



## **Psychopathology/Abnormal Psychology**

**PSY3400 Fall, 2008**

Tues, Thur 11:30 - 12:45 LA214

### **COURSE PLAN AND OBJECTIVES**

For many of you, who plan on going on to careers in social work or psychology or medicine/psychiatry, this is an important introductory course that will be the foundation for your later learning. For others, this course can help you understand how mental disorders may affect your own life or the lives of others including family, friends, and co-workers. In addition, this class covers an important subject because of the degree of stigma or prejudice that is shown against individuals who may have some form of mental disorder; this stigma is usually based in ignorance of the reality of mental disorders. Further, this type of prejudice may even be “accepted” or internalized by those who suffer from these conditions, increasing their own emotional pain and sense of shame. Such stigma/prejudice demeans all of us and also impedes the ability of individuals to recover and to improve their lives. Learning about these things can help you to become more compassionate and understanding.

In addition to being really passionate about mental disorders and Psychology, I am passionate about helping you to learn more effectively and to increase your ability to adapt to new situations in your future lives and careers. Consequently, the following are the objectives or goals of the course:

#### **Course Objectives**

- 1) To increase your knowledge of mental disorders: mental disorders are widely misunderstood and feared. By the end of the course, as measured by **Bloom's Taxonomy** you should have an increased understanding of what is meant by “mental disorder”, some of the major classifications or types of disorders, how mental disorders are diagnosed and vary from “normal” states, some ideas about the types of treatments that are available, and be able to analyze real-life situations with your knowledge. (See Blackboard for more information about Bloom's Taxonomy)
- 2) To help you develop your own self-awareness as a learner: to help you understand better how *willing* you are to change to learn new strategies, to build new skills, and to help you define what obstacles may be keeping you from improving your learning skills so that you can become a more effective and efficient learner across your *entire* life and career.
- 3) To increase your understanding of the professional side of working with persons who have mental disorders including professional ethics and ethical behavior, the scientific foundation for assessment and treatment, acceptance of others who differ from yourself, to help you develop the ability to think more “like a professional” about situations you could encounter in your own life, and to enhance your ability to critically evaluate ideas and information.
- 4) To increase your understanding of the reality of stigma and the effects it has on people who have mental disorders as well as how it affects their families and their ability to work and enjoy their lives; to help you recognize situations around you where stigma is occurring, to encourage you to speak up and take a stand on it, and to help you recognize prejudice against mental disorders that exists within yourself so that you can change how you interact with others.

5) Multiple studies of employers and college graduates have found that employers are concerned about the level of ability of college graduates to write, to communicate orally, and to work with others. These are vital skills for almost all major fields of work. Consequently, this course will also focus on helping you develop your ability to communicate clearly in oral communication, to enhance your ability to write clearly and to communicate your own ideas and thoughts, and will encourage you to develop your ability to work with others across the entire term and to make a commitment to work together as a team.

### **Professor**

*Instructor:* Anton Tolman, Ph.D.  
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*Office Hrs:* Tues 3 pm, Wed 9 am and by appointment – call or email me  
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My personal goal is to respond to emails and phone calls within 24 hours if possible

### **REQUIRED TEXT:**

Durand, V.M. & Barlow, D.H. (2007). Essentials of Abnormal Psychology (4th Edition). Thomson/Wadsworth.

### **FLEXIBLE LEARNING APPROACHES:**

Not everyone learns the same way. For this reason, this course asks you to participate in a wide variety of learning activities and permits you to customize the types of learning activities that will help you to learn the most. There are five sections of the course that are required of everyone: Section A Personal Learning Plan, Section B Assessments & Chapter Quizzes, Section C Conceptual Workshops, Section D One Paper, and Section E One Exam. I made these sections mandatory so that I can be sure that everyone in class has a strong foundation for learning. These various learning activities help you to be aware of your own patterns in learning and studying, plan for success, and practice essential skills such as working with others and professional/research writing.

Scores from this “mandatory” section of the course add up to a maximum of 300 points; however, your grade in the course will be based on a total of 400 points. In order to earn your final 100 points, you can customize the course to your own interests by choosing from Sections D through H the two optional activities that you feel will help you to learn the most.

On Blackboard in the "Getting a Good Grade in this Course" you will find a lot of useful documents that can help you improve your ability to read and retain information from the text and other sources as well as strategies to improve your note-taking, understanding of material, and ability to write well. I encourage you to take a look at these and give several of them a try during the semester. We'll be talking about some of these ideas in class but not necessarily all of them.

## ***Mandatory Activities***

**SECTION A: Personal Learning Plan** -- For 20 points, you will be required to turn in a Personal Learning Plan (PLP) by the date indicated on the schedule. The first part of your PLP is based on a self-assessment of your own approach to learning (R-SPQ) and your readiness to learn and use new skills (TTM Study Survey), both available on Blackboard in the Assignments folder. So, the point breakdown is: 1) complete your R-SPQ [5 pts] and 2) TTM Study Survey [5 pts] and 3) write up a brief Personal Learning Plan (10 pts) following the format described in the Blackboard document. Any changes to this learning plan need to be made by informing me when they occur. This learning plan will be your “template” for how you will succeed in class. You will follow up this initial PLP with regular “formative” assessments as described in Section B to keep track of how you are doing.

**SECTION B: Assessments and Chapter Quizzes** – About three times during the semester (due dates are on the schedule), you will be required to turn in an LSSA (Learning Strategies and Self-Awareness) assessment. These documents are all available on Blackboard in the Assignments folder. These assessments are designed to help you keep track of how you are doing in the class and to provide information to both of us about ways to enhance your learning. In addition, there will be at least 8 ONLINE chapter quizzes during the semester. The chapter quizzes are required to be completed before the first class on the assigned chapter starting with Chapter 2. Your lowest 3 quizzes will be dropped. The total of these activities is 80 points ( $3 \times 10$  LSSA's,  $+ 5 \times 10$  chapter quizzes).

**SECTION C: Conceptual Workshops:** 8 times during the semester, one class day will be dedicated to a workshop. Prior to the first CW, you can sign up for teams; these will be classmates that you will work with for the entire semester. You will come to class and work for the entire class with your team on a set of structured materials designed to help you understand and apply the material in the chapters. Your team will decide on the answers to the questions together and turn in the workshop before the next class period. Each workshop is worth 20 points and the highest 5 scores will be used to calculate your final grade. You may also earn a bonus to your workshops by the end of the term if you participate actively in a study group throughout the semester. Total point value: 100 points. CW's will be graded largely based on how well the Team answered the questions and the level of Bloom's Taxonomy achieved in the answers.

**Conceptual Workshop roles:** For the Conceptual Workshops, you will have 3 roles that will need to be assigned. You are encouraged to “rotate” these roles so that all of you get a chance to learn the specific skills involved. The Team Leader's job is to make sure that the Team stays on track and does not get sidetracked by social comments, anxiety, whatever. The Team Leader needs to keep an eye on the clock and work with the Team to get the job done on time. The Reporter's job is to record the Team's consensus on the forms provided for the Conceptual Workshop. When everyone is done with the CW, the Reporter will summarize what the Team decided for the class and participate as the representative in the class discussion. The Ambassador's job is to be the my liason during class. If the Team has questions or needs clarification or an example of something in the CW, only the Ambassador can ask me about it. However, it is vital that the Ambassador understand exactly what the Team's questions are so that he/she can relay that to me and vice versa.

**SECTION D: One Paper:** Everyone in class must complete a paper EITHER based upon an actual interview of a patient in a psychiatric facility or a research paper. The details for this assignment may be found on Blackboard. You must pick one of these options and inform me of your choice in

your PLP. If you decide to write only ONE paper for the entire course, that paper is due the *FIRST* time papers are due. If you decide to write ONLY one paper for the term, you can choose on later due dates to turn in revisions to your paper – please notify me in your PLP if this is the case or later by email if you make a change. If you do this, your final score on the assignment will be the average of your final paper that is turned in and your first edition paper. Please note that if you are going to complete more than 1 paper, then I am hoping that feedback on your first paper will be actively used to help improve your score on the 2nd and/or 3rd papers. Total value = up to 50 pts.

Grading criteria and suggestions for how to write an excellent paper are on Blackboard; please take a look at them! In addition, I have posted several sample papers from real students as examples of papers that I considered to be A range.

**SECTION E: One Exam:** There will be a total of three exams offered during the term. Each exam will consist of 50 questions which will be mostly comprehension or application questions, although I reserve the right to make use of short-answer questions. All students must take 1 exam, but you can decide which exam you want to take. If ALL members of your study group (not your CW Team, see below) decide to take an exam, then your study group will be eligible for the *Study Group Exam Bonus*. See Blackboard for details. For the One Exam ONLY – if a student is unable to work with a study group, then he/she may stay for the 2<sup>nd</sup> hour and will be given a chance to describe the correct answer for up to 10 of the questions he/she may have missed on the exam. Details are on Blackboard under the Study Group Bonuses document.

**Study Groups:** Sign up for study groups in class or form your own. A study group must consist of at least four students, but can have as many as 8. You need to inform me of your study group and its members. See the Blackboard document called “Creating Effective Study Groups”. You must read this before you begin meeting. Also, in order to qualify for an exam bonus, the study group needs to meet *at least* three times out of the weeks leading up to an exam. If individual members of the Study Group do not meet at least 3 times with the study group before an exam, then those students will be *ineligible* for the exam bonus; the other members of the Team may still obtain the exam bonus. On average, study groups usually increase their score on the exam by 5-8 points (10-15%). In addition, study group members can receive a supplemental bonus to their total points for the exercises.

## ***Selected Activities***

*You must choose among the following activities for up to 100 additional points (i.e. 2 activities). This means that you will select activities that will make up 25% of your own grade. Consider these options carefully and then describe your plan in your PLP. You may NOT do more activities than necessary for extra credit.*

**SECTION F: Substitute Teaching**– Regular times will be scheduled during the semester for students to teach the class and the professor about important topics, but *there are limited slots* available. Each instance of substitute teaching is worth 50 points. Grading criteria and further explanation of the assignment are available on Blackboard. You can do up to two teaching presentations in one of two topic areas, but you cannot *repeat* a topic: 1) The Face of Mental Illness: a personal story of your own life or the life of someone you know (see below) in relationship to course material, 2) The Science of Mental Illness: a presentation of at least 3 research papers or studies in the area being discussed that week. You cannot sign up for a second substitute teaching slot until everyone has had a chance to sign up. Value =  $50 \times 2$  = up to 100 pts.

**SECTION G: Exams** – You can choose to take 1 or both of the other exams offered during the term. Each exam will be 50 questions which will be mostly comprehension or application questions, although I reserve the right to make use of short-answer questions. Total value = 50 pts x 2 = 100 pts.

**SECTION H: Paper, Redux** – You can choose to complete up to 2 additional papers **from different sections of the paper topics list**, if you wish. See Blackboard for details. Each option is worth up to 50 points; total value = 50 x 2 = 100 pts. Papers MUST be turned in on different dates so that I have time to look at them and give you feedback.

**SECTION I: Special Project** – you can design a special project of your own that does not fit into one of these categories. You will need to get advance permission from me for the project, meaning you will have to submit a proposal of what you would like to accomplish. (This is mostly to ensure fairness in the amount of work required from all students). If you want to work on this project with someone else, you will need to describe how the work will be divided so that it is approximately equal. You will need to describe your objectives and planned methods. You need to make sure the project is approximately equal in work involved to the other options in this part of the syllabus and can set a date for presenting the project. Total value = 50 points.

## **Final Grade**

**Your final grade** will be the percentage of the total 400 points that you earn in the course according to the following scale. You will be able to check your grades regularly on Blackboard:

93% = A,	90% = A-	
87% = B+	83% = B,	80% = B-
77% = C+	73% = C,	70% = C-
67% = D+	60% D	Below 60% is E (F)

## **Course Policies**

### A Note About Confidentiality

Although you are not required to engage in a high degree of self-disclosure in this course, discussion of mental disorders often is very relevant to most of the class. Remember, also, that a key issue in the course is learning about stigma – how you contribute to stigma, and how stigma affects your own life. Thus, learning to open up and discuss your own issues and life can help you understand, and help others understand, the real-life impact of mental disorders and how society treats people who have them. However, since we are in a class with people you probably do not know well, and emotional safety is important, you are not required to do so and will not be penalized for not doing so. Please give careful thought to how much you are willing to discuss about your own life and then participate to the degree you feel comfortable. Likewise, because opening up about these issues can be so stigmatizing, I expect everyone in class to respect and honor the life stories of your peers.

Disability: If you are a student with a disability who may need special accommodations, I am happy to work with you according to University policies and resources. Please make yourself known to me early in the term so we can get things figured out.

Comment on Plagiarism: Your work in this course is expected to be original and your own. All sources you use should be appropriately cited in papers using APA format. If you need help with this, please check Blackboard for sources of help or come to see me during office hours. For this course, we will be using TurnItIn, an online paper submission and education site. If you make uncredited use of someone else's work or pass off someone else's work as your own, penalties can range from an F on the assignment (0 points) to course failure in accordance with UVU policy and my judgment.

Attendance and Participation: You are self-directed learners. It is up to you when you attend class, but the research literature is **very clear** that class attendance = better grades and better mastery of the material. I do not lecture to "cover" the chapters, so being in class is where many of the learning opportunities will be. I do not take attendance in class, but if at the end of the term I am evaluating grades and a student is within a few points of a higher grade level (e.g. C+ to B- or B to B+), then I WILL consider class attendance and participation and reserve the right to bump the student up to a higher grade. One way I judge this is how well I know the student; those who participate and engage in the class will obviously be more well known to me.

Late Assignments: I do not accept late assignments. Please be organized, keep track of assignment due dates and turn things in on time. Exceptions to this policy are rare and are individually determined. Late assignments that are accepted often lose 10-15% of the points AFTER the assignment is graded.

On the next pages is an Objectives Map that shows you why we are completing the assignments we have for the course and how they link to the course objectives.

The Course Schedule is on the next page after that.

## **Psychopathology Objectives Map**

The following “map” describes the linkage between the Course Objectives described in your syllabus and the activities that are part of the course.

<b>Course Objective</b>	<b>Learning Activities</b>	<b>Explanation</b>
#1: Increase knowledge of mental disorders and professional activities; move from unaware to novice (hopefully Level 3 on Bloom's Taxonomy) on issues related to mental disorders	Exams  Conceptual Workshops & Chapter Quizzes  Substitute teaching on Science of Mental Disorders  Lecture Day	Exams focus on ensuring that you know key concepts, and professional language  Workshops and quizzes keep you reading the material in the text and learning key concepts  ST focuses on the scientific foundation of psychopathology and enhance your understanding of the science of psychology  On Lecture Day, you get a chance to hear the instructor's perspective on mental disorders with examples from real practice
#2: Develop self-awareness as a learner, learn to manage your own learning style and patterns, improve your ability to learn (hopefully level 3 on Bloom's Taxonomy)	R-SPQ, TTM Study Survey, Personal Learning Plan  Learning Strategies Self-Assessments (LSSAs)  Study Groups and study group bonuses  Class Discussions  Lecture Day & appointments with the instructor	PLP and instruments help you become aware of your own patterns and habits in learning, create new opportunities for growth  LSSAs provide ongoing feedback on how your new (or old) strategies are working and what changes are still needed  Study groups enable you to compare your strategies and knowledge with others and recognize areas where you need more information; you also get to help others and learn from doing so; group exams help you correct mistaken information or recognize correct ideas  During class discussion, you get to hear what other students have to say and compare your understanding of the topic to theirs; this may help you identify areas you still need to work on in order to master the material  Some material discussed on lecture day is relevant to improving your learning skills and how to approach learning effectively

#3: Increase your understanding of professional issues and ability to think like a professional and reason critically	Papers  Substitute teaching on the science of mental disorders  Exams  Lecture Day	Papers require you to think critically and to evaluate data related to your topic, NOT just to report on what someone else said!  ST enhances your ability to understand how professionals make use of science in their decisions and choices  Exams help you practice reasoning and critically evaluating key concepts in exam questions
#4: Increase your understanding of the reality of stigma and how you may have contributed to it in the past; understand the impact of stigma on people and families	Substitute teaching on the Face of Mental Disorders  Interview and stigma papers  Class Discussions	Working in these areas helps you not only understand the disorders more clearly, it helps you understand the emotional, social, and psychological impact of stigma and discrimination on real people and how it impacts on their treatment and their lives; these activities also help you understand the pervasiveness of stereotypes and prejudice against persons with mental disorders. Class discussions give you chances to share your own lives and/or the lives of others you know which helps to reduce the idea that "other" people have mental disorders.
#5: Improve and enhance your verbal communication skills, writing skills, and ability to work in collaborative teams, all skills valued in the work force	Substitute Teaching  All papers  Study Groups  Leading a Class Discussion	Studies have shown that employers are concerned about the communication skills of college grads. By writing papers, you improve your ability to communicate clearly in writing; substitute teaching and leading a class discussion help you develop your ability to communicate orally, organize information and present ideas to others; study groups require that you be able to coordinate your work with others and work towards a common goal

The course schedule is on the next page

## ***Course Schedule***

All dates are **approximate**, meaning they could change -- stay tuned!  
 Blank topics will be filled in by student choices in class

<u>Assigned dates</u>	<u>Scheduled Reading/Topic</u>	<u>Notes</u>
Aug 28, Sep 2, & 4	Chpt 1: Historical Context, pages 1-17, 28-30	R-SPQ and Study survey due by Sep 2
Sep 9, 11 & 16	Chpt 2: Integrative Approach; also read Chpt 3, pages 73-89 (Assessment)	PLP & LSSA#1 due by Sep 9; Chapter Quizzes & Workshops begin
Sep 18, 23 & 25	Chpt 4: Anxiety Disorders	Substitute teaching begins
Sep 30	<b>Exam #1</b>	
Oct 2, 7 & 9	Chpt 6: Mood Disorders, also read Chpt 3, pages 89-97 (Diagnosis)	Paper #1 is due Oct 7
Oct 14, 21 & 28 ***	Chpt 8: Eating & Sleep Disorders	<b>Oct 16-17 is Fall Break</b> LSSA #2 is due Oct 28
Oct 30 & Nov 4	Chpt 10: Substance Disorders; also read Chpt 3, pages 97-110 (Research)	
Nov 6	<b>Exam #2</b>	
Nov 11, 13 & 18	Chpt 11: Personality Disorders	Paper #2 is due Nov 11
Nov 20, 25++	Chpt 13: Developmental Disorders	
Dec 2, 4 & 9	Chpt 12: Schizophrenia & Psychosis; also read Chpt 3, pages 110-120 (Genetics, Ethics)	LSSA#3 is due Dec 2 Paper #3 is due Dec 9
Dec 11	Review for Exam #3	

**Final exam (Exam #3): Thursday, Dec 18th at 11:00 am.**

\*\*\* I will be gone October 23 for a conference, so there will be no class that day

++ There are two weeks when we might schedule 2 class days; the CW will be on the 2nd day; we will discuss this in class