter 2 + 2a LC Due

Thur. January 23rd: Chapter 2

Tues. January 28th: Chapter 3 + 3a LC Due

Thur. January 30th: Chapter 3

Tues. February 4th: Chapter 4 + 4a LC Due
Allison Case Study Due

Thur. February 6th: Chapter 4
Jake Case Study Due

Tues. February 11th: Chapter 5 + 5a LC Due
& Anna Case Study Due

Thur. February 13th: Chapter 5
David Case Study Due

Email me which option you choose

Tues. February 18th: Chapter 6 + 6a LC Due & Zach Case Study Due

Thur. February 20th: Chapter 6
John Case Study Due

Tues. February 25th: Chapter 7 + 7a LC Due & Ellen Case Study Due

Thur. February 27th: Exam 1 (chs. 1-7)
OR Paper 1 Due

Tues. March 4th: Chapter 8 + 8a LC Due

Thur. March 6th: Chapter 8
Joann Case Study Due

Tues. March 11th: Chapter 9 + 9a LC Due

Thur. March 13th: Chapter 9
Carrie Case Study Due
Film Review Due

Mon. March 17th – Fri. March, 21st: Spring BREAK!!!

Tues. March 25th: Chapter 10 + 10a LC Due

Thur. March 27th: Chapter 10
Jerry Case Study Due

Tues. April 1st: Chapter 11 + 11a LC Due

Thur. April 3rd: Chapter 11

Tues. April 8th: Chapter 12 + 12a LC Due

Thur. April 10th: Chapter 12
Randy Case Study Due

Tues. April 15th: Chapter 13 + 13a LC Due
& Nate Case Study Due

Thur. April 17th: Chapter 13
Jennifer Case Study Due

Tues. April 22nd: Chapter 14 + 14a LC Due
& Eric Case Study Due

Thur. April 24th: Chapter 14 & 15
Paper 2 Due

Tues. April 29th: Chapter 15 + 15a LC Due
& Fred Case Study Due

Thursday, May 1st: @ 1:30 Exam 2 (chs. 8-15)