

Course Last Updated 6/18/2024.



University of
New Haven

Abnormal Psychology

Section I: Course Overview

Course Code: PSY333BCN

Subject Area(s): Psychology

Prerequisites: An introductory psychology course, or its equivalent, such as AP/IB Psychology.

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: none

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, students are 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.

Section II: Instructor & Course Details

Instructor Details

Name: [See term syllabus]

Contact Information: [See term syllabus]

Term: [See term syllabus]

Course Day and Time: [For term syllabus, enter the day and meeting times of the course]

Office Hours: [By appointment, or specified in term syllabus]

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Group Assignments - 10%

Active Learning - 10%

Midterm Exam - 20%

Research Project - 15%

Oral Presentation - 5%

Final Exam - 25%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the [CEA CAPA Engagement Policy](#), and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

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..

Active Learning (10%): This assignment is comprised of two independent active 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
 - 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%) and 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

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Guest Lecture on depressive and bipolar disorders and treatments
- Cultural Activity "Rumba: The rhythm of Barcelona."

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

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

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

Recommended

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
- 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, Lafer 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]

Course Calendar

Session 1	
Topics	I. Abnormal Psychology in Science & Clinical Practice: Abnormal Psychology: Past & present research
Activity	Course Overview Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Comer, R. J. Ch. 1 and 2 (pp. 1-44) • Oltomanns, F. T. Ch 1 (pp. 22-43)

Session 2	
Topics	I. Abnormal Psychology in Science & Clinical Practice: Models of Abnormality: Clinical assessment, diagnosis, & treatment
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Comer, R. J. Ch. 3 and 4 (pp. 45-111) • Oltomanns, F. T. Ch 2 y 3 (pp.22-93)

Session 3	
Topics	II. Problems of Anxiety & Mood: Anxiety, Obsessive-Compulsive, & Related Disorders
Activity	Lecture & Discussion Work on exercises
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Comer, R. J. Ch. 5. (pp. 113-152) • Oltomanns, F. T. Ch 6 (pp. 163-192) *Submission of 1st Group Assignment

Session 4	
Topics	II. Problems of Anxiety & Mood: Disorders of Trauma & Stress
Activity	Work on Exercises
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Comer, R. J. Ch. 6. (pp. 153-188) • Oltomanns, F. T. Ch 8 (pp. 227-250)

Session 5	
Topics	II. Problems of Anxiety & Mood: Depressive & Bipolar Disorders & Treatments
Activity	Guest Speaker
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Comer, R. J. Ch. 7 and 8. (pp. 189-248) *Submission of 2nd Group Assignment

Session 6	
Topics	II. Problems of Anxiety & Mood:

	Suicide
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Comer, R. J. Ch. 9. (pp. 249-282)

Session 7	
Topics	III. Problems of the Mind & Body: Disorders Featuring Somatic Symptoms
Activity	Lecture & Discussion Work on Exercises
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Comer, R. J., Ch. 10. (pp. 283-312) *Submission of the 1st Active Learning assignment

Session 7	
Mid-term	

Session 8	
Topics	III. Problems of the Mind & Body: Eating Disorders
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Comer, R. J. Ch. 11. (pp. 313-342) • Oltomanns, F. T. Ch 10 (pp. 282-303)

Session 9	
Topics	III. Problems of the Mind & Body: Substance Use & Addictive Disorders
Activity	Lecture & Discussion Work on Exercises
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Comer, R. J. Ch. 12 (pp. 343-382)

Session 10	
Topics	III. Problems of the Mind & Body: Sexual Disorders & Gender Variations
Activity	Lecture & Discussion
Readings & Assignments	Readings <ul style="list-style-type: none"> • Comer, R. J. Ch. 14 and 15 (pp 421-472) • Oltomanns, F. T. Ch 13 (pp.368-398) *Submission of the 2nd Active Learning assignment

Session 11	
Topics	IV. Problems of Psychosis & the Cognitive Function: Schizophrenia & Related Disorders Treatments
Activity	Lecture & Discussion

Readings & Assignments	Readings: <ul style="list-style-type: none"> • Comer, R. J. Ch. 14 and 15 (pp 421-472) • Oltomanns, F. T. Ch 13 (pp.368-398)
------------------------	---

Session 12	
Topics	V. Life-Span Problems: Personality Disorders
Activity	Lecture & Discussion Work on exercises
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Comer, R. J. Ch. 16 (pp. 473-512)

Session 13	
Topics	V. Life-Span Problems: Disorders Among Children & Adolescent Disorders of Aging & Cognition
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Comer, R. J. Ch. 17 and 18 (pp. 513-578) *Submission of Research Project

Session 14	
Topics	VI. Conclusion: Law, Society, & Mental Health Professions
Activity	Lecture & Discussion Work on exercises
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Comer, R. J. Ch. 19 (pp. 579-605)

Session 15	
FINAL EXAM / FINAL PRESENTATIONS	

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration.

These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.