

CITY COLLEGES OF CHICAGO

RICHARD J. DALEY COLLEGE

COURSE SYLLABUS

PSYCHOLOGY 201: GENERAL PSYCHOLOGY

087-0201 CC

9:30 a.m. - 10:50 a.m., Mondays & Wednesdays

087-0201 EE

11:00 a.m. - 12:20 p.m., Mondays & Wednesdays

Classroom: 3104

Instructor: Dr. E. M. Magidson, Professor
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Office: 3108

OFFICE HOURS:

Mondays through Wednesdays, 8:00 a.m. - 9:15 a.m.
Tuesdays, 12:30 p.m. - 1:30 p.m.

Spring 2004
121703

PSYCHOLOGY 201--GENERAL PSYCHOLOGY

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GENERAL INFORMATION

CLASS MEETING TIMES:

87-201-CC: Mondays and Wednesdays from 9:30 a.m. to 10:50 a.m. in Room 3104.

87-201-EE: Mondays and Wednesdays from 11:00 a.m. to 12:20 p.m. in Room 3104.

{tc \l1 "GENERAL INFORMATION}

COURSE DESCRIPTION: Psychology 201--General Psychology. Historical survey of psychology and a study of the sensory and perceptual processes: learning, thinking, remembering, emotional behavior, motivation, mechanism of adjustment, and the total personality. Writing assignments, as appropriate to the discipline, are part of the course. Prerequisite: Qualified for English 101, or consent of department chairperson. 150 minutes per week. Three credit hours.

Psychology 201 is a course that helps meet general education core requirements in the social sciences. It is also the introductory psychology course taken as a prerequisite for other psychology courses. Students majoring in psychology and those students planning for careers in the mental health field take this course. It is a recommended course for nursing students and for those students majoring in criminal justice and business. Psychology 201 has been approved by the Illinois Articulation Initiative (IAI) as a “transferable general education core” course.

COURSE GOALS{tc \l1 "COURSE GOALS}

The major goals of this course include helping you to achieve the following:

1. Recognize the key terms and concepts used by psychologists to study human behavior and identify the researchers who have shaped the discipline. As is true for any discipline or career, psychology has its own language. All assignments, in addition to quizzes and exams, are designed to help you meet this goal.
2. Discuss the major areas in the field, such as perception, brain structures and functions, learning, memory, emotion, motivation, human development and diversity, personality, and mental disorders. This goal is to be met by my constantly asking you questions in class discussion, as well as on quizzes and exams, and by giving you other assignments.
3. Compare the differing perspectives that help describe and explain behavior, such as those held by psychoanalysts, behaviorists, cognitivists, humanists, neuroscientists, and social learning theorists. Examining these perspectives will help you understand that there is no single way to explain behavior.
4. Recognize the need for science. Through your readings, discussion and in-class experiments, you will examine our use of common sense and how such thinking is sometimes flawed.
5. Discuss the strategies and procedures used to assess, predict, or change human behavior. Both this goal and the next two goals will help you learn about the **science** of psychology and will help you understand science in general. The second quiz and part of the first exam are designed to determine if you meet this goal and the next two.

6. Participate in experiments conducted in class to gain a better understanding of how experiments are used in psychology (as well as in other sciences).
7. Identify the variety of ways psychological data is gathered and interpreted.
8. Learn to use the American Psychological Society's style of citing sources in the body of a research paper and giving complete references at the end of that paper.
9. Prepare an analysis dealing with a topic in psychology selected by your instructor or prepare a Microsoft PowerPoint Presentation on socio-cultural influences on behavior. The analysis paper is for those of you who prefer to prepare a traditional paper, including using library, Internet, and textbook resources. Alternatively, the PowerPoint presentation is for those of you who want to demonstrate your creativity in preparing and presenting information on an important topic in psychology. If you regularly use Microsoft Word, it is very easy to learn PowerPoint. Being able to use computer technology effectively is an important skill to develop.
10. Gain insight into human behavior and into your own behavior and relationships. [This goal is not explicitly dealt with.]

REQUIRED COURSE MATERIAL

Textbook: Huffman, K. (2004). *Psychology in action*. (7th ed.). Hoboken, NJ: John Wiley & Sons. (ISBN 047147791-5)

COURSE REQUIREMENTS AND GRADES

There will be four short-answer and multiple-choice exams, each with **about 70 multiple-choice questions**. Your final grade will be determined by the number of points you earn on these examinations, on your class participation, on an assignment on Citing Sources and Giving References, and on an analysis paper or a PowerPoint project. Exam 4 will be comprehensive, but it will emphasize the information in the last unit studied. Written assignments completed after the due date will be assessed a penalty depending upon how late they are received. Evaluation will be as follows:

Assignment	Text Chapter or Other Source	Maximum Points	% of Final Grade
Quiz 1 on the Introduction	1	25	4.0
Quiz 2 on the Brain	2	25	4.0
Quiz 3 on Citing sources and Giving References [Online]	[document in Blackboard Website]	25	4.0
Exam 1	1, 2, 5	100	16.0
Exam 2	4, 6, 7	100	16.0
Exam 3	14, 15, 3	100	16.0
Exam 4	13, 8 comprehensive	100	16.0
Analysis Paper or PowerPoint Project		100	16.0
Participation/attendance		50	8.0
Total Possible Points.....		625	

You will be given at least **1 hour** to complete each of the 4 exams.

The grade distribution for each exam and analysis paper or PowerPoint Project is approximately as follows:

Grade	Points	Percent
A	92 - 100	92 - 100
B	82 - 91	82 - 91
C	72 - 81	72 - 81
D	55 - 71	55 - 71
F	- 54	- 54

Because your participation is so important to the success of this class and to your performance, you will receive a score of up to 25 points based on your attendance from your first class session to midterm and another 25 points based on your attendance from the session following midterm to the final exam as follows: (This score may be modified slightly upward if your actual class participation is particularly good.)

Number of absences	Points	Grade
0	25	A
1	23	A-
2	21	B
3	19	C
4	17	D
5	15	F+
5	13	F
7	11	F

An incomplete ("I") grade may be given if you miss the final exam and are passing the course, or if you have not completed another assignment. In any case you must obtain my approval to receive an incomplete. You should sign a form that I have which gives your acceptance, as well as mine, of the incomplete. Generally you have at least until the midterm of the next semester to complete the course requirements. If you do not complete the requirements by the deadline, your grade of "I" will automatically become an "F."

You may officially withdraw from the course to receive a "W." This grade does not count against your grade-point average. You need to obtain an official withdrawal form from the registrar's office. There are deadlines for withdrawals. Check with either the registrar's office or a counselor.

SUGGESTIONS FOR STUDYING

The following are suggestions to help you learn the important information in the textbook:

1. Look at the specific lesson assignment in the **Course Assignment Schedule** section of this TVW course. The information presented in the textbook is considered the most important for exam purposes and is used to prepare the exams. The **Course Assignment Schedule** lets you

know when you are to be completing assignments (**due dates**), as well as what to read in your textbook.

2. Read the preview at the beginning of each chapter. Then survey the particular chapter you want to read by carefully looking at the Survey Questions provided at the beginning of each chapter. This will let you know what questions you will learn about.
3. When you come to the end of a section pay attention to the questions under **Knowledge Builder**. These questions will help you think about what you have read. As you read, try to relate what you read to what you already know. Note key words and concepts. You might want to underline key points.
4. Read **Chapter in Review** near the end of each chapter and **Chart Your Progress** at the end of each chapter.

COURSE ASSIGNMENT SCHEDULE {tc \l1 "COURSE OUTLINE AND TENTATIVE SCHEDULE}			
087-0201-CC and 087-0201-EE, Spring 2004			
TEXT: Huffman, K. (2004). <i>Psychology in action</i> . (7 th ed.). Hoboken, NJ: John Wiley & Sons.			
Week	Day	Topics Covered/Written Assignments	Text Assignment
1	M, 1/12 W	Introductions, course format, syllabus Definition, human/animal behavior; applied v. basic research, careers, theories: Freudian	Text, Ch. 1
		Optional Online Discussion due during first 4 weeks (by Wednesday, February 4)	
2	M, 1/19 W	Martin Luther King's Birthday (No classes) Theories; goals; how you solve problems; Clever Hans; scientific method	
3	M, 1/26 W	Counting F's; scientific method (absenteeism study); experiment Experiment: Bandura, Darley, Hawthorne, significance; other research designs; factors in science; brain diagram	Ch. 2
4	M, 2/2 W	Quiz 1 on introduction; brain Brain: labeling; neuron	
5	M, 2/9 W	Quiz 2 on brain; diagnosing brain problems Mental states; review for Exam 1	Ch.5
6	M, 2/16 W	Exam 1 Tips on writing your paper; sensation (pain), perception,	Ch.4

COURSE ASSIGNMENT SCHEDULE {tc \11 "COURSE OUTLINE AND TENTATIVE SCHEDULE}

087-0201-CC and 087-0201-EE, Spring 2004

TEXT: Huffman, K. (2004). *Psychology in action*. (7th ed.). Hoboken, NJ: John Wiley & Sons.

		parapsychology	
7	M, 2/23 W	Classical conditioning, operant conditioning; reinforcement; shaping CAI, token economy, Premack principle; Punishment, schedules of reinforcement; vicarious conditioning; plants & animals experiment	Ch. 6
		HOMEWORK: Quiz 3 on citations and references due by October 20	
8	M, 3/1 W	Cognitive theory; Ebbinghaus; information processing; types of LTM; constructive memory Information processing; forgetting; experiment; cognitive strategies; review	Ch. 7
		*****MIDTERM: March 11*****	
9	M, 3/8 W	Exam 2 Introduction to preparing a Microsoft PowerPoint presentation on social psychology (Class to meet in Computer Lab)	Ch. 16
		**** Analysis paper due November 10 PowerPoint File due November 17****	
10	M, 3/15 W	Definitions of abnormal psychology; introduction to <i>DSM-IV-TR</i> ; assessment tools Specific mental disorders	Ch. 14
11	M, 3/22 W	Specific mental disorders; therapies Therapies	Ch. 15
12	M, 3/29 W	Stress and mental health Exam 3	Ch. 3
		Optional Diagnosis of Case Study due ????	
13	M, 4/5	Spring Break: No CLASSES	
14	M, 4/12 W	Personality theories and tests Personality tests: Five Factor Test	Ch. 13
15	M, 4/19	Intelligence and IQ tests	Ch. 8

COURSE ASSIGNMENT SCHEDULE {tc \11 "COURSE OUTLINE AND TENTATIVE SCHEDULE}			
087-0201-CC and 087-0201-EE, Spring 2004			
TEXT: Huffman, K. (2004). <i>Psychology in action</i> . (7 th ed.). Hoboken, NJ: John Wiley & Sons.			
	W	Intelligence and IQ tests	
16	M, 4/26	Social behavior; presentations	Ch. 16
	W	Presentations; review	
17	M, 5/3	Final exam	
	W	Conferences	

OPTIONAL ONLINE DISCUSSION

The optional assignment involves discussing the psychological effects on and suggested therapy for the survivors of the September 11, 2001, terrorist attack on the World Trade Center. This assignment is worth up to **10 bonus points and should be completed during the first four weeks of the semester.**

You are to discuss the topic using what you learned from information on the Internet and in your **textbook**. I recommend that you first type your essay in a word processor (see [Word Processing Hints](#)), check the grammar, edit it, and then save it. Your main discussion presentation should be about **150 to 200 words** with cited sources and links to Online information if appropriate. Responses to other participants' presentations may be shorter.

You should **respond at least twice to other presentations or responses.**

See the **Discussion Board** section of the class Blackboard Website at ccc.blackboard.com. Your user name is your first initial followed by your last name followed by the last 5 digits of your social security number. Your password is the last 5 digits of you social security number.

Rubric for Optional Discussion				
"A" (9-10)	"B" (7-8)	"C" (5-6)	"D" (3-4)	"F" (1-2)
Presentation was logical, accurate, clearly presented, and grammatically correct; textbook was used; guidelines were followed;	Presentation was mostly logical, accurate, clearly presented, and grammatically correct; textbook was used; guidelines were followed;	Presentation was somewhat logical, accurate, clearly presented, and grammatically correct; textbook was used; guidelines were	Presentation was lacking in logic, accuracy, clarity, and/or grammar; textbook was not used or its use was flawed; guidelines were mostly not	Presentation had serious deficits in logic, accuracy, clarity, and grammar; textbook was not used or its use was seriously flawed;

discussion was helpful, showed critical thinking (e.g., analysis or application), or was creative; interacted at least twice with other participants.	discussion was helpful, showed some critical thinking (e.g., analysis or application), or was somewhat creative; interacted at least twice with other participants.	mostly followed; discussion was somewhat helpful, lacking in critical thinking (e.g., analysis or application), or creativity; interacted at least once with other participants.	followed; discussion was not very helpful, lacked critical thinking (e.g., analysis or application); interaction was incomplete.	guidelines were not followed; discussion was not helpful; interaction was incomplete
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QUIZZES

There are two quizzes designed to motivate you to begin reading the textbook and study the material. These quizzes will also allow you to use any notes you take and to use your textbook, but it is recommended that you see if you can answer the questions without help. The quizzes will help you prepare for the first exam. Quiz 1 covers the introduction, and Quiz 2 covers the chapter on the brain. For Quiz 2 you will be expected to label parts of the brain and the neuron, and you need to know the functions of each part. You will be expected to answer the questions you find on the first two quizzes, as well as related questions, on Exam 1 so you need to memorize the information.

Quiz 3 is on the American Psychological Society's style of citing sources in the body of a research paper and giving complete references at the end of that paper. See the **Course Documents** section of the class Blackboard Website at ccc.blackboard.com. Your user name is your first initial followed by your last name followed by the last 5 digits of your social security number. Your password is the last 5 digits of you social security number. Quiz 3 is available in the Quiz section of the Website.

ANALYSIS PAPER{tc \11 "GRADED HOMEWORK}

Case of Elizabeth Smart

(You may complete this assignment or the Microsoft PowerPoint Project.)

Elizabeth Smart was kidnapped from her home in Salt Lake City, Utah, for nine months in 2002 by a self-proclaimed prophet, Brian Mitchell and his companion, Wanda Barzee.

1. Find on the Internet one or two authoritative articles on this case that discuss these ideas, **which you should label as subheadings in your paper:**
 - a. **Smart was (was not) Brainwashed.** Discuss your choice.
 - b. **Psychological Effects Smart May be Experiencing Now**
 - c. **Suggested Therapy.** Indicate why you would recommend such therapy, as well as the specific procedures used in the therapy.
2. Because this paper will be short, you **should not** include a separate introduction which describes what happened to Smart.
3. You can find information by using a search engine such as **google.com** or by using **Infotrac** (available with your textbook) or **ProQuest** (available on campus). The Daley College Learning Resources Website allows free access to various Online articles.

4. The suggested key words you should type in your search are “Elizabeth Smart kidnapping psychological effects”
5. Include in your discussion, information you find in your **textbook** (see chapters on Psychological Disorders and on Therapies or information on brainwashing) and in **at least two Internet or non-textbook sources**. This discussion should be about **900 words (about 3 pages typed)**. Discuss the **three points** given in “1” above.
6. **Cite your sources** (where you obtained your information) as you discuss the information you obtained from each. **Your textbook uses the American Psychological Association’s (APA) style of citing sources. See the handout on Citing Sources and Using References, which is in the Course Documents section of this Blackboard course.**
7. Include a section with the **references (in alphabetical order)** you **cited** in your essay, including the article(s) and the textbook. **(See the handout on Citing Sources and Using References, which is in the Course Documents section of our Blackboard course.**
8. If you do not have Microsoft Word and want to use on campus the file of your paper that you have on diskette, you need to change the way your file is saved to Rich Text Format (.rtf) because otherwise computers on campus will be unable to read it. Our computers use Microsoft Word. Thus, if you have Microsoft Works, you will need to change your file type to .rtf. While you have your paper displayed by your word processor, click the Save As command under File on the menu bar. Then after you have named the file, click the down arrow by Save as type and choose Rich Text Format (.rtf). This will allow you to have any computer on campus that has Microsoft Word to read your file.

Rubric for Analysis Paper				
“A” (92-100)	“B” (82-91)	“C” (72-81)	“D” (55-71)	“F” (<55)
High level of accuracy and logic; perceptive; effective brainwashing, psychological effects and therapy sections, which are labeled; guidelines followed; interesting to read, appropriate writing style, very few grammatical mistakes, clearly written; detailed, well-organized; excellent examples and/or data presented;	Fairly high level of accuracy and logic; effective brainwashing, psychological effects and therapy sections, which are labeled; interesting to read; good examples and/or data presented; some grammatical mistakes; authoritative sources; some problems with	Some problems with either accuracy or logical development; a few good examples or data presented; problems with grammar; some colloquial expressions; a few problems with following guidelines; brainwashing, psychological effects or therapy section; somewhat adequate sources; some problems	Essay is not fully developed; few good examples and/or data presented; ineffective brainwashing, psychological effects or therapy sections; sections not labeled; several awkward phrases making the essay difficult to understand; seems like a	Very difficult to understand; very poor grammar; does not follow the guidelines; inappropriate writing style; no citations; references, if any, do not meet any standard;

creative; authoritative sources; uses citations and references appropriately	citations and references	with citations and references; seems like a first draft	first draft; several problems with following guidelines; citations and references flawed	
Rubric for Timeliness				
Meets deadline: no points deducted		1-2 days late = 2-point deduction		3-7 days late = 5-point deduction; >7 days late = instructor's discretion

Word Processing Hints

1. Before putting your essay online, you might want to create and edit it in your word processor, such as Microsoft Word or Works or Corel WordPerfect.
2. You can check the number of words you use (in Word) by clicking Tools on the Menu Bar at the top of the Word display and then clicking Word Count.
3. Highlight the text by dragging your cursor over it while keeping the left mouse button held down. Then copy it by clicking the copy command (or clicking **Control and the letter "C"** together). Then after you go into our Blackboard Web site and into the Discussion Group, either create a "new thread" (click the New Thread button) or click on someone else's subject. After you give a subject name, you will click the space for your message. Then click **Control and "V"** together to paste what you copied in your word processor here. You can use this method of copying and pasting anything on the Internet or on your monitor's display. Alternatively, you can right click on what you have highlighted and click the word "copy" that appears in the drop-down list.
4. Note: The easiest way to place the Web site name in your paper is to highlight the Internet address and follow the directions given above on using Control and the letter "C" together to copy the address. Then paste it into your paper.

MICROSOFT POWERPOINT PROJECT (Optional: Counts in place of Analysis Paper)

Rationale: Paper-and-pencil exams are very good tools used in education to determine what you have learned. They are particularly good at sampling either the breadth of your learning or the depth of your learning. Written assignments are also useful in assessing your learning and the quality of your thinking about the information you have studied and the quality of written expression. Paper and pencil exams and written assignments are not the only ways students demonstrate their learning. This project is designed to have you portray some of the information you are learning in a creative way

using Microsoft PowerPoint.

Assignment: You are to scan the chapter on Social Behavior in the textbook (Chapter 14) to decide what specific topic to portray, and to portray the information on this topic in a creative manner using PowerPoint. Use at least 2 sources of textual information in addition to your textbook. Once you decide what your creative expression project will be, you should obtain approval from your instructor. **Your PowerPoint presentation should use text (no more than 7 words on a line and no more than 7 lines on a slide). Use audio only if it is most appropriate. Use many appropriate graphics. Use 28-point font size or larger on each slide.**

Although you should have an appropriate title for your presentation, **name your floppy diskette file using** your last name, a space, then your first name as in the following example: jones maria. If your presentation is too long to fit on a floppy, you can use our Website to place it in the **Digital Drop Box**, which is in the **Tools** section of the Website.

At the end of your PowerPoint presentation, have a slide entitled **References** that includes the sources you used. If you obtained pictures or other graphics from the Internet, include the sources, too. Use APA style guidelines. Here is an example of how these references should be typed:

References

Dream interpretation. (n.d.). Retrieved June 25, 2001, from <http://www.dream.com/freud/htm>
[This is an Internet document.]

Smith, E.D. (1997). *Dream analysis.* Retrieved June 25, 2001, from
<http://www.dream.com/freud/htm> [This is an Internet document.]

Swenson, B. D. (n.d.). Freud's ideas on dreaming. *Dream Analysis.* Retrieved June 2, 2002, from <http://www.dream.com/freud/htm> [This is an Internet article in a Website called *Dream Analysis*. The title of the article is not italicized, but the Website name is.]

Wilson, F. (2001, March). Concepts of dream analysis. *Psychology Today*, 51, 52-58.
[This is a journal or magazine article.]

Wood, S.E., & Wood, E.G. (1999). *The world of psychology.* (3rd ed.). Needham Heights, MA: Allyn & Bacon. [This is a book]

Criteria for grading are included on the following page.

Rubric for Microsoft PowerPoint Project

Name of Presenter(s): _____ Date: _____
Title: _____ Class: Psychology 201 Section: _____

Point Value

Presentation Skills

- 25 Very organized, smooth delivery, rehearsed; **spoken rather than read**, voice volume appropriate (can be heard), articulate language used, answers questions clearly, interesting
- 20 Evidence of organization, somewhat rehearsed, more read than spoken, voice volume could be louder
- 15 Lack of organization, not rehearsed, reads from screen or notes

Style criteria for PowerPoint Slides

- 50 Uses mix of pictures, photos, clip art, and charts on slides advantageously, communicates findings clearly, prominently demonstrates or summarizes critical ideas, organized, aesthetically pleasing, readable font (e.g., Arial) that is at least 28 point, applies 7 X 7 rule (no more than 7 words on a line, no more than 7 lines on a slide, uses transitions, ideas built one at a time on most slides, incorporates appropriate audio or video (not required)
- 40 Uses some good graphics, some findings not communicated very well, ideas don't flow as well as they should, mostly readable
- 30 Few appropriate graphics used, somewhat disorganized, font too small, too much information on each slide

Content criteria (presentation)

- 25 Appropriate social psychological content, accurate information, authoritative, informative, cites at least one research study, includes statistics, uses at least 3 sources of textual information, uses good grammar, references correctly identified using APA style
- 20 Appropriate content, somewhat accurate information, some good sources mixed with not so good sources, some grammatical mistakes, several mistakes in references (APA style)
- 15 Content much too broad or too narrow, inaccurate information, poor sources, many grammatical mistakes, too few textual sources, doesn't use APA style.

_____ = Total Score (Value: 100 points) Due date: _____

WHAT IF I DO POORLY ON AN EXAM?

If you performed poorly on an exam, you need to ask yourself if you studied regularly, took notes from the assigned readings, read the assignments to clarify your understanding, and spent enough time studying the material so that you could intelligently discuss the information.

If your score on an exam other than the final exam was a “D” or “F,” you may discuss with me completing a written assignment that will count in place of your lowest exam score. This assignment can only be completed once and cannot be used to change your score on the final exam.

There is also an optional (extra credit) homework assignment that will allow you to earn up to 10 bonus points by diagnosing a case study of person with a mental disorder. This assignment is discussed below.

You will diagnose the mental disorder of a case study you will be assigned and discuss the process you used to help you. First, read the case study. Second, check information in the chapter on abnormal behavior to help you decide which disorder fits your case best. The disorder will be one which we have discussed in class or is discussed in your textbook. Identify the mental disorder in your paper and justify your diagnosis by **matching each sign or symptom** given in the case to **each specific feature** of the disorder given by your textbook and by *DSM-IV-TR* (or *DSM-IV*). **DSM criteria for specific disorders are available on reserve under my name at the front desk in the library and on the Internet.** One good source is: <http://www.psychology.net.org>. (Put the cursor over "Go to," then over "Diagnostic Tools (DSM-IV)," and click the disorder.) To receive the maximum number of points you must use *DSM-IV* criteria in your paper. Place the name of the client in the title (see example below). In the first section of your short paper, identify the specific mental disorder. Then make a table that includes each feature of the disorder given in *DSM-IV* together with each sign or symptom identified in the case study, as in the following example:

Diagnosed Mental Disorder of Kathy M.

Disorder: Undifferentiated Somatoform Disorder

- A. “One or more physical complaints.”
Kathy M. has several physical complaints: numbness in arm, dizziness, sleeplessness, pain in chest....
- B. “Symptoms cannot be fully explained by a known medical condition.”
Kathy M. has undergone numerous tests to identify possible medical causes, but test results are negative.
- C. “Symptoms cause clinically significant distress or impairment of social, occupational or other important areas of functioning.”
Kathy M. is unemployed because her physical symptoms keep her from working regular hours.
- D. “Duration of disturbance is at least six months.”
Kathy M. has been experiencing her physical symptoms and seeking out health care for them for the past six years.
- E. “Disturbance is not better accounted by another mental disorder.”
Kathy M.’s features do not meet criteria for other somatoform disorders. For example, for somatization disorder to be the diagnosis, Katy M. would have to present with a symptom without

pain. She is not preoccupied with imagined or exaggerated defect in physical appearance as in Body Dysmorphic Disorder or with preoccupied with getting a disease as in hypochondriasis.

F. "Symptom is not intentionally produced or feigned."

Kathy M. apparently "feels" these symptoms and there is no indication from the case study that she is faking or has self-induced these symptoms.

NOTE: The sample case given above will not be the diagnosis for the extra credit case study.