

**Loyola University Chicago
Department of Psychology**

**PSYCH 331: ABNORMAL PSYCHOLOGY
Fall 2015**

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| Course: PSYC 331 | Instructor: | Grace Jhe, M.A. |
| Course Time: Tuesdays 4:15-6:45 PM | Email: | gjhe@luc.edu |
| Course Location: Crown Center Rm. 210 | Office: | Coffey Hall, Room 202 |
| | Office Hours: | Tuesday 12-1pm, Fridays 1:30-2:30pm, or by appointment |

Course Description

This course provides students with an introduction to the study of abnormal behavior and mental illness. A wide range of disorders will be discussed, including mood disorders, anxiety disorders, eating disorders, substance use disorders, schizophrenia, dissociative disorders, and somatoform disorders. Each disorder will be examined in regards to its diagnosis, etiology, and treatment.

Various theoretical approaches regarding the definition of abnormality and treatment of abnormal behavior will be explored, including physiological, behavioral, cognitive, and psychodynamic viewpoints.

Course Objectives

Through the readings, lectures, films, in-class activities, and written assignments you will work towards three course objectives. Each objective is listed below along with examples of how the objective will be met.

- 1. Gain factual knowledge (terminology, classifications, methods, trends)**
 - Students will learn and be able to describe symptoms of specific psychological disorders.
 - Students will learn terminology and methods used in the field of psychopathology.
 - Students will understand on a basic level the system of assessing and diagnosing mental illnesses.
 - Students will be able to generally describe treatment and prevention options for specific psychological disorders.
- 2. Learn fundamental principles, generalizations, or theories**
 - Students will learn and be able to critically evaluate various definitions of abnormal behavior and psychological disorders.
 - Students will develop an understanding about the etiological theories of psychological disorders.
- 3. Learn to analyze and critically evaluate ideas, arguments, and points of view**
 - Students will think critically about how mental illness is portrayed in media.
 - Students will learn to be critical consumers of research related to abnormal behavior.
 - Students will apply course material to critically analyze legal and ethical issues related to mental illness.

- Students will think critically about how culture impacts the expression of psychological disorders.

Course Materials

We will be using a variety of texts for this course in order to examine psychological problems from different perspectives. The majority of the assigned reading is from a contemporary Abnormal Psychology textbook. Supplemental materials include thought-provoking popular journalistic pieces and personal memoirs about psychological disorders. Many people with psychological disorders have written about their day-to-day resilience and coping. In this course, students will select to read one memoir to develop a first-hand perspective about a specific disorder.

Textbook: Butcher, J.N., Hooley, J.L., & Mineka, S. (2014). *Abnormal Psychology* (16th edition). Boston: Pearson. **(Required)**

- Diagnostic Statistical Manual 5, American Psychological Association **(Use Library Copy)**
- Quick Reference to the Diagnostic Criteria from DSM 5 **(Use Library Copy)**

Students are required to select and obtain ONE of the following:

- Jamison, K.R. (1997). *An unquiet mind: A memoir of moods and madness*. Vintage. [Mood Disorders—reflection paper due 10/20/15]
- Johnson, L., & Johnson, C. (2012). *Perfect chaos: A daughter's journey to survive bipolar, a mother's struggle to save her*. [Mood Disorders—reflection paper due 10/20/15]
- Oxnam, Robert B. (2005). *A fractured mind: My life with multiple personality disorder*. Hyperion. [Dissociative Disorders—reflection paper due 11/03/15]
- Saks, Elyn (2007). *The Center Cannot Hold: My Journey Through Madness*. Hyperion. [Schizophrenia- reflection paper due 11/17/15]

Additional Readings: Additional readings assignments will be made available on Sakai.

Course Requirements

Exams: There will be three noncumulative exams. The third exam will be administered during the final exam day. Exams will consist of multiple choice and short answer. Exam material will be taken from lectures, in-class discussions, and assigned readings. It is your responsibility to be present at each scheduled exam. **On exam days, you must arrive and begin your exam before the first student has finished or you will not be allowed to take the exam.** Exams will begin promptly at the beginning of class (4:15pm). Each exam counts toward 20% of your course grade. Together, exams account for a total of **60%** of the course grade.

Assignments: You will be asked to complete three short assignments. The assignments are designed to develop your understanding of the topics discussed in class. More detailed descriptions of each assignment will be posted on Sakai the week before the assignment is due. You should submit your assignment via Sakai before the start of class on the due date. No late assignments will be accepted. Assignments count toward a total of **15%** of the course grade. **(Due throughout semester, see schedule)**

Memoir Reflection Paper: All students are required to read one memoir from the list above and write a 4-5 page (double-spaced) reflection paper. The reflection papers are intended to facilitate your reading of the memoirs. The reflection paper will be due by the start of class one week after a given topic is covered in class (i.e., the due date is different for each book depending on the topic that it relates to). You should submit your completed paper via Sakai by the start of class on the due date. Please see specific deadlines listed for each memoir above. A worksheet that provides more specific expectations and criteria for the reflection paper will be available on Sakai. The reflection paper counts toward a total of **15%** of the course grade. **(Due throughout semester, see deadlines above)**

Media Portrayals Paper: One of the most visible places to find examples of abnormal psychology is in movies. Students will choose and watch a movie in which mental illness is portrayed to write a paper critically analyzing the portrayal of mental illness. This 2-3 page paper will consist of a description of the character, the disorder being portrayed, and the symptoms being presented in the movie, a review of the DSM-5 symptoms of the portrayed disorder, etiology of the disorder, and other relevant research evidence, and a comparison and critique of the movie portrayal in consideration of the presented materials. A worksheet that provides expectations and criteria for this paper will be available on Sakai. You should submit your completed paper via Sakai by the start of class on the due date. This paper counts toward a total of **7%** of the course grade **(Due last week of class)**

Class Participation: Class attendance and participation are particularly important to understanding the material covered in this class. As a student in this class, you should be prepared to come to class and be an **active** learner. My goal is to get you involved in the class and encourage you to think critically about the material we cover. On days when there is not an exam, the class will involve a participation activity – for example, warm-up problems or thought questions at the start of a class, in-class worksheets, and group activities. These activities are designed to prompt you to think about issues and concepts we are studying. They will also contribute to your grade in terms of class participation points.

For each activity, you or your group will produce a short written product, which I will collect. This product will not be graded; however, you will receive credit for completing the activity. Each activity will be worth 1.5 points and there is a maximum of 15 participation points you can earn. It is important to be in class!! You cannot make up missed class activities. If you need to miss class for a university-authorized reason such as an athletic event, you should check with me in advance, provide documentation, and we will discuss how to handle the absence in terms of your class participation points. Class participation counts toward a total of **3%** of the course grade.

Assigned Reading: You are expected to have read all assigned readings **BEFORE** the class covering that material (with the exception of Week 1). This includes both assigned reading from the textbook as well as supplemental readings.

Grading Breakdown

| Category/Assignment | Percent of Final Grade |
|----------------------------|-------------------------------|
| Class Participation | 3% |
| Media Portrayals Paper | 7% |
| Memoir Reflection Paper | 15% |
| Assignments (3) | 15% |
| Exams (3) | 60% |

| Category/Assignment | Number of Points |
|------------------------------|------------------------------|
| Class Participation | 15 points |
| Media Portrayals Paper | 35 points |
| Memoir Reflection Paper | 75 points |
| Assignments (3) | 75 points (25 points each) |
| Exams (3) | 300 points (100 points each) |
| Total Possible Points | 500 points |

| Grades | Percentage | Points |
|---------------|-------------------|---------------|
| A | 93 - 100 | 462 - 500 |
| A- | 90 - 92 | 448 - 461 |
| B+ | 87 - 89 | 433 - 447 |
| B | 83 - 86 | 413 - 432 |
| B- | 80 - 82 | 398 - 412 |
| C+ | 77 - 79 | 383 - 397 |
| C | 73 - 76 | 363 - 382 |
| C- | 70 - 72 | 348-362 |
| D | 60 - 69 | 298 - 347 |
| F | Below 60 | Below 298 |

Course Policies

Course Etiquette and General Expectations:

- ***Respect:*** It is essential that our classroom is a place where people feel comfortable expressing their thoughts without fear of critical or judgmental responses. I expect all members of the class to be respectful of the widely varied experiences and backgrounds presented by classroom members. You may expect the same level of respect from me. Please do your best to get to class on time, to be prepared for the day's activities, to be courteous to your classmates (e.g., do not talk at times when you should be listening, turn off your cell phone and other electronic devices during class). Disrespect or discrimination on any basis, including but not limited to ethnicity, gender, sexual orientation, physical ability, class, religion, or value system, will not be tolerated. *****Mental health issues are very personal for many people. Please remember that for every disorder, it is possible that one of your classmates will either have the disorder or know someone close to them with this diagnosis. Please be mindful of this as you make comments or pose questions in class.*****
- ***Laptops:*** You are allowed to use laptops in class for note-taking (for this class!) or for class online polls (we will discuss this). However, please note you will need to be prepared every class period to complete a paper and pencil exercise. Using your laptop in class for other purposes (e.g., non-class related websites, checking email, messaging, doing work for other classes, etc.), however, is disrespectful to your instructor and your classmates and potentially distracting and disruptive. In instances where I suspect that someone is using a laptop for non-class purposes and/or laptop use is disrupting others, I will intervene and that person may lose the privilege of using a laptop in class. Please don't make me do this!
- ***Cheating and plagiarism:*** Cheating and plagiarism will not be tolerated. *TurnItIn* software will be utilized for written assignments and papers to facilitate this goal. If cheating or plagiarism is determined to occur, the student will receive a zero for that assignment/exam etc. Please know that there are NO makeups in these instances, and if this behavior occurs a second time, the student will automatically receive an F in the course. Students are responsible for being familiar with and adhering to the University's policy: http://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml. Please note: findings of academic misconduct are report to both the student's chairperson of their major department and to the dean's office. These reports are entered in Loyola's records and will be disclosed to medical schools, state bar examiners, and others who have a legitimate reason to inquire.

Grades: Please feel free to meet with the instructor at any time if you are concerned about your grade. If you have questions regarding course material, please schedule a meeting with the instructor BEFORE exams. In the creation of this course, every attempt has been made to ensure that you receive your best or highest grade possible in the class. Your total points at the end of the semester are final. Please do not request a grade change at the end of the semester; I only change grades if I have made an error in calculation.

Make-up Exams: You are expected to take exams on the designated dates. If you are unable to take an exam on a scheduled date (and have a legitimate, documented excuse), you should let me know prior to the exam and request permission to take a make-up exam. Make-up exams will only be permitted with a legitimate, documented excuse. For those excused absences, the exam must be taken within one week and valid documentation must be submitted before the exam is taken. Any student who does not comply with this policy will receive an automatic zero on the exam.

Special Assistance: Students are urged to contact the instructor if they have questions concerning course materials and procedures. If you have a special circumstance that might have some impact on your course work and for which you may require accommodations, please contact the instructor at the beginning of the semester so that arrangements can be made with the Services for Students with Disabilities (SSWD). Additional information about the services available at Loyola, including eligibility for services, is on the SSWD website: <<http://www.luc.edu/sswd/index.shtml>>

Other Class Considerations

Note. Subject matter discussed may be of a sensitive or controversial nature to some students. If you would like to discuss the subject in more depth or have comments/concerns, I am available to you either before or after class or by appointment.

Course website: We will have a Sakai course website that includes relevant course information.

Referral Options: If you ever feel like you want to talk with a counselor, Loyola's Wellness Center offers six free and confidential counseling sessions to students and will provide referrals to alternative services in the community if necessary. Call (773) 508-2530 or visit the Wellness Center's website (<http://www.luc.edu/wellness/appointment.shtml>) to set up an appointment.

Course Schedule (subject to change)

***Assignments that may or may not apply to you depending on your choice of memoir*

| Date: | Topic: | Required Reading: | Assignment/Exam: |
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| 8/25/15 | Introduction to Abnormal Psychology | Chapter 1: Abnormal Psychology: An Overview (pg. 1 - 27) | |
| 9/1/15 | Causal Factors and Viewpoints | Chapter 3: Causal Factors and Viewpoints (pg. 54 - 99) | |
| 9/8/15 | Assessment | Chapter 4: Clinical Assessment and Diagnosis (pg. 100 - 127) Rosenhan, D.L. (1973). On being sane in insane places. <i>Science</i> , 179, 250 - 258. | Assignment 1 Due (Rosenhan article paper) |
| 9/15/15 | Intro to Stress | Chapter 5: Stress and Physical and Mental Health (pg. 128 - 161) | |
| 9/22/15 | Stress & Trauma Intro to Therapy | <i>Crazy Like Us: Introduction and The Wave That Brought PTSD to Sri Lanka</i> Chapter 16: Therapy: <i>An Overview of Treatment, Measuring Success in Psychotherapy, What Therapeutic Approaches Should be Used?</i> (p. 548 - 554) | |
| 9/29/15 | Anxiety, OCD | Chapter 6: Panic, Anxiety, and Their Disorders (pg. 162 - 210) Chapter 16: Therapy: <i>Antianxiety Drugs</i> (573 - 574) | Exam 1 |
| 10/6/15 | NO CLASS-FALL BREAK | | |
| 10/13/15 | Mood Disorders | Chapter 7: Mood Disorders and Suicide (pg. 211 - 262) Chapter 16: Therapy: <i>Antidepressant Drugs</i> (p. 570 - 573) Solomon, A. (1998). Anatomy of melancholy. <i>New Yorker</i> . Schulz, K. (2004). Did Antidepressants Depress Japan? <i>New York Times</i> . | Assignment 2 Due (Schulz or Solomon article reaction) |

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| 10/20/15 | Substance Use Disorders | Chapter 11: Substance-Related Disorders (pg. 369 – 403) Dokoupil, T. (2012). How connection addiction is rewiring our brains. <i>Newsweek</i> . | Assignment 3 Due (Addiction Simulation Journal) ** <i>Jamison and Johnson & Johnson memoir papers due</i> |
| 10/27/15 | Dissociative Disorders, Somatic Disorders, and Eating Disorders | Chapter 8: Somatoform and Dissociative Disorders (pg. 263 - 292) Chapter 9: Eating Disorders and Obesity (pg. 293 - 326) Dominus, S. (2012). What Happened to the Girls in Le Roy. <i>New York Times</i> . | |
| 11/3/15 | Personality Disorders | Chapter 10: Personality Disorders (pg. 327 - 366) Kiehl, K., & Buckholtz, J. (2010). Inside the mind of a psychopath. <i>Scientific American</i> , 22 – 29. Kahn, J. (2013). Can you call a 9-year-old a psychopath? <i>New York Times</i> . | Exam 2 ** <i>Oxnam memoir paper due</i> |
| 11/10/15 | Schizophrenia and Psychotic Disorders | Chapter 13: Schizophrenia and Other Psychotic Disorders (pg. 443 - 481) Chapter 16: Therapy: <i>Antipsychotic Drugs</i> (p. 569 - 570) <i>Crazy Like Us: The Shifting Mask of Schizophrenia in Zanzibar</i> | |
| 11/17/15 | Childhood and Adolescence | Chapter 15: Disorders of Childhood and Adolescence (pg. 508 - 547) | ** <i>Saks memoir paper due</i> |
| 11/24/15 | Miscellaneous Disorders, Overflow | TBA | Media Portrayals Paper Due |
| 12/1/15 | Legal and Ethical Issues, Wrap-Up | Chapter 17: Contemporary and Legal Issues (pg. 582 - 607) | |
| 12/8/15 | | | Exam 3 |