



University of  
New Haven

## *Abnormal Psychology*

### SECTION I: Course Overview

**Course Code:** PSY333FLR  
**Subject Area(s):** Psychology  
**Prerequisites:** See Below  
**Language of Instruction:** English  
**Total Contact Hours:** 45  
**Recommended Credits:** 3

### COURSE DESCRIPTION

This course provides you with an overview of the scientific study of abnormal psychology. Based on a bio-psycho-social approach, you will study how the biological, cognitive, behavioral, social, and emotional factors are related to the onset and the trajectory of the psychopathologies. Coursework will include basic concepts and definitions, historical perspectives on psychopathology, and different theoretical models of psychopathology. Additionally, the course will cover frameworks for the assessment and diagnosis of mental illness, legal and ethical issues pertaining to the assessment and treatment of mental illness, and the role of culture and diversity in assessment and treatment.

You will acquire theoretical knowledge that will allow you to identify indicators of disorders, analyze real cases, and compare clinical interventions based on a bio-psycho-social approach. You will be able to identify and explain how most disorders result from the interplay of biological/medical, psychological/individual, and social/cultural factors.

### LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Discuss the historical and cultural context for modern views on psychological disorders.
- Examine the major categories of the DSM-5, and provide critique about advantages and disadvantages of the existing diagnostic system.
- Analyze each disorder from an integrative perspective relating to biological, behavioral, cognitive, emotional, and environmental factors involved in the onset and trajectory of the disorder.
- Explain evidence-based methods of treatments and clinical interventions.

## PREREQUISITES

This course requires an introductory psychology course, or its equivalent, such as AP/IB Psychology.

## SECTION II: Instructor & Course Details

### INSTRUCTOR DETAILS

|                             |          |
|-----------------------------|----------|
| <b>Name:</b>                | TBA      |
| <b>Contact Information:</b> | TBA      |
| <b>Term:</b>                | SEMESTER |

### GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

|  |            |
|--|------------|
| <b>Engagement</b>                      | <b>20%</b> |
| <b>Group Assignments</b>               | <b>10%</b> |
| <b>Independent Learning Activities</b> | <b>10%</b> |
| <b>Midterm Exam</b>                    | <b>20%</b> |
| <b>Research Project</b>                | <b>10%</b> |
| <b>Oral Presentation</b>               | <b>5%</b>  |
| <b>Final Exam</b>                      | <b>25%</b> |

### ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

**Engagement (20%):** Engagement in class is expected of all CEA CAPA students. Guidelines for engagement can be found on the list of academic policies.

**Group Assignments (10%):** These assignments will involve group reading and text analysis. You will be organized into groups to explain and provide feedback, in class, on particular readings assigned to your group. At times, you will be asked to either comment upon news items or videos provided by the instructor or be required to find media sources and examples (in the form of advertisements or news items) related to the contents of the course. An additional explanation on how the example informs the topic of study will also be required, as these examples and readings will be analyzed in the class.

**Independent Learning Activities -ILA- (10%):** This assignment is comprised of two independent learning activities. You will choose topics related to the subject you would like to explore in more depth. These essays are designed not only to enhance your analysis of the readings but also to encourage self-reflection and independent learning. A guide on how to develop your academic essay will be provided at the beginning of the course.

- **General Formatting Rules for ILAs:**
  - 3 or 4 page Word document
  - Paper size: A4
  - Font: Verdana, size 10
  - 1.5 interline space

*The instructor reserves the right to make changes or modifications to this syllabus as needed*

- Text fully justified

**Research Project (10%):** Working independently or in groups (max. 4), students will focus on a topic area of interest and will present a written report which will follow the format of an academic paper. The paper will include theoretical and/or field-work study along with a brief review of the literature relevant to the topic, a research design and analysis when applicable, and meaningful conclusions. These projects will then be presented in class. You are encouraged to use media sources (via internet) and interviews or ethnographic diaries to study topics related to health psychology issues. You can also develop cross-cultural projects to address differences between the host culture and North American approaches related to the content of the course.

The instructor will explain the different methodological choices and suggest relevant readings to guide your research. The research topic and methodology will have to be approved by your instructor. You will submit periodic updates on the progress of your research to the instructor, and these will count towards the overall assessment of your work.

In this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research, Standard English usage, and expository writing. Therefore, ensure that you are using a recognized handbook of style, a good dictionary, and that you are guided by the highest principles of academic integrity. The instructor will supply you with additional guidelines and advice on research topics, methods, and resources for successfully completing your paper.

- **General Rules for Papers:**

- The required papers can be printed out or sent to the teacher by e-mail.
- No handwritten papers will be accepted.
- Papers must be submitted on time. No unjustified late paper will be evaluated.
- Format: Word document / Paper size: A4 / Font: Verdana, size 10 / 1.5 interline space / Text fully justified

**Oral Presentation (5%):** During the last week of the course, you will present your research project in class; students are required to participate and engage in discussion after the presentation. Each presentation should take the form of a succinct summary of the paper topics and findings, ten minutes total.

**Midterm (20%) & Final (25%) Examinations:** The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives. The exams are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. These exams will be a mixture of short answers and short essay questions. The midterm will cover the first half of the course and the final will be comprehensive, covering the entire course.

## ACTIVE LEARNING

CEA CAPA courses are designed to include a variety of active learning component that will take you out of the classroom and allow you to explore your local, host city.

- **Guest Lecture:** on depressive and bipolar disorders and treatments
- **Cultural Activity:** Art Therapy in Florence

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## REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. **REQUIRED TEXT(S):** You may purchase the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Comer, R. J. *Abnormal Psychology*. (10th Edition). Macmillan education, 2018, 605 pp.

Oltomanns, F. T. *Abnormal Psychology*. (8th Edition). Pearson Education Dorling Kindersley, 2016, 608 pp.

## RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Aschbacher, K., Epel, E., Wolkowitz, O.M., Prather, A.A., Puterman, E., Dhabhar, F.S., 2012. Maintenance of a positive outlook during acute stress protects against pro-inflammatory reactivity and future depressive symptoms. *Brain Behav. Immun.* 26 (2), 346–352.

Bremner, J.D., Vythilingam, M., Vermetten, E., Adil, J., Khan, S., Nazeer, A., Afzal, N., McGlashan, T., Elzinga, B., Anderson, G.M., Heninger, G., Southwick, S.M., Charney, D.S., 2003. Cortisol response to a cognitive stress challenge in posttraumatic stress disorder (PTSD) related to childhood abuse. *Psychoneuroendocrinology* 28 (6), 733–750.

Freeman MP, Hibbeln JR, Wisner KL, Davis JM, Mischoulon D, Peet M, Keck PE Jr, Marangell LB, Richardson AJ, Lake J, Stoll AL. Omega-3 fatty acids: evidence basis for treatment and future research in psychiatry. *J Clin Psychiatry* 2006; 67: 1954-1967 [PMID: 17194275 DOI: 10.4088/JCP.v67n1217]

Hoge, E.A. The effect of mindfulness meditation training on biological acute stress responses in generalized anxiety disorder. *Psychiatry Research* (2017).

Jacka FN, Mykletun A, Berk M, Bjelland I, Tell GS. The association between habitual diet quality and the common mental disorders in community-dwelling adults: the Hordaland Health study. *Psychosom Med* 2011; 73: 483-490 [PMID: 21715296 DOI: 10.1097/PSY.0b013e318222831a]

Kiecolt-Glaser JK, Derry HM, Fagundes CP. Inflammation: depression fans the flames and feasts on the heat. *Am J Psychiatry* 2015; 172: 1075-1091 [PMID: 26357876 DOI: 10.1176/appi.ajp.2015.15020152]

LaChance LR, et al. Antidepressant foods: An evidence-based nutrient profiling system for depression. *World J Psychiatr* 2018 September 20; 8(3): 97-104

Nesse, R. M. Is depression an adaptation? (2000). *Archives of General Psychiatry*, 57, 14–20.

Posner, J., Russell, J. A., & Peterson, B. S. (2005). The circumplex model of affect: An integrative approach to affective neuroscience, cognitive development, and psychopathology. *Development and Psychopathology*, 17, 715–734.

Randolph M. Nesse and Phoebe C. Ellsworth. *Evolution, Emotions, and Emotional Disorders*. 2009 American Psychological Association 0003-066X/09/\$12.00 Vol. 64, No. 2, 129–139 DOI: 10.1037/a0013503

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Teasdale, J.D., Segal, Z.V., Williams, J.M., Ridgeway, V.A., Soulsby, J.M., Lau, M.A., 2000. Prevention of relapse/recurrence in major depression by mindfulness-based cognitive therapy. *J. Consult. Clin. Psychol.* 68 (4), 615–623.

Yatham LN, Kennedy SH, Parikh SV, Schaffer A, Beaulieu S, Alda M, O'Donovan C, Macqueen G, McIntyre RS, Sharma V, Ravindran A, Young LT, Milev R, Bond DJ, Frey BN, Goldstein BI, Laffer B, Birmaher B, Ha K, Nolen WA, Berk M. Canadian Network for Mood and Anxiety Treatments (CANMAT) and International Society for Bipolar Disorders (ISBD) collaborative update of CANMAT guidelines for the management of patients with bipolar disorder: update 2013. *Bipolar Disorder* 2013; 15: 1-44 [PMID: 23237061 DOI: 10.1111/bdi.12025]

## KEY RESOURCES

In order to ensure you success abroad, CEA CAPA has provided the academic resources listed below.

- **UNH Online Library:** As a CEA CAPA student, you will be given access to the online library of the University of New Haven (UNH). You may access the UNH online library [here](#). You must comply with [UNH Policies](#) regarding library usage.
- **CEA CAPA Classroom – Moodle**

**COURSE CALENDAR**  
*Abnormal Psychology*

| SESSION | TOPICS   | ACTIVITY                                  | READINGS & ASSIGNMENTS  |
|---------|--|---|---|
| 1       | <b>I. Abnormal Psychology in Science &amp; Clinical Practice:</b><br>Abnormal Psychology:<br>Past & present research                       | Course Overview<br>Lecture & Discussion   | Comer, R. J. Ch. 1 and 2 (pp. 1-44)<br>Oltomanns, F. T. Ch 1 (pp. 22-43)  |
| 2       | <b>I. Abnormal Psychology in Science &amp; Clinical Practice:</b><br>Models of Abnormality:<br>Clinical assessment, diagnosis, & treatment | Lecture & Discussion                      | Comer, R. J. Ch. 3 and 4 (pp. 45-111)<br>Oltomanns, F. T. Ch 2 y 3 (pp.22-93)   |
| 3       | <b>II. Problems of Anxiety &amp; Mood:</b><br>Anxiety, Obsessive-Compulsive, & Related Disorders   | Lecture & Discussion<br>Work on exercises | Comer, R. J. Ch. 5. (pp. 113-152)<br>Oltomanns, F. T. Ch 6 (pp. 163-192)<br><b>*Submission of 1<sup>st</sup> Group Assignment</b> |
| 4       | <b>II. Problems of Anxiety &amp; Mood:</b><br>Disorders of Trauma & Stress   | Work on Exercises                         | Comer, R. J. Ch. 6. (pp. 153-188)<br>Oltomanns, F. T. Ch 8 (pp. 227-250)  |
| 5       | <b>II. Problems of Anxiety &amp; Mood:</b><br>Depressive & Bipolar Disorders & Treatments  | Guest Speaker                             | Comer, R. J. Ch. 7 and 8. (pp. 189-248)<br><b>*Submission of 2<sup>nd</sup> Group Assignment</b>                                  |
| 6       | <b>II. Problems of Anxiety &amp; Mood:</b><br>Suicide  | Lecture & Discussion                      | Comer, R. J. Ch. 9. (pp. 249-282)   |

|                     |  |   |  |
|---------------------|--|---|--|
| 7                   | <b>III. Problems of the Mind &amp; Body:</b><br>Disorders Featuring Somatic Symptoms                               | Lecture & Discussion<br>Work on Exercises | Comer, R. J., Ch. 10. (pp. 283-312)<br><b>*Submission of the 1<sup>st</sup> ILA</b>                                      |
| <b>MIDTERM EXAM</b> |  |   |  |
| 8                   | <b>III. Problems of the Mind &amp; Body:</b><br>Eating Disorders   | Lecture & Discussion                      | Comer, R. J. Ch. 11. (pp. 313-342)<br>Oltomanns, F. T. Ch 10 (pp. 282-303)   |
| 9                   | <b>III. Problems of the Mind &amp; Body:</b><br>Substance Use &<br>Addictive Disorders                             | Lecture & Discussion<br>Work on Exercises | Comer, R. J. Ch. 12 (pp. 343-382)  |
| 10                  | <b>III. Problems of the Mind &amp; Body:</b><br>Sexual Disorders &<br>Gender Variations                            | Lecture & Discussion                      | Comer, R. J. Ch. 13 (pp 383-420)<br>Oltomanns, F. T. Ch 12 (pp. 338-367)<br><b>*Submission of the 2<sup>nd</sup> ILA</b> |
| 11                  | <b>IV. Problems of Psychosis &amp;<br/>the Cognitive Function:</b><br>Schizophrenia & Related Disorders Treatments | Lecture & Discussion                      | Comer, R. J. Ch. 14 and 15 (pp 421-472)<br>Oltomanns, F. T. Ch 13 (pp.368-398)   |
| 12                  | <b>V. Life-Span Problems:</b><br>Personality Disorders   | Lecture & Discussion<br>Work on exercises | Comer, R. J. Ch. 16 (pp. 473-512)  |
| 13                  | <b>V. Life-Span Problems:</b><br>Disorders Among Children & Adolescent<br>Disorders of Aging & Cognition           | Lecture & Discussion                      | Comer, R. J. Ch. 17 and 18 (pp. 513-578)<br><b>*Submission of Research Project</b>                                       |
| 14                  | <b>VI. Conclusion:</b><br>Law, Society, & Mental Health Professions  | Lecture & Discussion<br>Work on exercises | Comer, R. J. Ch. 19 (pp. 579-605)  |
| 15                  | <b>FINAL EXAM / FINAL PRESENTATIONS</b>  |   |  |

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## **SECTION III: CEA CAPA Academic Policies**

To see all CEA CAPA academic policies outlined, please follow the following links. Students are expected to review and understand all CEA CAPA student policies, including the academic policies outlined online. CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)