

Abnormal Psychology

Psychology 4310
Fall Semester 2006
MF 1:00-2:20
GC 303

Heath Earl
GC 308C
586-7899
earl@suu.edu
Office Hours: M 2:30 – 4:00, W 1:00 – 4:00

Academic Integrity

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ADA Statement

Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Pre-requisites

Psychology 1010

Course Description

This course will introduce you to the broad world of abnormal behavior. Each student will engage in discovery of historical and philosophical movements that have influenced current thought about behavior normality. Each student will develop a working knowledge of contemporary diagnostic procedures and currently accepted diagnostic conditions. Students will also gain first hand experience with problems in living as they observe, interact, and learn directly from individuals who struggle with significant behavioral, relational, and/or emotional difficulties. A familiarization with a select number of services/treatment options available in our local community will also occur as students participate in field trips and learn from guest speakers.

Attendance Policy

Attendance is strongly recommended. Dates of exams and exam reviews will be given orally during class. If you miss class, it is your responsibility to obtain lecture notes, homework assignments, dates of upcoming events, etc from your class mates. Do not expect the instructor to provide a private lecture of missed information.

Late Assignments/Make-up Work

The acceptance of late assignments will be determined on a case-by-case basis.

Required Texts

Comer (2005). Fundamentals of Abnormal Psychology, Fourth Edition. New York, Worth Publishers.

Tentative Course Schedule

Part I: Introduction

Chapter 1

Chapter 2

Chapter 3 (Assessment, Diagnosis, and the DSM-IV)

Exam I

Part II: Common Conditions

Chapter 4

Chapter 5

Chapter 7

Chapter 8

Exam II

Part III: Rare, Unique, and Difficult Conditions

Chapter 12

Chapter 13

Chapter 6

Exam III/Final Exam, December 14, 1:00 – 2:50

Note: You see that there are no dates associated with the above tentative schedule. This allows us flexibility to spend as much time as needed to explore important and critical issues. Therefore, exams will be taken only after relevant material is covered. You will be given adequate warning as well as a test review before each examination date.

Reaction/Impression Papers

Over the course of this class, students will have the opportunity to participate in field trips, listen to guest lectures, and learn from local professionals with specialization in specific areas of abnormal behavior. Take notes. After each of the above activities, all students will be required to write a two page, typed impression/reaction paper. Each paper should include a description of what you saw, heard, and learned as well as your subjective emotional experience as you participated in the activity. A description of the relationship between course content and observed issues, condition, symptoms, etc should also be included in each paper. **Reaction papers will be due on the next class period following their respective presentations.** Reaction papers will be worth 20 points each. See Appendix A for a schedule of field trips and guest speakers.

Research Paper

Each student is required to write a brief 3-5 page research paper on a specific psychiatric condition assigned by the instructor. Sources for this paper may not include information from the course text book or from internet sites (excluding online journals). Content should be derived from authoritative sources including text books and especially, peer reviewed professional journals. **It is the student's responsibility to learn how to search journal data bases and to use Interlibrary Loan (ILL).** You can submit interlibrary requests from the library home page under "Library Services and Information". If you do not know how to use these library tools/resources, you can seek help from the instructor during office hours or simply ask for help at the circulation desk in the library. **Research papers will be due October 16, 2006.** See Appendix B for a sample of

appropriate writing style and source acknowledgement. APA writing style is recommended; however, you may use any professional writing style as long as you appropriately acknowledge your sources (i.e., bibliography/works cited/references). This assignment will be worth 100 points.

Service Learning

All students will be required to engage in a service learning project in which they will volunteer 10 hours of service at Oasis House. A log of 10 one hour session entries will be kept by each student (50 points; See Appendix C). Log entries should include a description of the activity of which you engaged and your subjective experience of what you saw, heard, etc. Each student will write a 2-3 page paper describing their experience (100 points). Papers should include a description of symptoms and conditions observed, how the service learning experience changed your life and perspective of mental illness, and what it would be like to be a member of Oasis House. Volunteer hours must be scheduled through Brody Johnson, Oasis House Director (586-0213). Each hour of volunteer service must be supervised and signed off by Oasis House staff (see appendix C). **This service learning project must be complete and turned in by November 20, 2005.**

Service Learning Information and Liability Statement

Engaging in a service project requires you to go out into the “real world” and do some form of service. As such, there may be potential “real world” risks to you. I ask that you approach this activity with an open mind, and be willing to “put yourself out there”; but also use good common sense and professional judgment. If a situation seems to pose any real threat to you, take what steps you feel are necessary to protect yourself (i.e., remove yourself from the situation, etc.). If you are not sure whether a situation poses a real risk to you, error on the side of safety to yourself and then be open to meeting with Dr. Earl during office hours to evaluate the situation. While at Oasis House, stay in the public or commons areas. Do not meet with members at other places outside of Oasis House or offer to provide money, transportation, etc. If at any time you feel that a member of Oasis House has violated, threatened, or otherwise offended you, please report this immediately to Brody Johnson or Oasis House staff and to Dr. Earl.

Most importantly, I ask that you be considerate of those you serve. Many of the individuals with whom you will work are in a heightened state of vulnerability and could easily be exploited. Please be aware of their rights as human beings, and take every precaution to show them the dignity and respect they deserve.

The University assumes no responsibility for damage you may incur while engaging in this service-learning project, nor will the University defend any damage you may cause as a result of your service. Therefore, once again remember to use good judgment, be polite, courteous, and kind, and understand that you are a volunteer and a guest at Oasis House.

Exams

Exams may include questions from required readings, lectures, field trips, guest speakers, etc. The format of the exams will be variable; however, primarily consisting of multiple choice questions. There will be a total of three exams worth approximately 50 points each.

Extra Credit

Students may earn an additional 20 points by writing a narrative summary of one of the following chapters: 9, 10, 11, 14, or 15.

Grading

Grades will be based upon your total point percentage using the standard scale below.

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	63-66%
D-	60-62%
Fail	≤59%

Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

Appendix A: Schedule for Field Trips/Guest Presentation

- September 8, 2006 Oasis House Panel Discussion - Chronic and Persistent Mental Illness
- September 18, 2006 Oasis House Lunch **Field Trip**– Clubhouse Model of Treatment
2111 N. Main, Cedar City (right next to Lefty’s Hideout Mexican
Restaurant) Cost: \$1.50
- October 16, 2006 Horizon House **Field Trip** – Substance Addiction (group 1)
54 N. 200 E., Cedar City
- October 20, 2006 Horizon House **Field Trip** – Substance Addiction (group 2)
54 N. 200 E., Cedar City
- October 30, 2006 Dr. Gary Dunford – Guest Presentation: Dissociative Disorders
- November 3, 2006 Danville **Field Trip** – Mental Retardation (group 1)
203 E. Cobblecreek Dr., Cedar City
- November 6, 2006 Danville **Field Trip** – Mental Retardation (group 2)
203 E. Cobblecreek Dr., Cedar City
- November 17, 2006 Dave Heaton – Guest Presentation: Schizophrenia
- December 4, 2006 Steve Barney – Guest Speaker: Shame and Personality Disorders
- Group #: _____

Appendix B: Writing Style Sample and Source Acknowledgement

Several studies have demonstrated that parent training (PT) effectively reduces disruptive behavior in children and adolescents (Feldman & Wentzel, 1995; Shifflett & Cummings, 1999). Specifically, parent training has been shown to improve attitudes and decrease disruptive behavior in children with attention-deficit/hyperactivity disorder, disruptive behavior disorder (McGoey, Eckert, & Dupaul, 2002), and conduct disorder (Mullin & Quigley, 1994). Parent training also improves parental attitudes towards children (Shifflett & Cumming, 1999) and improve parents' well-being over time (Mullin & Quigley, 1994).

References

- Feldman, S. S., & Wentzel, K.R. (1995). Relations of marital satisfaction to peer outcomes in adolescent boys: A longitudinal study. *Journal of Early Adolescence*, 15(2), 220-237.
- McGoey, K. E., Eckert, T. L., & Dupaul, G. J. (2002). Early intervention for preschool-age children with ADHD: A literature review. *Journal of Emotional & Behavioral Disorders*, 10(1), 14-28.
- Mullin, E., & Quigley, K. (1994). A controlled evaluation of the impact of parent training on child behavior and mothers' general well-being. *Counseling Psychology Quarterly*, 7(2).
- Shifflett, K., & Cummings, E. M. (1999). A program for educating parents about the effects of divorce and conflict on children: An initial evaluation. *Family Relations*, 48(1), 79-89.

Examples of References for Books

- Cone, J. D., & Foster, S. L. (1993). *Dissertation and theses form start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.
- Kosslyn, S. M. & Rosenberg, R. S. (2002). *Fundamentals of Psychology: The Brain, the Person, and the World*. Boston, MA: Allyn and Bacon.

Examples of Referencing Articles or Chapter in Edited Books

- Bjork, R. A. (1989). Retrieval inhibition as an adaptive mechanism in human memory. In H. L. Roediger III & F. I. M. Craik (Eds.), *Varieties of memory and consciousness* (pp. 309-330). Hillsdale, NJ: Erlbaum.

Appendix C: Volunteer Hours Log and Sign Off Sheet

Directions: For every hour of completed volunteer service, the student is to enter the date, time, and a brief description of the activity performed, observations made, and learning experienced. Each hour of service must be signed off by an Oasis House staff member. Attach additional sheets as needed.

<u>Date</u>	<u>Time</u>	<u>Activity</u>	<u>Supervisor's Signature</u>
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