

Psychology 431-001 * Psychopathology

Spring 2012

M/W 4:30- 5:45 AH-0401

Instructor: Patricia Pearson, PhD

Office: AH 0123

Phone: 650-3725

Email: ppearso@siue.edu

Office Hours: M/W 3:00-4:00

T: 12:30-1:30

(other by appointment)

Text: Durand, V. M., & Barlow, D. H. (2010). *Essentials of abnormal psychology* (5th ed.). Australia: Wadsworth-Cengage Learning.

Course Requirements: The following represents the basics of what is expected in this course. It is not a comprehensive contract detailing every circumstance that might arise. The instructor reserves the right to make adjustments and judgments according to class and student issues.

1. Attendance - required and expected. Extra credit will be awarded based on number of absences as follows:
0-1 absence = +3
2 absences = +2
3 absences = +1
There are no excused/unexcused absences. Late work is counted as late; late penalty varies per assignment (Regular homework = ½ credit; casebook = -10% per day; weekends count).
2. Four Evaluations. Each worth 60 points. Multiple choice. The final evaluation is not cumulative. (Standard grading scale: 90-100%=A, 80-89%=B, and so on)
***Make-up evaluations will be considered ONLY if the student contacts the professor PRIOR to the time of the exam. ALL make-up evaluations will be essay format. Proof of excuse will be required BEFORE taking the essay make-up.**
3. Casebook - see Casebook Guidelines sheet. Worth 60 points. No curve. All graduate students are required to see me for additional requirements.
4. Two analysis papers - worth 30 points each. No curve
5. Your grade for this course is based off the highest point total in the class and is broken down in 10% intervals from there. After each evaluation, grade break-downs will be posted. You are encouraged to keep track of your evaluation and homework scores in order to determine your standing in the class..
6. No grades will be given out over the phone or by email. Grades are posted on BlackBoard; extra credit is only recorded in the instructor's gradebook.
7. Laptops in class are for note-taking purposes only. NO texting, emailing, twittering, tweeting, skittering, facebooking, etc. Turn cell phones OFF.
8. The Psychology Department's Policy on Course Evaluations: Students will not be eligible to take the final exam in this course unless they first complete a course evaluation. The procedure for completing the confidential, anonymous and brief course evaluation online will be described toward the end of the semester. The evaluation

allows students to print a proof-of-completion page (after responses are electronically submitted) and this page should be presented to your professor before the final exam.

Withdrawal from Classes and Incomplete Grade Policies

All withdrawals must be completed by the end of the 13th week of classes during fall semester. It is the student's responsibility to officially withdraw from a course by the dates set by the University if the student is not intending to complete the course. Students who do not withdraw and have not completed the remaining work will receive an Unauthorized Withdrawal (UW). The grade of UW is calculated as a permanent F in a student's grade point average.

Only under special circumstances a faculty member may agree to give a student an Incomplete (I) grade in order to allow the student to complete remaining work for the course not later than the end of the following semester. An I is never automatic but must be approved by the instructor. If an instructor agrees to give a student an I grade, the instructor will fill out a form (Memorandum of Incomplete Grade) indicating why an I is being given. One copy of the completed form will be given to the student, one copy will be given to the instructor, and one copy will be kept by the Department of Psychology secretary. If the work is not completed by the time specified on the Memorandum of Incomplete Grade form, the student's grade will be changed from I to F.

PLAGIARISM

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

“According to the SIUE safety and procedures policies, students with disabilities have the option of developing a written plan for evacuation in the unlikely event of an emergency that requires evacuation. If any student with a disability would like to develop a written evacuation plan for this class, please contact the instructor.”

Tentative Schedule of Topics

<u>Week/Date</u>	<u>Topic</u>	<u>Chapter</u>
1	1/9 About this class - intro	Intro, 1
	1/11 Abnormal Behavior - historically	Movie 1 1
2	1/16 No Class - MLK Day	
	1/18 Paradigms in psychopathology	2
3	1/23 Integrating approaches to psychopathology	2
	1/25 Test 1 Chapters 1 & 2, handouts, lecture, movies	
4	1/30 Clinical assessment/Diagnosis	3
	2/1 Research Methods	3
5	2/6 Mental Health Issues/ Legal Issues	14
	2/8 Movie 2	
6	2/13 Health Psychology	7
	2/15 Movie analysis paper due /Physical disorders	7
7	2/20 Substance-related disorders	10
	2/22 Test 2 Chapters 3,7,10,14, handouts, movies, lecture	
8	2/27 No Class - Spring Break	
	2/29 No Class - Spring Break	
9	3/5 Anxiety disorders	4
	3/7 Anxiety disorders	4
10	3/12 Anxiety Disorders/Mood Disorders	4/6
	3/14 Mood Disorders/Suicide One Case Due	6
11	3/19 Sexual Disorders	9
	3/21 Gender Identity Disorders	9
12	3/26 Szasz/Rosenhan Paper Due / Somatoform Disorders	5
	3/28 Sleep Disorders	8
13	4/2 Eating Disorders	8
	4/4 Test 3 Chapters 4,5,6,8,9,handouts, movies, lecture	
14	4/9 Personality disorders	11
	4/11 Dissociative Disorders	5
15	4/16 Dissociative Disorders	5
	4/18 Casebook due Schizophrenia	12
16	4/23 Schizophrenia	12
	4/25 Disorders of childhood and later life	13

GUIDELINES FOR ANALYSIS PAPERS

1. Two movies (for paper #1) and two articles (for paper #2) have been selected for you to watch/read and analyze. Watch the movies/read the articles and decide how you **think** about the material presented. Do not cite lecture. You may cite your textbook. You may wish to think about the following questions:
 - A. What led the researcher/producer to this view, study, or presentation?
 - B. What is your opinion of the material?
 - C. What questions do you have about the material? Explain your questions
 - D. How might this material or study be improved?
 - E. Is the material/research still important/relevant? **Why?**
 - F. How have things changed since this material was presented? Do not assume.

This should be compare/contrast. Integrate the two movies into a single paper. Integrate the /two articles into a single paper . What do they say together; how do they fit together. Do they contradict each other or support each other?

2. A MINIMUM of 3 double-spaced, typed pages of TEXT (1" margins standard, 12 pt Times New Roman font). To count as a page, text must go to the bottom of the page.
3. Spelling/grammar are expected to be college level. **Proof-read; every error will cost.**
4. DO NOT PRINT DOUBLE-SIDED. Remove default for extra space after hard return. Use black ink.
5. **APA style** is to be used for all citation and referencing. Do not plagiarize - CITE. You must include a reference page.
6. Title Page (centered):
Title of your paper - avoid cuteness
Your name
Your student 800 number
PSYC 431-001
Southern Illinois University Edwardsville
7. This is not a group project (neither is the casebook). Shared work will share credit and be subject to charges of plagiarism.
8. When you hand in analysis paper #2, attach #1.
9. Late papers will only be accepted by prior arrangement and are worth half credit. (If you turn a paper in to my INbox, make sure you have the secretary sign and date the cover page). Do not email your paper or turn it in on disc or flashdrive - a paper copy is the only acceptable format.
Be sure to staple your paper before class and be sure to keep a copy for yourself.

GUIDELINES FOR CASEBOOKS

1. There are 10 cases in the casebook. You are to pick 6 of those 10 to write up. Pick the ones that are the least ambiguous to you. Your finished casebook is to be typed, standard 12 pt Times New Roman font, 1" margins, double-spaced (like this paragraph; Yes, I check these things). Proofreading is a must; your goal is to turn in professional quality work. Spelling and grammar are expected to be 400-level; errors will cost you. Include a title page: title, your name, 800#, PSYC 431-001, Southern Illinois University Edwardsville. Staple the casebook before class; do not use a plastic report cover. **DO NOT PRINT DOUBLE-SIDED.** Keep cases in numerical order. Start each new case on a new page. **Each case is a minimum of 2 pages of text** - all the way to the bottom.
2. For each case you will discuss the following:
 - a. Diagnosis (2 points)
 - b. Descriptions of the disorder (2 points)
 - what is the criteria for diagnosing this disorder? Cite your sources.
 - define words (don't just say hallucinations), be specific
 - c. Your justification for the diagnosis (2 points)
 - discuss the patient's specific symptoms **and match** to diagnostic criteria
 - more than a summary of the casebook, match each symptom to criteria
 - d. Develop a treatment plan **specific** to the case (2 points)
 - what do you recommend based and WHY for this particular person
 - be careful here, it is easy to be minimal/general and hope it slides by
 - e. Prognosis **specific** to the case (2 points)
 - based on this particular person's characteristics, social history, etc.
 - be **specific** to the case, tell me WHY you think this
 - just saying "good" or "poor" will get 0 points; **WHY** this prognosis
3. You must include a reference page and cite information/stats in text per APA guidelines.
DO NOT CITE LECTURE NOR HANDOUTS.
4. Late casebooks will be penalized 10% a day (6 points). Make sure one of the secretaries signs and dates any late work. Casebooks are not accepted after 4:30, April 25.
There is no curve on the casebooks
A = 54 & above B = 48-53 C = 42-47 D = 36-41 F = 35 & below
5. This is not a group project. Shared work will share credit and be subject to charges of plagiarism - copying each other's work is plagiarism.
6. **Please ask questions.** I won't tell you if you're right or wrong or "give" you the right answer. I will tell you if you are on track or point out something you might want to give more thought to.

7. One case - your choice - is due April 18.