



University of
New Haven

Abnormal Psychology

SECTION I: Course Overview

Course Code: PSY333BCN

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

Name: TBA
Contact Information: TBA
Term: SEMESTER

ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SPRING & FALL SEMESTERS		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th Absence
Courses meeting 1 day(s) per week	1 Absence	4 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 st	2 nd	3 rd	4 th
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

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

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.

Class Participation	10%
Group Assignments	10%
Independent Learning Activities	15%
Midterm Exam	20%
Research Project	15%
Oral Presentation	5%
Final Exam	25%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by the your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

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.

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Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

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- (15%): 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
 - Text fully justified

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Research Project (15%): 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.

EXPERIENTIAL LEARNING ACTIVITIES

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city, as well as bring the local community into the classroom. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP).

AICAP Activities

The AICAP activities selected for this course were chosen for their relevance to the course's learning objectives. While these activities may not be mandatory, you are highly encouraged to attend. Please check the Forms of Assessment section to find out if AICAP activities are related to any specific form of assessment.

- **Guest Lecture:** on depressive and bipolar disorders and treatments

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- **Cultural Activity:** "Rumba: The rhythm of Barcelona."

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]

ADDITIONAL RESOURCES

In order to ensure you success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling.

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COURSE CALENDAR
Abnormal Psychology

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

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

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SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

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

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