PSYCHOLOGY 354
ABNORMAL PSYCHOLOGY: THE MAJOR MENTAL DISORDERS
SYLLABUS, SPRING 2014
TUES/THURS 11:30AM – 1:00PM, LAB SCIENCES 300

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COURSE DESCRIPTION, FORMAT & PHILOSOPHY
This is an introductory course in psychopathology or the scientific study of mental health disorders. The course will include definitions, theories, and classification of abnormal behavior. Content will focus on symptoms, classification, prevalence, etiology, and treatment of mental health disorders, including mood, anxiety, eating, schizophrenia spectrum, substance use, and personality disorders. Prerequisites: Introduction to Psychology (Psych 100).

The scientific attitude. The field is only beginning to understand the etiology, or causes, of these disorders. Because our understanding of these conditions and how best to describe and treat them is constantly evolving, the purpose of this course is not to provide a listing of facts about abnormal behavior. Instead, the course will emphasize our current understanding of psychopathology and the ways in which scientists generate and test hypotheses about abnormal behavior.

The scientific study of abnormal behavior implies that these problems can be studied objectively. Clinical scientists adopt an attitude of open-minded skepticism, tempered by an appreciation for the research methods that are used to collect empirical data. You are encouraged to think like a clinical scientist. We will discuss controversial topics in this class, including things such as trauma, sexual behaviors and drug use. You may have to set aside, at least temporarily, personal beliefs that you may have acquired about these topics to get the most out of the class. What you learn in this class may challenge some of your beliefs; however, please remember that your professor and TAs are simply presenting the current state of knowledge, tentatively accepted by the field.

Course goals. After completing this course, you should have a grasp of the current understanding of psychological disorders. Hopefully, this will supplement or inform your existing knowledge for understanding human behavior. Very broadly, you should leave this class able to integrate psychological symptoms into a model of how a person with those symptoms experiences the world, and use this knowledge to make predictions about abnormal behavior. At the end of the course, you should be able to
- evaluate various definitions of abnormal behavior and mental disorders
- describe the signs and symptoms of specific psychological disorders, being able to compare and contrast different disorders
- have a basic understanding of treatment approaches and how to evaluate treatment
- identify which populations are more vulnerable to specific mental disorders
- describe current scientific evidence concerning causes of mental disorders
- evaluate media’s portrayal of mental disorders more critically
- have a compassionate understanding of what it is like to have a mental disorder
COURSE MATERIALS

Required textbooks. There is one required book for the course:

Suggested reading. This book provides case studies of many of the disorders covered in the course. It is not required.

Online materials. Pearson, the publisher of the main textbook, offers various online supplements (e.g., flashcards, videos, example multiple choice items) to as well as the text in electronic form of the textbook via My Psych Lab. It is not possible for us to review every element of such supplements. These supplements may be helpful, but they are not required. See the second to last page of syllabus for instructions on how to join My Psych Lab, which requires a Main Course ID (thompson78156).

Files and communication. Files for this course, including the syllabus and notes, will be posted on Blackboard (bb.wustl.edu). Please check here before asking for copies of course materials. Important announcements will be made in class and using Announcements on Blackboard whenever possible. Some important announcements may be made only over Blackboard.

ASSIGNMENTS & RESPONSIBILITIES

Attendance. Lectures and readings will be used in a complementary fashion to facilitate students’ progress toward the goals listed above. Some information will be presented in lecture that is not covered in the assigned readings. Some information will be presented in the readings but not covered in lecture. Students are expected but not required to attend lectures, and they will be held responsible for any material presented in lecture, on lecture slides, and in the readings. Students do not need to email faculty or TAs if they are going to miss a lecture.

Office hours and email: You are encouraged to think critically about topics discussed in class. You are encouraged to ask the professor and TAs questions that occur to you when you are reading the book or listening to lectures. Both the TAs and professor have regular office hours. Please use them for this purpose. If you are unable to make it to the scheduled office hours, you may email any of us set up another time. Please make sure you are not available during our scheduled office hours. When emailing, provide multiple windows of time in which you are available. For quick questions, we will also respond to questions by email. For longer questions, please take advantage of our office hours. You are welcome to approach any of us with questions you have or topics you would like to discuss. In addition to class material, we would be happy to speak to you about psychology, graduate programs, or your own career plans.

Readings. You will be expected to read the assigned pages in the main text by the date corresponding to the reading (See Course Calendar).

Diagnostic quizzes. On the days listed in the class schedule, the first 5-10 minutes or so of class will be devoted to a diagnostic quiz that you should get 100% on if you are on track with your studies. To get the most out of the class, take these quizzes seriously and adjust your studies if necessary. They will not be graded, but you will benefit the most if you pretend they are. The quizzes also provide examples of test items.

Assignments. There are two assignments designed to facilitate deeper learning of the course material. Each assignment will be worth 20 points, totaling 40 points or your overall grade. Assignments are required and due as indicated on the Course Calendar. Assignments will be due at the beginning of the class on the day they are due. If you know in advance you will miss a class when an assignment is due, contact one of the TAs to arrange submitting it ahead of time to avoid penalty. Assignments will be accepted up to four calendar days late. Late assignments should be turned into one of the TA’s mailboxes in the mailroom at the Psychology Bldg, room 207a.
Any assignments turned in after the class ends will have three points automatically deducted from the score. Then three additional points for each additional day late (i.e., up to 15 point deduction) will be deducted. The TAs will check their mailboxes at the end of each business day. Do not submit assignments via email or Blackboard. If submitted electronically, they will be considered late.

Examinations. All exams will be composed of multiple-choice questions based on the textbook, lectures and slides. Four non-cumulative examinations will be given throughout the semester during the regular meeting time. The non-cumulative exams are composed of 50 questions (100 points). The cumulative final exam will take place during finals week. The date and time of the final exam is set by the university and cannot be changed. **No make-up exams will be given. No exceptions.** You must bring a picture ID and a pencil to each exam. If you miss an exam, you can come and see the test booklet during either of the TAs’ office hours.

You may drop (or elect not to take) any one of the five exams. Please use your “drop” thoughtfully. For example, if you miss any of the first four exams, you will need to take the final. You do not need to specify which of the exam grades should be dropped. The lowest score will be discarded automatically.

Extra credit. You can participate in up to 5 hours of posted experiments. This provides an opportunity to become acquainted with the methods and issues of contemporary psychology. Each hour of experimental participation is worth 1 point, for a total of 5 maximum points. Please see the last page of the syllabus for information detailing how to sign up for and participate in experiments. Every activity associated with participating in research, including checking how many experiment credits you have earned over the course of the semester, will be handled through the Department of Psychology subject pool website.

Grading scale. The two assignments total 40 points; each of the five exams is worth 100 points (lowest grade is dropped). Your total score can be up to 440 points. Your final grade will be calculated follows:

\[(\text{Highest Exam score} + \text{2nd Highest Exam Score} + \text{3rd Highest Exam Score} + \text{4th Highest Exam Score} + \text{Assignment scores} + \text{Any Extra Credit}) / 440\]

The grading scale is:

- 96.5 A+
- 93.5 A
- 89.5 A-
- 86.5 B+
- 83.5 B
- 79.5 B-
- 76.5 C+
- 73.5 C
- 69.5 C-
- 66.5 D+
- 63.5 D
- 59.5 D- Below... F

**Note:** Grading scale above includes the only rounding that will occur. An 89.499 is still a B+. See Contesting a Test Question or Grade section below.

**COURSE POLICIES**

Make-up exams. Make-up exams are not given regardless of the reason. The final exam will be given during the university-scheduled time and in the usual classroom. See Course Calendar. **This day and time cannot be changed.** Please consider conflicts and exam congestion when deciding whether to continue in the course.

Classroom environment. Students are expected to be respectful of the widely varied experiences and backgrounds presented by students. You may expect the same level of respect from the professor and TAs. Disrespect or discrimination on any basis, including but not limited to ethnicity, sex, sexual orientation, physical ability, class, religion, or value system will not be tolerated. In addition, there are students in class who either have (or have had) a mental disorder or who have a friend or relative with a mental disorder. Mental health issues are very personal for many people. Keep this in mind as you make comments or pose questions in and out of class.

We ask you to silence your cell phones during class and to only use laptops for note taking. We request that students do not check email, social networking sites, etc. These behaviors interfere with your learning (see split attention information under Tips for Success below) and are distracting and rude to those around you.
**Academic honesty.** Students are expected to work independently on assignments and exams, which must be taken in the scheduled room unless special permission is obtained prior to an exam (see Special Considerations section below). Cheating, plagiarism, and dishonesty are against the academic integrity policy and prohibited in this class. If you have problems in class or are not sure whether something is allowed, ask the professor or TAs. For the Undergraduate Student Academic Integrity Policy, which applies to this course, see [http://wustl.edu/policies/undergraduate-academic-integrity.html](http://wustl.edu/policies/undergraduate-academic-integrity.html). Appropriate action will be taken if anyone is caught cheating.

**Contesting a test question or grade.** All grades will be posted on Blackboard. Any items or grades need to be contested within seven days of grades being posted online. FINAL Exam questions cannot be contested due to logistical issues. If you think that the answer you chose on an exam is unfairly incorrect, you can contest it by filling out the respective sheet available on Blackboard. For each question you want to contest, submit a different form. Only the students who successfully argue for an answer will receive the points. Submit the paper form(s) to either TA, and the TAs and professor will review them and let you know whether you are awarded the points. These forms will not be accepted electronically. Please do not contest questions during office hours or during lectures.

**Special considerations.** If you have a condition or disability that causes difficulty learning in lecture, completing assignments as described or taking exams, please email the professor with your Verification of Individual Student Accommodations [VISA] from Cornerstone as soon as possible. We will work with Cornerstone to accommodate your particular needs. Consistent with university policy, we need one week’s notice before an exam, assignment, etc to provide accommodations.

**Pass/Fail.** If you are taking the course on the Credit/No Credit option, you must receive at least a "C-" to receive credit for the course. This option must be elected during the ‘add period.’ See [http://artsci.wustl.edu/academic-calendar](http://artsci.wustl.edu/academic-calendar) for deadlines.

**Withdrawals and incompletes.** The last day to drop the course is given by the school of Arts and Sciences. See [http://artsci.wustl.edu/academic-calendar](http://artsci.wustl.edu/academic-calendar). You may withdraw any time prior to the withdrawal deadline. Depending upon whether you are passing or failing the course prior to withdrawal, a grade of either WP or WF will appear on your record. Requests for incompletes will only be approved for compelling reasons (e.g., serious illness). The registrar converts outstanding "IN"s to "F"s four weeks after the last final exam has been given. No exceptions will be made without prior, written permission from the Dean of the College.

**Course modifications.** In the interest of improving the educational experience or being equitable to students as a whole, changes may be made to the course. Such changes may include, but may not be limited to, alterations of assignments, lecture content and date, and test scoring. Such changes may also be made due to unforeseen events or pragmatic requirements. When changes are to be made, they will be announced at the earliest opportunity and a revised syllabus will be posted on Blackboard. Such changes will not be made lightly and will be conducted with consideration of the needs of students.

**TIPS FOR SUCCESS & WELL-BEING**

Doing well in this class involves *learning the material and insuring against unlucky breaks.*

1. Attend class and minimize distractions for yourself (and others) during class. Studies show that people miss a great deal of information if their attention is split. You probably don't think you have such gaps in your knowledge when you are distracted. Remember, though, that people in that study did not realize they missed anything either! Our brains are designed to fill in gaps for us, but those gaps are still there. Come to class ready to engage in the material as fully as possible. If something distracts you (e.g., the internet, cell phone), minimize it (e.g., turn your wireless networks off).

2. Take notes that work for you. There is no one right way to take notes, but an important thing to remember is that notes are not about replicating a Powerpoint slide. Notes work best when you write down what you need to remember material. Give yourself time and space to embellish your notes for your own learning. Some people prefer to take notes on a blank page.
3. Study efficiently and throughout the semester. Learning and memory research has shown that the way most students prepare for exams (studying the most the night before) is not as effective as studying and testing oneself throughout the presentation of the material. Remember that some studying with good sleep is often better than more studying with poor sleep. Sleep is essential to memory.

4. Teach and seek out additional teaching. The best way to learn material is to try to teach it to others. Do your best to teach your roommates, significant others, etc., the class. Ask questions.

5. Hopefully, no one in the class will have an unlucky break, but in a class this large, someone will have something happen that prevents taking an exam or performing up to his or her own ability. To insure against these occurrences, make sure you are aware of the testing rules and grading procedures. If you must miss multiple classes, assignments, or exams due to medical or personal issues, discuss your situation with the professor as soon as possible. Do not wait until the end of the semester or until the problem has resolved. If you must miss more than five classes, we recommend you speak to us immediately about whether you should drop the course.

**Medical School Syndrome or real distress?** Although you may feel that you or loved ones has a disorder covered in this course, you are strongly encouraged not to “diagnose” yourself or others. Taking this course does not provide you with the appropriate training required to do so. On the other hand, if you find that you are strongly relating to any particular disorder and/or you have symptoms that are causing you significant distress or impairment in your life, please note that counseling is available through the Student Health Center. Appointments can be made via the following number: (314) 935-6666 or you can find more information online at [http://shs.wustl.edu/mentalhealth/Pages/default.aspx](http://shs.wustl.edu/mentalhealth/Pages/default.aspx)

### COURSE CALENDAR:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment, Quiz, Exam</th>
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<tbody>
<tr>
<td>Tuesday, 01.14.14</td>
<td>Course Overview</td>
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<tr>
<td>Thursday, 01.16.14</td>
<td>Examples &amp; Definitions of Abnormal Behavior</td>
<td>Syllabus</td>
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<tr>
<td>Tuesday, 01.21.14</td>
<td>Causes of Abnormal Behavior</td>
<td>Chapter 2</td>
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<tr>
<td>Thursday, 01.23.14</td>
<td>Treatment of Psychological Disorders</td>
<td>Chapter 3 (skip “Couples... Group Therapy” pp. ~72-74)</td>
<td>Diagnostic Quiz</td>
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<tr>
<td>Tuesday, 01.28.14</td>
<td>Classification and Assessment of Abnormal Behavior (guest lecture: Jihyun Suh)</td>
<td>Chapter 4</td>
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<td>Thursday, 01.30.14</td>
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<td>EXAM #1</td>
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<tr>
<td>Tuesday, 02.04.14</td>
<td>Mood Disorders &amp; Suicide</td>
<td>Chapter 5</td>
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<td>Thursday, 02.06.14</td>
<td>Mood Disorders &amp; Suicide</td>
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<tr>
<td>Tuesday, 02.11.14</td>
<td>Anxiety Disorders &amp; Obsessive Compulsive Disorder</td>
<td>Chapter 6</td>
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<td>Thursday, 02.13.14</td>
<td><strong>no class</strong></td>
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<tr>
<td>Tuesday, 02.18.14</td>
<td>Anxiety Disorders &amp; Obsessive Compulsive Disorder</td>
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<td>Thursday, 02.20.14</td>
<td>Acute &amp; Posttraumatic Stress Disorders &amp; Dissociative Disorders</td>
<td>Chapter 7: 174-196 &amp; 203 (skip Somatic Symptom Disorders pp. ~196-202)</td>
<td>Assignment 1: Anxiety Disorders due Diagnostic Quiz</td>
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<tr>
<td>Tuesday, 02.25.14</td>
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<td>EXAM #2</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment, Quiz, Exam</td>
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<td>Thursday, 02.27.14</td>
<td>Schizophrenia Spectrum &amp; Other Psychotic Disorders</td>
<td>Chapter 13</td>
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<tr>
<td>Tuesday, 03.04.14</td>
<td>Schizophrenia Spectrum &amp; Other Psychotic Disorders</td>
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<td>Thursday, 03.06.14</td>
<td>Substance-Related &amp; Addictive Disorders</td>
<td>Chapter 11</td>
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<td>Tuesday, 03.11.14</td>
<td>Spring Break – no class</td>
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<tr>
<td>Thursday, 03.13.14</td>
<td>Spring Break – no class</td>
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<tr>
<td>Tuesday, 03.18.14</td>
<td>Substance-Related &amp; Addictive Disorders (guest lecturer: Dana Gredysa)</td>
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<td>Thursday, 03.20.14</td>
<td>Feeding &amp; Eating Disorders</td>
<td>Chapter 10</td>
<td>Diagnostic Quiz</td>
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<td>Tuesday, 03.25.14</td>
<td>Feeding &amp; Eating Disorders</td>
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<tr>
<td>Thursday, 03.27.14</td>
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<td>EXAM #3</td>
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<tr>
<td>Tuesday, 04.01.14</td>
<td>Psychological Disorders of Childhood</td>
<td>Chapter 16</td>
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<td>Thursday, 04.03.14</td>
<td>Psychological Disorders of Childhood</td>
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<td>Tuesday, 04.08.14</td>
<td>Autism Spectrum Disorders</td>
<td>Chapter 15: pp. 404-411 &amp; 419-434 (Skip “Causes of Intellectual Disability section, pp. ~411-419)</td>
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<tr>
<td>Thursday, 04.10.14</td>
<td>Personality Disorders</td>
<td>Chapter 9</td>
<td>Diagnostic Quiz</td>
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<tr>
<td>Tuesday, 04.15.14</td>
<td>Personality Disorders</td>
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<tr>
<td>Thursday, 04.17.14</td>
<td>Sexual Dysfunction, Paraphilic Disorders, &amp; Gender Dysphoria</td>
<td>Chapter 12</td>
<td>Assignment 2: Personality Disorders due</td>
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<tr>
<td>Tuesday, 04.22.14</td>
<td>Sexual Dysfunction, Paraphilic Disorders, &amp; Gender Dysphoria</td>
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<td>Thursday, 04.24.14</td>
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<td>EXAM #4</td>
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<td>Monday, 05.05.14</td>
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<td>FINAL EXAM</td>
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<td>1:00 – 3:00 pm</td>
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How to participate in experiments through the WUSTL Department of Psychology

As part of this course, you may earn extra credit by participating in experiments being offered by the Department of Psychology. Read your syllabus carefully for information on how this credit factors into your final grade. The purpose of this memo is to provide a brief summary of how to get started participating in research.

Nearly all aspects of this participation, including registration as a user, signing up for experiments, and making sure that your instructor is notified of the points you have earned, is handled by our website. The website can be accessed at: [http://experimetrix.com/wu/](http://experimetrix.com/wu/) You can also access the site through the Department of Psychology website, at [http://psych.wustl.edu](http://psych.wustl.edu) and clicking on “research participation”.

If you would like to earn credit by participating in research, the website is very easy to use and is largely self-explanatory. Just a few things to keep in mind:

1. When you first access the site, make sure that you click on “Read Me” and read the subject pool guidelines. This is important even if you have used the pool before, because some minor procedures may have changed since you last used it. It is your responsibility to make sure that you are aware of and follow all guidelines. Failure to do so may mean a loss of credit.

2. New users should click on **New User Registration** to get started. Students who have used this website before can use the same logon and password that they have used in past semesters. If you have forgotten your logon or password, the website allows you to have this information sent to you again via email. After logging in, you are ready to start scheduling yourself for experiments.

3. **NEW POLICY ON CANCELLING A SESSION:** Please keep track of your appointments and make sure that you show up on time. If you must cancel, then it is necessary for you to do so no later than 4 hours before the scheduled time. **If you fail to show up for a study without canceling on time, or if you show up more than 10 minutes late, this information will be recorded in the database. Students with excessive number of no-shows will be given a warning. Continued pattern of no shows following this warning may result in being asked to complete the rest of your credits through alternative projects.**

4. **The last date to participate in experiments is on the last day of regular class (Arts & Sciences schedule).** Experiments do not run into study finals week. DO NOT DELAY completing your hours! There may be far fewer opportunities later in the semester and in fact if you wait too long you may not be able to earn any credit at all. If you are a new user and/or need a new password, it is strongly advised that you register within the first month of the semester to avoid last-minute complications.

5. It is up to you to check your Experimetrix profile, daily, to keep track of your appointments and to make sure that you did not accidentally sign up for a study. If you sign up for a study you must either (a) show up or (b) cancel no later than four hours before the scheduled study. Do not sign up for an experiment unless you are sure you can make it. If you simply fail to show, this will have important consequences for your ability to earn research credit.

**Reminder to returning users:** There is now a “research credit cap” in place, which applies after you have earned a total of 24 research credits. See the subject pool website for details; click on the “research cap” link. **Note:** You must contact the webmaster each subsequent semester—this is not done automatically. You must contact the webmaster no later than the last day of class in any given semester in order to use this option.
To register for Psychology 354: Abnormal Psychology:

2. Under Register, click Student.
3. Enter your instructor’s course ID: thompson78156, and click Continue.
4. Sign in with an existing Pearson account or create an account:
   - If you have used a Pearson website (for example, MyITLab, Mastering, MyMathLab, or MyPsychLab), enter your Pearson username and password. Click Sign in.
   - If you do not have a Pearson account, click Create. Write down your new Pearson username and password to help you remember them.
5. Select an option to access your instructor’s online course:
   - Use the access code that came with your textbook or that you purchased separately from the bookstore.
   - Buy access using a credit card or PayPal.
   - If available, get 14 days of temporary access. (Look for a link near the bottom of the page.)
6. Click Go To Your Course on the Confirmation page. Under MyLab & Mastering New Design on the left, click Psychology 354: Abnormal Psychology to start your work.

Retaking or continuing a course?

If you are retaking this course or enrolling in another course with the same book, be sure to use your existing Pearson username and password. You will not need to pay again.

To sign in later:

2. Click Sign in.
3. Enter your Pearson account username and password. Click Sign in.
4. Under MyLab & Mastering New Design on the left, click Psychology 354: Abnormal Psychology to start your work.

Additional Information

See Students > Get Started on the website for detailed instructions on registering with an access code, credit card, PayPal, or temporary access.