Psy3604 (Sec 002)  Intro to Abnormal Psychology  Fall, 2014

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Office hours: Fri 1-2PM, or by appointment

Teaching Assistant (A-L)*: Karen Hudson, Ph.D. Candidate
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Teaching Assistant (M-R)*: John Gaffney, Ph.D. Candidate
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Teaching Assistant (S-Z)*: Zara Wright, Ph.D. Candidate
Department of Psychology
Office: N631 Elliott Hall
Email: wrig0441@umn.edu
Office hours: Wed 10-11AM, or by appointment

*You are assigned to a specific TA depending on the first letter of your last name, with A-L assigned to Karen, M-R assigned to John, and S-Z assigned to Zara.

Class Time/Location: Tuesday 4-6:30pm; Rapson Hall, Room 100

Overview: This course will provide an introduction and broad background on the assessment, phenomenology, and theorized causes of psychological disorders. Students will learn the classification system used in the DSM-5, as well as etiological and treatment related information. During this course, students will be responsible for learning basic descriptive psychopathology as well as emerging brain-based markers of mental disorders.

Prerequisite: Psy 1001

Required Textbook:


Course Website: Psy3604-002 uses a Moodle website which can be accessed through https://ay14.moodle.umn.edu/course/view.php?id=3333 or www.myu.umn.edu.
Grading: This course is worth 3 semester credits. Final grades will be based on 3 exam scores and with the following weightings:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>25%</td>
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<tr>
<td>Exam 2</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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<tr>
<td>In-Class Work</td>
<td>5%</td>
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Research Paper (review of the research literature): Students will be responsible for writing a 8-10 page, double-spaced research paper on a topic pertaining to abnormal psychology. In the introduction, students will describe a question they have about a topic in abnormal psychology and explain the importance of answering this question. In the body of the paper, students will identify, summarize, and critique 4-5 empirical articles that address this question and provide a table summarizing these findings. Finally, this paper should include a conclusion that integrates the results of these articles and a discussion of the limitations and implications of the research, as well as recommended directions for future research. References are required (APA format is preferred). Approval of paper topics by TA or professor is required. To this end, please submit a title and a 2-3 sentence description of your paper by midnight, 10/14 via our Moodle website at the “PAPER TOPIC SUBMISSION PORTAL” under Topic 7. Your TA will then let you know whether or not your topic is approved. Failure to submit your topic by 10/14, or failure to get your topic approved before submitting your paper (on 11/18) will result in a 5% deduction from your final paper grade. The final copy of the paper should be submitted by 4pm on 11/18 via the “Final Paper Submission Portal” on our Moodle website under Topic 12. Late papers will be docked 5% per day late.

Regular class attendance and participation in class discussions are expected. Material will be presented in class that is not necessarily represented in the text or readings, for which you will be responsible. Also, some material that is covered in the text and assigned readings will not be discussed in class, but you will be responsible for this material. Exams will include multiple choice and short answer questions. The format will be announced in the weeks preceding each exam to guide you in your studying.

Pop-cards are an alternative to quizzes on reading material and invite students to freely relay what was important from a given reading. Students should come to every class prepared to describe the central ideas and importance of the reading materials assigned for that class. 5-10 pop cards will be assigned over the course of the semester, and their individual value will depend on the final number assigned. These pop-cards may be given at the beginning or middle of a class session.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assigned Reading</th>
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<tbody>
<tr>
<td>Sep 2</td>
<td>I. Overview</td>
<td>Butcher Ch. 1</td>
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<td></td>
<td>II. Views of Abnormal Psychology Across Time</td>
<td>Butcher Ch. 2</td>
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<tr>
<td>Sep 9</td>
<td>I. Biological, Psychological and Sociocultural Causes of Abnormal Psychology</td>
<td>Butcher Ch. 3</td>
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<td></td>
<td>II. Clinical Assessment, Diagnosis, and Treatment Approaches</td>
<td>Butcher Ch. 4</td>
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<td>Sep 16</td>
<td>Psychological and Biological Consequences of Stress</td>
<td>Butcher Ch. 5</td>
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<tr>
<td>Sep 23</td>
<td>Anxiety Disorders</td>
<td>Butcher Ch. 6</td>
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<tr>
<td>Sep 30</td>
<td>I. Exam #1: Includes all material covered to date.</td>
<td>*See below</td>
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<td></td>
<td>II. What Does Clinical Research Look Like?</td>
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<td></td>
<td>An Example from the Anxiety Disorders (L27)</td>
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<td>Oct 7</td>
<td>Mood Disorders (Lecturers: Zara Wright &amp; Shmuel Lissek)</td>
<td>Butcher Ch. 7</td>
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<td>Oct 14</td>
<td>Eating Disorders and Obesity <em>The title and a 2-3 sentence description of your research paper is due by midnight tonight. Please email this to your assigned TA.</em></td>
<td>Butcher Ch. 9</td>
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<tr>
<td>Oct 21</td>
<td>Personality Disorders (Lecturers: John Gaffney &amp; Shmuel Lissek)</td>
<td>Butcher Ch.10</td>
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Oct 28  Schizophrenia and other Psychotic Disorders  Butcher Ch.13

Nov 4   I. Exam #2: Includes all material covered since Exam #1 plus the basic concepts covered to date.

II. Sexual Variants, Abuse, and Dysfunction  Butcher Ch.12

Nov 11  Substance Abuse and Dependence  Butcher Ch.11

Nov 18  Developmental Psychopathology  Butcher Ch.15
(Lecturers: Karen Hudson & Shmuel Lissek)

Research papers due before class today
(submit papers via Moddle using the “PAPER TOPIC SUBMISSION PORTAL” under Topic 7)

Nov 25  I. Treating Abnormal Behavior  Butcher Ch.16

II. Maladaptive Behaviors from an Evolutionary Psychology Perspective
(Lecturer: Karen Hudson)

Dec 2   I. Dimensional Approaches to Psychopathology
(Lecturer: John Gaffney)

II. The Dark Triad: Narcissism, Machiavellianism, and Psychopathy
(Lecturer: Zara Wright)

Dec 9   I. Contemporary and Legal Issues  Butcher Ch.17

II. Psychopathology, Neurophilosophy, and Neuroethics

Dec 16  Final Exam: Includes all material covered since Exam #2 plus all basic concepts covered to date. The final will be given at 4pm in Rapson Hall, Room 100

Additional Information

Grading: The instructor reserves the right to adjust the grade distribution if such an adjustment will improve final grades for a majority of students in the course (e.g., if the average grade in the course is low and no one scores in the highest range). The applied grading scale for this course appears below.
Grading Scale
A 93-100%
A- 90-92%
B+ 87-89%
B 83-86%
B- 80-82%
C+ 77-79%
C 73-76%
C- 70-72%
D+ 67-69%
D 60-66%

Extra Credit: Students can earn up to 5% extra credit by participation in the Research Experience Program (REP: https://filemaker.cla.umn.edu/PsyREP/index.php). Participation provides .5% point of extra credit for every 30 minutes of volunteer efforts in a research study.

Missed Classes: Class attendance is a requirement of this course. While some of the lecture content will overlap with the textbook, some will not. Material covered in either lecture or the readings is fair game for exams. Thus, you are responsible for material presented in lectures and material covered in assigned readings. If you cannot avoid missing a class meeting, you may obtain the Powerpoint slides from that day’s lecture on the course website, and should arrange to borrow a set of notes from the missed class from another student.

Make-Up Exams: Make-up exams will be allowed only in cases of illness, other verified emergency situations or other situations that are sanctioned by U of MN policy (e.g., participation in intercollegiate athletic events, subpoenas, jury duty, military service, and religious observances). Students are responsible for providing documentation to the instructor to verify the reason for the absence. Make-up exams will not be allowed to accommodate travel or other personal plans, so please use the schedule below to plan accordingly. If there is a verifiable emergency that limits your ability to take a scheduled exam, please contact the instructor immediately.

Students with Disabilities: If you have any questions regarding disability or reasonable accommodations, make Disability Services your first point of contact. After you make contact with them, Disability Services will contact the instructor to discuss how to best accommodate your needs. The contact information is: Disability Services, 180 Gateway -- 200 Oak Street SE, University of Minnesota, Minneapolis, MN 55455 (612) 624-4037 (V/TTY)

Student Academic Integrity and Scholastic Dishonesty: All students enrolled in University courses are expected to complete course requirements with fairness and honesty. Failure to do so by seeking unfair advantage over others or by misrepresenting someone else’s work as your own can result in disciplinary action. The University of Minnesota’s Student Conduct Code defines scholastic dishonesty as: submission of false records of academic achievement; cheating on assignments or examinations; plagiarizing; altering, forging, or misusing a University academic record; taking, acquiring, or using test materials without faculty permission; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement. Instructors are obligated to report suspected academic misconduct to their department. Within this course, a student who engages in scholastic dishonesty will be assigned a penalty up to and including an “F” or an “N” for the course. If you have questions regarding the expectations for the exams, please ask.

University of Minnesota Policy on Sexual Harassment: Sexual harassment by or toward a member of the University community is prohibited. "Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature when (1) submission to such
conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic advancement in any University activity or program; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decision or academic decisions affecting this individual in any University activity or program; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. "Member of the University community" or "University member" means any University of Minnesota faculty member, student, or staff member, or other individual engaged in any University activity or program. Department heads, deans, provosts, chancellors, vice presidents, and other supervisors and managers must take timely and appropriate action when they know or should know of the existence of sexual harassment. Other persons who suspect sexual harassment should report it to an appropriate person in their unit or to the University equal opportunity officer. A violation of this policy may lead to disciplinary action up to and including termination of employment or academic dismissal.

Additional Resources for Students

Non-Native Speakers: Non-Native Speakers (NNS) in need of assistance or guidance with writing concerns can contact Sheryl Holt, the Coordinator for Non-Native Speakers (holtx001@tc.umn.edu). NNS student can also find answers to their writing-related questions on the Composition Program's NNS link. 337 Nolte Center (612.624.4524) http://composition.cla.umn.edu/student_web/
Student Writing Support also has NNS specialists to help you with your writing: http://writing.umn.edu.

University of Minnesota Counseling Program: UCCS Counseling Program helps students with their concerns and offers an opportunity to talk with an experienced counselor who can help students select and achieve goals for personal and career development. The center offers three types of counseling: personal counseling, academic counseling and career counseling. The Learning and Academic Skills Center offers class, workshop, and individual assistance aimed at helping students achieve academic goals. 109 Eddy Hall (612.624.3323)