



## THE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

PSY 333

3 credits (45 contact hours)

### ABNORMAL PSYCHOLOGY

#### COURSE DESCRIPTION

This course examines the historical conception of abnormal psychology and what is culturally considered abnormal behavior. A connection is drawn from the historical foundations of abnormal psychology to present-day assessment, diagnosis, theory, research, causes and treatment. A bio-psycho-social framework of understanding abnormal behavior will be used throughout the course. More specifically, biological or genetic causes, environmental causes and social causes for the manifestation and onset of abnormal behaviors will be utilized. Understanding abnormal behavior through this framework will further assist with the development and utilization of appropriate preventative and intervention measures.

#### LEARNING GOALS

Students will be able to evaluate, integrate, and apply knowledge from academic research, clinical practice, and own experience, in order to further the understanding of topics related to abnormal psychology. Additionally, students will provide practical information regarding issues related to mental health and foster comfortable, informed, respectful discussions of topics related to psychopathology.

#### INSTRUCTIONAL METHODS AND ACTIVITIES

The instructor will use various forms of instruction throughout the course including lecture, in- and out-of class exercises, in-class discussion and other activities such as videos, discussions, critical group activities, etc. Moreover, the context students will be taking this course in will be discussed through European influence in the development of Abnormal Psychology. Activities completed outside of class will also incorporate the context students are learning in—France.

#### REQUIRED MATERIALS (READINGS)

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5<sup>th</sup> ed.)*. Washington, DC: Author.
- Rosenberg, R.S., & Kosslyn, S.M. (2014). *Abnormal Psychology*, 2<sup>nd</sup> Ed., Worth Publishing.
- Water, E. (2010). *Crazy Like Us: The Globalization of the American Psyche*. New York, NY: Free Press.

## CLASS POLICIES

- Laptop use and Cellphones: Laptops will not be used in class for any purpose, unless an accommodation is requested. **Cellphones are not permitted for use in class. If you are on your cellphone during class, you will be counted as absent.** If you are on your laptop and/or using a cellphone during class time and not instructed to do so it may hinder yours or another student's learning.
- Self as Professional: For all discussions the mutual expectation is that all learning community members come prepared with readings complete and a list of questions written or typed up for discussion. Given the duration and size of this course it will drastically impact the intellectual discussions and exchange if members do *not* complete readings or come to class prepared with questions. Additionally, the diversity of backgrounds from which all members hail will enhance our discussions especially when rooted in readings.
- Self as Clinician and Human Being: The field of psychology has attempted to quantify and better understand the whys and how's behind human behavior—mostly to better inform our practice and improve human agency, quality of life and general human knowledge. As developing clinicians, academics, students and human beings who come from inherently unique backgrounds, we very rarely can glimpse in to the inner worlds of others unless allowed a short, but intentional gaze inward. Very rarely can we know the true experiences of others and what each person in our learning community has endured, is currently enduring or will endure in the future. As such, learning to intentionally discuss sensitive, or potentially triggering topics is an ongoing growth edge for everyone, irrespective of discipline. We will work hard to establish mutual respect and trust throughout our learning experience and keep each other accountable in this process.
- Late work policy: Late submissions of any assignment will be counted as a zero grade.
- Attendance and Participation: Our classroom space is a learning community. As such, most of the work you do during class is collaborative and discussion based. It is your responsibility to participate actively in all individual work and discussions for the course. Failure to attend any of the scheduled meetings of the course and other scheduled course activities will negatively affect your grade. If you miss more than 2 classes you will have missed the equivalent of two weeks of class during the traditional semester. **More than 3 unexcused absences could result in failing the course, and 2 absences will result in a grade reduction of your overall grade by a full letter grade.** If you are more than 20 minutes late for a class, you will be marked absent. If you need to miss a class, please email the instructor *before* the class you will be missing explaining why you will be missing the class. In general, explanations provided before class will be considered and explanations provided after class will not be accepted.
- Make-up Classes: In case of a professor's absence for personal or professional reasons, it may be necessary to make up lost class time in the evening or on Friday afternoon. "Make-up" classes will be announced at least one week in advance; for questions of attendance, exams, due work, etc., they are considered normal course meetings.
- Plagiarism: Cheating in any form will not be tolerated. If you are caught cheating on an exam or writing assignment, you will be given a zero. You will be referred to the Dean of Students who will determine whether you will be allowed to continue studying at IAU for the duration of the semester.

- Group Etiquette: For all group activities and assignments in this class, all group members are expected to participate and contribute. If it is found that you have not participated or contributed to a group assignment, you may receive a reduced grade. **Group work is not voluntary or optional. Learning to work in groups is an important professional skill to develop. The instructor will determine the makeup of groups and team member rearrangement is not negotiable.**
- Students with Disabilities: It is IAU's goal to provide reasonable accommodations for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please contact Dr. Leigh Smith, Dean of Students, [Leigh.Smith@iaufrance.org](mailto:Leigh.Smith@iaufrance.org)

## CAMPUS/COMMUNITY RESOURCES

A list of campus and community resources is available in IAU's student orientation packet. If you would like an additional copy, please email the program coordinator.

## GRADING SUMMARYS

Two exams: each covering about ½ of the course material (i.e., the exams are non-cumulative). Exams will contain multiple choice, true/false and some short answer questions. Consider all material covered in class as potential exam material (i.e., lectures, readings, films), while keeping in mind that most questions will require application and integration of knowledge.

**Mid-term examination: 60 minutes**

**Final examination: 60 minutes**

Group Presentation: You will be assigned a group and a chapter to present on during this course. Presenting on a chapter requires that you read the chapter in detail, develop at least one critical in-class activity, and provide some media illustrations of your chapter material. Cross-cultural considerations must be included with references and resources for students to access and review further. The instructor will also lecture on your chapter, so this exercise is intended for you to engage with the material as an active learner.

**\*\*Completed during Week Two of the course. Instructor will assign you to a group and chapter.**

Participation: Your active, critical participation is crucial for our collective cultivation of a learning community. It is imperative that you come to each class with readings complete and at least 10 discussion questions prepared. You will turn in your discussion questions at the end of every course with additional questions, or critical reflections completed during time provided in the last portion of class.

**\*\*On days when guest lecturers such as French psychologists, social workers, etc., visit the course you will be required to research the guest's agency, or profession then develop and submit questions at the end of class.**

Term Paper: A term paper will be completed for this course, (**Due date determined each term - Central European Time**). A separate rubric will be provided for the term paper for transparency and your success. Your term paper will be based on a selected chapter (and disorder) of your choosing from the book *Crazy Like Us*. Term paper must include 10 academic resources (e.g., articles from scholarly journals or psychology/related texts).

### Grading Summary:

- 2 exams X 250 points each = 500 points (50%)

- Group Presentation = 200 points (20%)
- Participation, Discussion and Commitment to Course = 100 points (10%)
- Term Paper = 200 points (20%)
- Total Course Points=1,000

\*\*Note a 1,000 point grade scale is intended to simplify your ability to gauge your grade in the course at any point of curiosity and at course completion. For example, if I earn 900 (90%) points out of 1,000, by consulting the table below, I will confidently know that I have earned an A- in the course.

<u>Grade</u>	<u>Percent</u>	<u>Grade</u>	<u>Percent</u>
<b>A</b>	94 - 100%	<b>C</b>	71 - 74%
<b>A-</b>	90 - 93%	<b>C-</b>	69 - 70%
<b>B+</b>	86 - 89%	<b>D+</b>	67 - 68%
<b>B</b>	83 - 85%	<b>D</b>	65 - 66%
<b>B-</b>	79 - 82%	<b>F</b>	< 65%
<b>C+</b>	75 - 78%		

### **EXTRA CREDIT**

You will be provided extra credit opportunities throughout the session at the discretion of the course instructor. Some examples of extra credit opportunities include attending community events and guest lectures and providing a reflection on such opportunities. Parameters and rubrics will be discussed when extra credit is offered.

## COURSE SCHEDULE

This is a tentative schedule and adjustments may be made at the discretion of the instructors at any point during the session.

<b>Week</b>	<b>Topic</b>	<b>Chapter</b>
1-6	Course Overview, Introduction, Historical Context	1
1-6	Understanding Psychological Disorders: The Neuropsychosocial Approach	2
1-6	Clinical Diagnosis and Assessment Chapter 3	3
2-6	Mood Disorders and Suicide	5
2-6	<u>Anxiety Disorders-Group 1</u>	6
2-6	Obsessive-Compulsive-Related and Trauma-Related Disorders-Group 2	7
2-6	Dissociative and Somatic Symptom Disorders-Dr. K Substance Use Disorders-Group 3 <b>Exam 1</b>	8 & 9
3-6	Eating Disorders Gender and Sexual Disorders	10 & 11
3-6	Schizophrenia & Other Psychotic Disorders Personality Disorders	12 & 13
3-6	Neurodevelopmental and Disruptive Behavior Disorders & Disruptive Behavior Disorders & Neurocognitive Disorders	14 & 15
3-6	Ethical and Legal Issues	16
3-6	<b>Final Examination</b>	
	<b>Term paper Due 11:55pm Central European Time</b>	