

University of Indianapolis
School of Adult Learning
PSY240 AC6
Abnormal Psychology
Syllabus

Semester: Term 3, Session 2, 2008.

Lecture Session: mon: 4:30-8:30pm; 5/6, 5/13, 5/20, 6/2, 6/9

Location: Methodist Hospital tower rm. 103

Instructor:

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Course web site: TBA

Text:

Required:

Hansell, J., & Damour, L.(2008) Abnormal psychology. 2nd ed. Wiley & Sons, USA.

ISBN: 978-0-470-07387-2

American Psychiatric Association (2000) Diagnostic and statistical manual of mental disorders, (4th, text revision). Washington DC, American Psychiatric Association

ISBN: 0-89042-024-5

Welcome statement:

Greetings and welcome to Abnormal Psychology. I hope this will be a stimulating course and that we all will gain from the experience. This is a topic I really am passionate about and enjoy teaching. I have a “co-constructionist” philosophy when it comes to teaching, meaning we create a meaningful experience together. As such feed back and interaction are the best media for creation of a real learning environment. I look forward to a rich and full dialogue this term.

Tips for success: As the Boy Scouts of America say, “Be Prepared.” If you come to class ready to discuss and dialogue about material from the readings, we will be able to take the learning to a deeper level than merely “covering the material.” As such, do the reading before class. Take notes during class and perhaps even when you are reading. Bring these questions up in class and on the discussion board.

Also, I am an E-mail addict. Being that this is an accelerated course taught off campus, it will be imperative that you check your University E-mail and the Blackboard site frequently (maybe even daily). I have found that communication is the key to reducing confusion and frustration. If you don't know, ask... but you may hear, “did you check your

E-mail/see the announcement on the Blackboard site” as the first answer.

COURSE DESCRIPTION:

Survey of the major forms of abnormal behavior. Topics include the symptoms and diagnostic criteria for various types of mental illness, theories about how different types of abnormal behavior develop and are maintained, and various therapeutic approaches used in treatment of mental disorders. Current research and empirical findings related to abnormal behavior are presented.

Pre-requisite courses: Introduction to Psychology PSY 120 or instructor permission

COURSE OBJECTIVES:

By the end of the course students will have a solid understanding and be able to give relevant clinical examples of:

1. The importance of context in defining and understanding abnormality
2. The continuum between normal and abnormal behavior
3. How cultural and historical relativism function in defining and classifying abnormality
4. The advantages and limitations of diagnoses and systems of diagnostic categories
5. How the principle of multiple causality contributes to explaining abnormal behavior
6. How the connection between mind and body can explain abnormal behavior
7. The current system for the classification and assessment of mental disorders

Anticipated Out-of-Class Study Time:

I hate to be one of those instructor's that says "it takes as long as it takes" so I'll reframe it as "each learner is different and so is their commitment to differing levels of understanding of course material and learning." I have heard a good standard in regular academic classes is two hours of out of class involvement per every hour in class. As this course is accelerated, off campus, and partially distance based I would suggest 3 hours outside per one in would be a better estimate. See the SAL website for a further description of this concept.

University of Indianapolis/School for Adult Learning/Course Policies:

University-Wide Learning Goals, School for Adult Learning Definitions

Social Responsibility:

In the area of Personal and Social Responsibility, students in the School for Adult Learning are responsible for their own learning, connect the ethical and socially responsible practices presented in the classroom to the worlds in which they live, and understand that their behaviors affect society. Both forms of responsibility involve moral obligation to self and community, and rely upon such virtues as honesty, self-discipline, respect, loyalty, and compassion.

Creativity:

In the area of Creativity, students in the School for Adult Learning generate, appreciate, and evaluate new possibilities, alternatives, and ideas which enable them to see the world in new ways.

Critical Thinking:

In the area of Critical Thinking, students in the School for Adult Learning intentionally apply higher-order thinking to reach evidence-based conclusions.

Performance:

In the area of Performance, students in the School for Adult Learning write, speak, compute mathematically, and are technologically literate based upon the standards established by SAL.

UNIVERSITY

Academic Integrity: Violation of the Academic Integrity (i.e., plagiarism, cheating) policy of the University of Indianapolis is unacceptable and will result in non-acceptance of the affected assignment. Additionally, it may result in failure in the course and other additional consequences. For full policy, please see page 52 of the *Academic Catalog* 2005-2007.

School for Adult Learning

Withdrawal: As of August 22, 2005, the School for Adult Learning no longer withdraws a student for not attending the first evening of class. Students are responsible for withdrawing from class and must do so by the Friday of the first week of class in order to receive a financial refund. Withdrawing from a class may affect a student's financial aid. The instructor maintains the right and the responsibility to withdraw a student for excessive absences.

COURSE

Attendance Policy: All absences, including tardiness, from class must be discussed with the course coordinator. If the student knows in advance that a class session may be missed, this should be communicated by E-mail and discussed with the course coordinator prior to the date of the absence. The instructor subsequently will give approval or indicate the absence would not be appropriate. Approval is reserved for extraordinary circumstances. Students may be required to complete additional course work to make up for the absence. Students are expected to obtain notes and handouts from classmates. Students missing class due to illness should call and leave a message with the instructor. Excessive absences or tardiness may lead to a reduction in the grade, a failing grade or being asked to withdraw from the course. Given this is an accelerated course really anytime you miss will have an impact. Please make every effort to be present in class as we will not have time to cover or review material from previous sessions.

Note: Instructor reserves right to make changes to syllabus as needed for effective instruction for course. Adequate notice will be given to students will be provided to students in as timely a manner as possible. In most cases, if changes are to be made I will attempt to coordinate and base such decisions on the effect it will have on the overall learning experience.

Make-Up Assignments/Exams: Assignments and exams are due on the dates designated in the syllabus. While I understand life throws us curves at times, please make every effort to be diligent about getting stuff in on time. Late assignments are problematic for lots of reasons but they result in the process of evaluation being uneven between those that turn things on schedule and trying to make adjustments for those that can't/don't. Let me know if something comes up and we will try to work around it, but being consistent with the schedule everyone is working from, as much as possible, is the best policy.

Having said all that, I will not say I won't accept late assignments, but this is reserved for those instances where prior arrangements have been made and most probably will result in reduced points. Quizzes and Exams should be taken on the assigned day. Special arrangements can be made for alternative engagement but should be avoided.

Participation: Students are expected to take an active part in the educational

process of this class. In keeping with University Learning goal (see University Learning Goals) related to **Social Responsibility** in particular I encourage you to take responsibility for your own learning. This includes; participating in discussions without need for prompt, consistent attendance, appropriate effort in performing required tasks for class, checking the Blackboard site often, actively giving and seeking feedback from peers and instructor.

I have included the following information to further explain what is meant and expected by the term “Active Participation”

Elements of Active Participation:

Students will demonstrate:

- respect for other’s contributions- pay attention when your classmates are speaking, they may bring up something that may help you later
 - Active listening
 - restate somebody’s point AND build on it
 - lean forward; nod head; make eye contact with speaker
 - Remained oriented to what is going on in the class
 - stay on topic and apply what you have gotten from sources of information in the class
 - demonstrate good **critical thinking** (see University Learning Goals and related assignments)
 - Explore ideas rather than judge them
 - build on other ideas already presented
 - add supporting evidence
 - push the idea further
 - compare and contrast to other ideas
 - respectfully challenge other ideas presented
 - point out problems with interpretation
 - present an alternate explanation
 - request further evidence to support the claim
 - provide evidence that refutes the idea
- Keep in mind that the above are suggestions! There are many ways to participate!

Rating scale for evaluation of Participation

You will be given a rating on two levels for participation.

Scale 1

Contribution to discussion

Level 1 = does not contribute or monopolizes discussion or interrupts others
does not demonstrate respect for others views
does not demonstrate interest in others views

Level 3 = asks clarifying questions (but not excessively)

Responds to questions with relevant comments but does not really advance discussion

Level 5 = asks clarifying questions and responds to questions
Adds related insights, questions, and comments that advance the discussion
Actively listens

Scale 2

Rarely 1	occasionally 3	consistently 5
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Comes to class prepared and in a timely fashion
Applies material from reading and other learning experiences
Actively takes a role in own learning experience
Asks questions when not clear on a topic

Some students I have had in other classes have complained that they are uncomfortable speaking up in class or in front of such a large group. Being uncomfortable is okay. It is not however an excuse not to participate. To become a stronger clinician you will have to overcome things that make you uncomfortable; as such this class may challenge you to do this very thing. If it did not do so, what would be the point of attending?

Additionally, I have added a discussion board on the course web site and will post questions related to class discussions there. **(See University Learning Goals specifically related to performance.) If you have a difficult time speaking up in class you may “participate” by adding your thoughts to the discussion board. I may refer to your comments in class so be prepared to talk about them. Those that have a hard time with public speaking can earn participation points in this way. NOTE: This is not a substitute for in class participation.

REQUIREMENTS/EXERCISES:

Please note: All written assignments should be submitted to me by attachment to an E-mail as an .RTF type document. I will discuss in class with you how to do this if you have questions. I would ask that everyone use Microsoft Word as their word processing program as it allows for easier correction/evaluation/insertion of comment. If you do not have a copy of this program, contact me and we will work out details of how assignments can be exchanged. Written work should be APA style and should adhere to the University code of conduct regarding plagiarism.

Additionally, this course heavily utilizes the University’s online learning enhancement program Bb. I have added numerous opportunities/resources for you to expand upon what we do and learn

in class. Please make use of this system often. The goal with this in part satisfies the University Learning goal related to **Technology**. (see University Learning Goals)

Assignments:

Case Analysis Paper – Movie night assignment (see handout)
Exams (3)
Participation: consisting of
Weekly Discussion questions responses
Self-review/Quizzes
Speaking up in class

All exams will be multiple choice/True-false, short answer – fill in the blank format with 3-4 essay questions. They will be online and available outside of class time per the internet.

Overall Evaluation Methods:

Case Analysis Paper	150
Exams X (3)	100 X 3
Participation: consisting of	150
Weekly Discussion questions/responses	
Quizzes	
Speaking up in class	

Total 600*

Scale	
93%-above	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
70- 77%	C
below 70%	D
below 60%	fail

LECTURE OUTLINE /SCHEDULE:

- Lect 1
(May 6th)
- Overview of course/ Introduction**
- Content:**
6 core concepts
What is abnormal Psychology?
- Reading Assignment:**
Hansell and Damour Chapters 1, 2, 3, 4
- Activity:** explore Bb site, educational supplement materials
- Assignments:
- Lect 2
(May 13th)
- Diagnostic categories**
- Content:**
DSM overview
Anxiety, Mood and Dissociative Disorders
- Reading Assignment**
Haensell and Damour, Chapters 5, 6, 7
DSM-IV-TR – relevant sections
- Assignments
Movie night 1
Exam 1 (posted after lecture)
- Lect 3
(May 20th)
- Diagnostic categories cont.**
- Content:**
Eating Disorders, Substance Use Disorders, Sex, Gender and Sexual disorders
- Reading Assignment:**
Hansell and Damour chapters 8, 9, 10
DSM-IV-TR
- Assignments
Movie Night 2
Exam 2 posted after lecture

Lect 4
(6/2)

Diagnotic categories cont

Content:

Personality Disorders, Schizophrenia, Dementia

Reading Assignment:

Hansell and Damor chapters 11, 12, 13

DSM-IV-TR

Assignment:

Movie night 3

Exam 3 posted after lecture

Lect 5
(June 9th)

Diagnostic Categories cont

Content:

Disorders of childhood, physical disorder, special topics

Reading Assignment:

Hansell and Damour chapters 13, 14

DSM-IV-TR

Assignment:

Case Analysis paper due

PSY240 Abnormal Psychology
Case Analysis form
Summer 2008

The purpose of this assignment is to get you to think about what this person is like; how they do things, what their day to day existence is like and how their “mental state” contributes their quality of life. Being able to observe and report detail is good, but interpreting and extrapolating what those details indicate is better. Even so being able to bring to bear other sources of data from relevant evidenced based sources also adds to this process and helps, ultimately, guide and inform good treatment. Understanding how the person, their abilities and the environment all interact to result in what that person experiences is the ultimate goal of this assignment. Keep this in mind as you complete this exercise. This is a qualitative exercise not a quantitative one. Be creative:

I would rather you offer an opinion even when you are not sure rather than just simply report observations. Try to strike a balance; back up what you say with observation (i.e., the person is a neat freak – based on the fact that they fold all their socks the same way and stack them in the same place in the drawer, symmetrically placed, all pointing the same direction- get the idea?), data from relevant evidence based sources (e.g. the text and relevant literature) but say something of substance.

Parts of the goals of this assignment satisfy University Goals related to Social Responsibility, Creativity, Critical Thinking and Performance.

Choose a “person” from the “ movie night flick” you have chosen to analyze and develop a “profile” of that person. Include information from questions listed below. It is acceptable to answer the questions one at a time and summarize them in narrative form at the end.

Fill in the requested information below and be prepared for lab group discussion.

1. Identified problem and strength list:
2. Probable Diagnosis, Diagnostic Criteria met, related symptoms, differential diagnosis factors
3. Give a functional synopsis of what you think this person is capable of and what kind of life they lead.
4. Goals- What goals do you think would be appropriate for focus of work with this client.
5. How would apply/conceptualize each of the big 6 core concepts as playing out in their condition?
6. Based on what we have discussed in class, things you’ve read and seen what kind of intervention(s) might help the client reach these goals?