

# Abnormal Psychology

Psychology 280, Section 002 | Spring 2020

## Basic Details and Contact Information:

**Location:** 118 Psychology Building

**Day/Time:** MWF 11:30 am – 12:20 pm

**Instructor:** Kyle Frost, M.A.

Email: [frostky1@msu.edu](mailto:frostky1@msu.edu)

Pronouns: She/her/hers

Campus office: 69F Psychology

Office hours: Thursdays 11:00 am-1:00 pm, and by appointment, room 69B Psychology

## Graduate Teaching Assistant:

Lauren Raycraft ([raycraf4@msu.edu](mailto:raycraf4@msu.edu)); office and office hours to be announced via D2L

## Undergraduate Teaching Assistants:

Katy Fedurek ([fedurekk@msu.edu](mailto:fedurekk@msu.edu)); Office hours: Wednesdays at 12:30-2:00pm in 349 Giltner Hall

Jaclyn Schutzbach ([schutzb1@msu.edu](mailto:schutzb1@msu.edu)); Office hours: Mondays at 9:30-11:00am in 349 Giltner Hall

**Communication policy:** Email is the best way to reach us (instructor, TAs, and UAs). We will respond to emails within 24 hours. Please keep the following in mind when contacting us: Put PSY 280 in the subject line to ensure that your email is answered promptly.

- Check the syllabus and D2L *first* to see if the answer to your question is already available.
- A clear, concise, and polite email is more likely to receive a clear, concise, and polite response!
- An email sent after midnight the day of class may not be answered before we meet, so plan accordingly.

**Academic assistance:** Your instructor and course assistants are here to help. If you are struggling with the course material, we encourage you to take advantage of office hours early and often.

**Prerequisites:** PSY 101

## Overview:

This course will provide an overview of common psychological disorders, their characteristic symptoms, and possible causes. While the course primarily focuses on adults, we will discuss several disorders that emerge in childhood and persist into adulthood. Treatments for these mental health issues will also be discussed. We will cover information on different conceptualizations of “abnormal behavior,” social, cultural, and biological influences on mental health, historical perspectives on psychopathology, and assessment. We will use readings, class discussions, film clips and activities to further your understanding of common psychological disorders.

## Learning Objectives:

1. Students will become knowledgeable about psychological disorders and symptoms as presented in the *Diagnostic and Statistical Manual of Mental Disorders – fifth edition (DSM-5)* (American Psychiatric Association, 2013)
2. Students will be able to use an integrative psychopathology perspective to understand risk and protective factors influencing the expression and course of disorders, continuities and discontinuities between typical and atypical development, and the interplay among biological and psychosocial factors in disordered behavior.
3. Students will be effective consumers of mass media information about psychological disorders. This includes an understanding of the difference between clinical science and “pop” psychology as these apply to the subject matter of Abnormal Psychology.
4. Students will become conversant with some of the treatment strategies used with individuals who have psychological disorders.

## Course Materials:

- Comer, R. J., & Comer, J. S. (2018). *Abnormal Psychology* (10th ed.). New York, NY: Worth Publishers.
  - This textbook is available in a hardcover and e-book form, and can be purchased or rented.
- Additional course readings and materials will be posted on the Desire2Learn (D2L) course website (<https://d2l.msu.edu>). If you experience any difficulty with the website, please visit the [D2L help page](#) or call the 24-hour help line at (517) 432-6200.

**Honors option:** An honors option is not available for this course.

## Course Information:

**Class format:** Class sessions will consist of formal lectures, discussion, tests, and in-class exercises.

**Attendance:** You are expected to attend lectures. If you miss a class, it is your responsibility to get notes from another student and/or go to office hours to catch up on missed material. Absences will affect your grade and your learning. Lectures and in-class activities will sometimes overlap with material presented in your text, but not always. There will be a substantial number of questions on exams that you will be able to answer only if you have access to notes from class. You do not need to inform me of absences, provide excuses for missed classes, or have conversations with me about excusing absences.

**Classroom expectations:** Come to class and pay attention. Read the assigned readings ahead of time – you will get the most out of the class this way. Be excited and open-minded about learning. Don't be a distraction to your classmates (i.e. put your phone on silent, close Facebook). Don't lie, cheat, etc. My slides will have pictures of my dog. Send me a picture of your pet, and it might make its way into a lecture slide.

Sensitivity to individual differences: During class activities, students are expected to participate and to treat others with respect. We will be discussing sensitive issues in class. Please remember that other students may have different opinions and experiences, and you and your classmates most likely have some personal experience with the topics we will cover. I will not tolerate spoken or written comments that arise during the semester that intend to show disrespect for any person or group, based on any element of identity—whether it is race, ethnicity, age, sex, gender identity, sexual orientation, national origin, religion, social class, ability, etc.

### Assignments and grading:

**Exams:** There will be four exams given in this course: 3 non-cumulative exams, and a cumulative final. Your lowest of the *first three* exam grades will be dropped; **the final exam is required and cannot be dropped**. Each exam will count for 90 points (maximum = 270 points). Exams will consist of multiple-choice questions. The first three exams will not be cumulative, however some foundational principles discussed early in the course may be referred to on later exams. The exams will cover the readings and class lectures, with a greater emphasis on material covered in class.

**If you miss an exam, your grade for that exam will automatically be a zero as there will not be an opportunity to make up the exam.** Extreme circumstances, such as serious illnesses or injury, may be considered for makeup exams. However, you should send a request by email explaining your circumstances **before** the scheduled exam time and submit a doctor’s note when you request to make up your exam. Failing to do so **before** the exam may result in your being unable to take the exam. Make-up exams will include short answer questions. Remember, your lowest of the first three exam grades is dropped.

**Writing Assignment- Case Conceptualization:** You will select and review one of three case studies provided on D2L. The assignment is worth 30 points (10% of your grade). You must review the relevant contextual factors, describe symptoms, assign one or more DSM-5 diagnoses, discuss rule-outs and differential diagnoses as relevant, and make a basic recommendation for treatment. The assignment should be *no more than two pages long* (double-spaced, 12 pt font, one-inch margins). A detailed assignment and rubric will be posted on D2L.

**Grading Scale :** Final course grades are dependent upon a straight percentage of points earned during the course. There is no “curve,” which means that no one in the course is statistically required to do poorly and everyone in the course is eligible to earn a 4.0 for the semester (and I hope you do!).

Grade:	% Total Points:	Total Points:
<b>4.0</b>	90-100%	270-300
<b>3.5</b>	85-89.9%	255-269
<b>3.0</b>	80-84.9%	240-254
<b>2.5</b>	75-79.9%	225-239
<b>2.0</b>	70-74.9%	210-224
<b>1.5</b>	65-69.9%	195-209
<b>1.0</b>	60-64.9%	180-194
<b>0.0</b>	Under 60%	<180

## Course schedule:

**Note:** This is the **tentative** schedule that we will follow. However, it is **subject to modification**. Minor changes will be announced during class time. If major changes ensue, a revised schedule will be posted or distributed. Additional optional readings and media will be posted on D2L – I will not test you on these, but they will help you better understand the course material (and they are interesting!).

Week	Day	Date	Topic	Reading
1	M	1/6/20	Introduction	
	W	1/8/20	History & Psychopathology	Ch 1, Ch 3 pp. 53-58
	F	1/10/20	Models of psychopathology: Biology	Ch 3 pp. 47-54
2	M	1/13/20	Models of psychopathology: Learning and cognition	Ch 3 pp. 59-67
	W	1/15/20	Models of psychopathology: Social & Cultural	Ch 3 pp. 67-82
	F	1/17/20	Research methods I	Ch 2
3	M	1/20/20	<b>No Class: MLK Jr. Day</b>	
	W	1/22/20	Research methods II	
	F	1/24/20	Clinical assessment	Ch 4 pp. 85-98
4	M	1/27/20	Clinical diagnosis	Ch 4 pp. 99-110
	W	1/29/20	<b>**Exam 1**</b>	
	F	1/31/20	ADHD	Ch 17 pp. 529-534
5	M	2/3/20	Autism spectrum disorder	Ch 17 pp. 534-541
	W	2/5/20	ODD & Conduct problems	Ch 17 pp. 522-527
	F	2/7/20	Parent training for childhood disorders	Kazdin Parent Management Training (D2L)
6	M	2/10/20	Anxiety I: Phobias, agoraphobia, panic	Ch 5 pp. 125-139
	W	2/12/20	Anxiety II: OCD, GAD	Ch 5 pp. 114-122; 140-148
	F	2/14/20	Anxiety III: Treatment	Ch 5 pp. 149-151
7	M	2/17/20	Depressive Disorders	Ch 7 pp. 189-210
	W	2/19/20	Bipolar Disorders	Ch 7 pp. 211-219
	F	2/21/20	Treatment of Depressive and Bipolar Disorders	Ch 8
8	M	2/24/20	<b>**Exam 2**</b>	
	W	2/26/20	Suicide I	Ch 9
	F	2/28/20	Suicide II: Treatment	
9			<b>SPRING BREAK</b>	<b>N/A</b>
10	M	3/9/20	Trauma and Stress I	Ch 6 pp. 153-171
	W	3/11/20	Trauma and Stress II	
	F	3/13/20	Dissociative Disorders	Ch 6 pp. 172-187
11	M	3/16/20	Somatic Symptom Disorders	Ch 10
	W	3/18/20	Eating Disorders I	Ch 11

	F	3/20/20	Eating Disorders II <b>**Case Conceptualization Assignment Posted**</b>	
12	M	3/23/20	<b>**Exam 3**</b>	
	W	3/25/20	Substance use & addiction I	Ch 12
	F	3/27/20	Substance use & addiction II	
13	M	3/30/20	Schizophrenia I <b>**Case Conceptualization Due**</b>	Ch 14
	W	4/1/20	Schizophrenia II	
	F	4/3/20	Schizophrenia III: Treatment	Ch 15
14	M	4/6/20	Personality Disorders I	Ch 16 pp. 473-505
	W	4/8/20	Personality Disorders II: Classification issues	Ch 16 pp. 506-511
	F	4/10/20	Personality Disorders III: Treatment	
15	M	4/13/20	Emerging issues	TBD
	W	4/15/20	Mental health, law, and ethics	Ch 19 pp. 579-600
	F	4/17/20	NAMI In Our Own Voice program	
16	M	4/20/20	Stigma and mental illness	TBD
	W	4/22/20	Service access	TBD
	F	4/24/20	Wrap-up discussion/review	
Finals	Th	4/30/20	<b>**Exam 4** (Cumulative final exam)</b> 12:45- 2:45pm	

## Class Policies:

**Academic Honesty:** Any student caught cheating on an exam or plagiarizing an assignment will receive a zero for the course and will be reported to the University. Any and all forms of cheating are unacceptable.

Article 2.III.B.2 of the [Student Rights and Responsibilities \(SRR\)](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the Psychology Department adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See [Spartan Life: Student Handbook and Resource Guide](#) and/or the MSU Web site: [www.msu.edu](http://www.msu.edu).)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity](#) webpage.)

You are expected to adhere to the Spartan Code of Honor, which is as follows: *"As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond*

*my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do."*

**Limits to confidentiality:** Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. **As the instructor, I must report the following information** to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and;
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. **If you are not comfortable with this information being reported, do not share it with me.** If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [MSU Counseling and Psychiatric Services](#) (517-355-8270).

**Note-taking and recording:** You are encouraged to take notes on the lecture and are permitted to tape-record class sessions for your own purposes. However, you are not permitted to take notes or tape-record for purposes of sale and distribution.

**Accommodations for Students with Disabilities:** Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at [rcpd.msu.edu](http://rcpd.msu.edu). Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. **Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). If you have a VISA, please feel free to schedule a meeting with me early in the semester to discuss how I can support your success in this course.**