

Three Rivers Community College, Spring, 2018  
(REVISED 1/16/18) Abnormal Psychology, Psych K245, T1  
Meeting time/location: M,W 1:30-2:45pm, D105  
**Professor: Dov Kugelmass, Ph.D.**  
**dkugelmass@trcc.commnet.edu**  
**Office: C-164, Phone # 860 215-9446**

**Office Hours:** Mondays 2:45-3:45pm, 5:00-6:00pm, Wednesdays 9-9:30am, 12:15-12:45.  
Other times are available by appointment.

**COURSE DESCRIPTION:** “This course offers an introduction to psychopathology and psychotherapy. A study of emotional disturbance includes: neuroses and personality disorders, psychoses, psychodiagnosis, and psychotherapy with an emphasis on how disorders begin and various treatments that are used. Topics in the course are: the nature of neurosis, anxiety reactions, obsessive-compulsive reactions, depressive reactions, hysteria and psycho-physiological reactions, personality disturbance, sexual deviance, addictions, theories of psychosis, forms of psychosis, somatic therapies, psychoanalytic therapies, behavior therapy, client-centered therapy, and group therapies.” From course descriptions, Three Rivers Community College, Online Catalog. Retrieved 1/04

### **LEARNING GOALS, OBJECTIVES, OUTCOMES:**

The goals and objectives for Abnormal Psychology are integrated with the college’s general education goals. After completing this course, the successful student will have the following knowledge and skills.

*Critical Thinking:* Utilize Critical thinking skills to analyze theories and research pertaining to abnormal psychology

Develop the ability to critically analyze the major models/theories used to explain abnormal behavior and psychopathology.

Develop knowledge of how historical and modern psychiatric nosologies are constructed and applied.

Develop the ability to apply knowledge of contemporary major models/theories of abnormality to selected examples of abnormality .

*Cultures and Society:* Understand how social institutions, historical trends, and cultural context impact the conceptualizations of abnormality and psychopathology.

Demonstrate an understanding of how cultural and economic factors generally influence the definition and conceptualizations of normalcy, abnormality, psychopathology, and what constitutes appropriate mental health treatment.

Demonstrate knowledge of cross cultural/ethnic differences in incidence, manifestation, and/or treatment of selected mental disorders.

Develop an understanding of culturally competent models of mental health services.

*Communication:* Understand and express ideas about abnormal psychology through reading and writing:

Demonstrate the ability to comprehend and interpret written passages.

Develop the ability to accurately use the nomenclature of abnormal psychology and associated fields.

Develop the ability to describe individuals with mental disorders in a way that is respectful and in keeping with best professional practices.

Produce college level writing including grammar/spelling, content, and appropriate source citation strategies.

*Systematic Inquiry:* Understand how social science research methods are used in abnormal psychology:

Acquire knowledge about academic inquiry appropriate to the field of abnormal psychology.

Develop an understanding of how scientific methodology is applied to the understanding of abnormal psychology (including incidence, etiology, and treatment of mental disorders).

Acquire knowledge about men and women whose research and/or theories have made significant contributions to the field of abnormal psychology.

**REQUIRED TEXT:**

Comer, R.J. (2013). *Abnormal Psychology* (8th ed.) with DSM-5  
New York: Worth Publishers.

**OR**

Comer, R.J. (2013). *Abnormal Psychology* (8th ed.).  
New York: Worth Publishers.

**OR**

Comer, R.J. (2010). *Abnormal Psychology* (7th ed.).  
New York: Worth Publishers.

**OR**

Comer, R.J. (2007). *Abnormal Psychology* (6th ed.).  
New York: Worth Publishers.

-Articles and DSM-IV-TR sections as assigned in class.

-Blackboard use is required in this class.

**Learning Resources:**

-Study Guide may be helpful:

-Web Site: [www.worthpublishers.com/comer](http://www.worthpublishers.com/comer)

-BlackBoard: <http://my.commnet.edu/>

You will need your banner ID and password

-Tutoring: TASC hours generally coincide with the LRC hours, but may vary each semester. You can contact the TASC by telephone at: 860 215-9082

-Writing Center: TRWritingCenter@trcc.commnet.edu 860 215-9082

-Test Center: 860 215-9061 (appointment needed, call several days ahead to schedule)

-Library Services: 860 215-9052. Hours may vary, you should check.

<http://www.trcc.commnet.edu/library/Index.htm>

[http://www.trcc.commnet.edu/Div\\_IT/EducationalTechnology/EDDL.shtml](http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/EDDL.shtml)

**Limitations:** This is an academic undergraduate course and does not qualify students in clinical practice. We will discuss diagnostic strategies and use the DSM for educational purposes, but actual diagnosing in mental health settings typically requires a graduate degree and license to practice. Do not attempt to diagnose yourself or acquaintances. Also, please realize this is an academic class and not a forum for disclosure of personal issues. More on this in class.

**ASSIGNMENTS:**

-Reading assignments (see attached schedule) should be completed prior to class so that we can have active discussions about the material both as a whole class and in small groups. There is a lot of reading and it is important to keep up. *If you're having trouble keeping up, or understanding the material, please speak to me right away.*

**OPTION A (clinical focus) Default option. If other arrangements are not made/contracted by end of week two, students will complete this option:**

-Diagnostic Essay: You will complete one essay (from a choice of five assignments). The assignment will include watching a specified movie (student responsibility to obtain) and writing an essay making use peer review/scholarly journals, the current edition of the diagnostic and statistical manual of mental disorders (DSM), using APA citation format. Detailed instructions will be handed out in class. More on these choices in class

-Case Study Group Project: In a group you will create a case study, comment on other groups' case studies, and evaluate your learning. This assignment will require deep consideration of diagnostic criteria, making use of scholarly peer review journals, the influence of culture and other social phenomena on diagnostic categories, and creativity! Detailed instructions will be provided in class.

-Quizzes: There will be three quizzes that will be multiple choice and possibly include short answer and/or essay. Makeup quizzes will be given only with immediate notification of an emergency. Make-ups will be in a different format, may be MORE DIFFICULT, and will be administered at the time of the Final Exam.

-There will be a cumulative closed book final exam

-Class participation: Attendance *and* participation are required. This means coming on time to all classes, having done the assigned reading, and joining in class discussions. If you miss a class it is your responsibility to obtain notes, make up assignments, connect with group project members, and/or note changes to the syllabus that are presented in class. Occasionally we will have class online on Blackboard. It is essential that you are capable of accessing and navigating our course shell.

-Late Work: In the instance of emergencies and (some) unavoidable obstacles late work will be allowed, but may be reduced in grade by up to 2 points per day. If an extension is needed, please contact me as soon as possible. Also, **late work will likely not be graded until the end of the semester** (or even after the end of the semester during intersession). Please contact me individually if you need to discuss. Please note, class participation cannot be made up.

-Extra Credit: optional pretests

**GRADING:**

Quizzes:	30%
Diagnostic Essay:	30%
Case Study project:	10%
Final Exam:	20%
Class Participation:	10%
Total:	100%

**OPTION B (research focus):** Alternatively, you may complete a research proposal in lieu of the diagnostic essay. This option is appropriate for students that have had some exposure to research methodology, have good writing skills, and are interested in delving deeper into a particular topic. However, please be aware that this option will most likely be MORE difficult and will require meeting times outside of class to discuss/coordinate the assignment. Please see me individually at the start of the semester (by week 2) if you're interested in this option.

Quizzes=30%

Research Proposal=30%

Class Participation: 10%

Case Study 10%

Final Exam=20%

Total: 100%

**Option C: Honor Course Designation:** If you are interested in earning an honors designation for this class please see me at the start of the semester to discuss options.

**-Extra Credit for all options:** There will be several extra credit closed note/book pretests posted on Blackboard. A total of up to 2 grade points can be accrued towards final grade by completing these in any of the options. More on this in class.

**Numeric Grade Equivalents:**

94-100 = A

90-93 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

67-69 = D+

63-66 = D

60-63 = D-

0-59 = F

**STUDENT CONDUCT:** All students are expected to behave as responsible and mature adults. This means participating in class discussions in a respectful, prepared, and thoughtful manner. Students will be encouraged to express opinions and beliefs in class. It is important that critical discussions and feedback are conducted in a considerate and scholarly manner. The work of others that is not properly credited is plagiarism. This is unethical and illegal and will result in referral to proper school authorities and/or a flunking grade for the assignment and/or course. The college recommends we include the following passage taken from the TRCC handbook (2006) “Academic integrity is essential to a useful education. Failure to act with academic integrity severely limits a person’s ability to succeed in the classroom and beyond. Furthermore, academic dishonesty erodes the legitimacy of every degree awarded by the College. In this class and in the course of your academic career, present only your own best work; clearly document the sources of the material you use from others; and act at all times with honor.” We will discuss these issues in more detail at the start of the semester. If you have questions about what it means to be considerate and scholarly please be sure to ask questions and clear this up. It is essential that we talk and write about individuals with mental illness as people for whom we have respect. This is true because the tone of these activities influences (or even determines) the reality of the experience of mental illness.

**SPECIAL NEEDS:** If you have any special needs related to the class (e.g. physical or learning challenges), please contact a counselor at the start of the semester. Also, if any difficulties arise that may interfere with your full participation (such as not understanding course material, missed class, etc.), please contact me as soon as possible.

#### **DISABILITY SUPPORT SERVICES**

If you have a disability that may affect your progress in this course, please meet with a Disability Service Provider (DSP) as soon as possible. Please note that accommodations cannot be provided until you provide written authorization from a DSP.

<b>TRCC Disabilities Service Providers</b>  Counseling & Advising Office Room A-119	
<b>Matt Liscum</b> (860) 215-5240	<ul style="list-style-type: none"> <li>• Mental Health Disabilities</li> <li>• Learning Disabilities</li> <li>• ADD/ADHD</li> <li>• Autism Spectrum</li> </ul>
Elizabeth Willcox, Advisor (860) 215-9289 Room A113	<ul style="list-style-type: none"> <li>• Physical Disabilities</li> <li>• Sensory Disabilities</li> <li>• Medical Disabilities</li> </ul>

**CLASS CANCELLATION:** If class is cancelled (when the college is not) I will attempt to send out a group email via BlackBoard that will go to your college email account. If the class is unable to meet for an extended period of time, we will attempt to continue the class on Blackboard.

**REGISTRATION and WITHDRAWAL:** It is the responsibility of each student to manage their registration status. If you do not complete the course you must formally withdraw at the registrar's office by college set deadline (See TRCC Academic Calendar) or you will likely receive an "F" final grade.

**Digication statement:** The college requires the following statement:

"All students are required to maintain an online learning portfolio in Digication that uses the college template" (Faculty Resource Handbook for General Education, AY 13-14, pg 30). It is to be determined exactly how this class will participate in assessment and digication, but I will share information as it becomes available to me.

**Electronic Device Use in Class:** Use of phone or other such devices for purposes other than directly class related activities is prohibited in class. If you need to check/send texts/etc, please do so by quietly leaving the class. Occasionally students benefit from audio recording lecture sections. Use is only for personal educational purposes and requires written permission by the instructor. Posting/sharing/editing is prohibited.

## **COURSE SCHEDULE (subject to change):**

Week #1 Starts 1/17/18: INTRODUCTION to ABNORMAL BEHAVIOR: overview, ground rules, definitions, methodology and MODELS of abnormality.

-Reading for this week; Chapters 1 and 3 (focus on chapter #3)

Week #2 Starts 1/22/18: INTRODUCTION to ABNORMAL BEHAVIOR: overview, ground rules, definitions, methodology and MODELS of abnormality.

-Reading for this week; Chapters 1 and 3 (focus on chapter #3)

Week #3 Starts 1/29/18: MODELS of ABNORMAL BEHAVIOR (continued) and Assessment, diagnosis, and treatment:

Reading for this week; Chapters 3 and 4.

AND

Read about Mood Disorders (**Focus on uni-polar depression only**) and **relate to models** of abnormality; treatment unipolar (section chapter 9, pgs 258-277). (7<sup>th</sup> edition section chapter 9 treatments for unipolar depression, pgs ??-??), (6<sup>th</sup> edition section chapter 9 treatments for unipolar depression, pgs 252-270),

Week #4 Starts 2/5/18: Assessment and research

Reading for this week; Chapters 3 and 4

Week #5 Starts 2/12/18: Research

Reading for this week; Chapter 2

Week #6 Starts 2/19/18: (**Quiz #1 Chapters 1,2,3,4; Wed, 2/21/17**) (**No in-class mtg, 2/19-college holiday, take pretest in BlackBoard and/or study**)

Week #7 Starts 2/26/18:

ANXIETY and STRESS DISORDERS

Reading for this week; Chapter 5 and 6 (pgs 154-156) (**7<sup>th</sup> edition 163-165??**), (**6<sup>th</sup> edition 155-158**)

Week #8 Starts 3/5/18: Anxiety and stress disorders (finish) and PERSONALITY DISORDERS

Reading for this week; Chapters 16

group meetings

Week #9 Starts 3/12/18: Spring Break!!

Week #10 Starts 3/19/18: PERSONALITY DISORDERS continued

Reading for this week; Chapters 16, handout J. Singer and TBA

**Essay option #1; Borderline Personality Disorder and Anti-social Personality Disorder (Girl Interrupted) due start of class (3/21)**

Week #11 Starts 3/26/18: SCHIZOPHRENIA and other PSYCHOTIC DISORDERS;

Reading for this week; Chapter 14 & 15,

Week #12 Starts: 4/2/18: Continue Schizophrenia

**Essay option #2 Schizophrenia, Pi; due start of class (4/4)**

Reading for this week; Charles Schmidt article, other articles (glutamate)

**Electronic copy of group case study due by 5pm (4/2)**

Week #13 Starts 4/9/18: (**Quiz #2 Chapters 5, 8+9 unipolar depression treatment, 14,15, 16 and pages (6th edition pgs. 155-172), (7th edition 163-184), (8<sup>th</sup> edition 154-156); Wed, 4/11).**

#### SUBSTANCE RELATED DISORDERS

Reading for this week; Chapter 12

Week #14 Starts 4/16/18:

: Developmental Psychopathology  
DISORDERS of CHILDHOOD and ADOLESCENCE;

Reading for this week; Chapter 17

**Essay Option #3; Autism Spectrum Disorders (Rainman) due start of class (4/18)** Case study discussion

Week #15 Starts 4/23/18: DISORDERS OF AGING and COGNITION

Reading for this week; Chapter 18.

**Essay Option #4; Alzheimer's Dementia (The Notebook) due start of class 4/25 (no rewrite)**  
Case study discussion

Week #16 Starts 4/30/18: **\*Quiz #3 (chapters 12, 17, 18, and TBA) (5/2)**

Assessment, careers in abnormal psychology, Forensic psychology:

**Revisit selected topics: Assessment and evaluation of case studies responses and form due (5/2 end of class)**

**4/30 lecture on CTE may be combined with Life Long Learners**

Week #17 Starts 5/7/18: No in-class meeting Monday, 5/7 (reading day; catchup-study!!!)

**(CUMULATIVE) \*FINAL EXAM 5/9/18**

Week #18 Starts 5/14/18: Semester over!!

#### SEXUAL and GENDER IDENTITY DISORDERS OR EATING

DISORDERS, student choice, TBA covered in Blackboard activities.

Reading for these topics; Chapters 11 & 13 .

Course due dates:

**2/21: Quiz #1 (Chapters 1,2,3,4)**

**3/21: Essay option #1; Borderline Personality Disorder and Anti-social Personality Disorder (Girl Interrupted) due start of class**

**4/2: Electronic copy of group case study due by end of class**

**4/5: Essay option #3 Schizophrenia, Pi; due start of class**

**4/11: Quiz #2 (Chapters 5, 9 unipolar treatments, 14,15, 16 and pages (6th edition pgs. 155-172), (7th edition 163-184), (8<sup>th</sup> edition 154-156) .**

**4/18: Essay Option #3 Autism Spectrum Disorders (Rainman or Mozart and the Whale) due start of class 12/2**

**4/25: Essay Option #4; Alzheimer's Dementia (The Notebook) due start of class (no rewrite).**

**5/2: Case Study packet and self assessment form due**

**5/2: \*Quiz #3 (chapters 14, 15, 17, 18, and TBA)**

**5/9: FINAL EXAM**

**SYLLABUS/SCHEDULE SUBJECT TO CHANGE.**

**3/30: Last day to choose pass/fail option**

**5/8: Last day to withdraw from classes**



**BOARD OF REGENTS FOR HIGHTER EDUCATION AND CONNECTICUT STATE COLLEGES AND UNIVERSITIES POLICY REGARDING SEXUAL MISCONDUCT REPORTING, SUPPORT SERVICES AND PROCESSES POLICY:**

**Statement of Policy for Public Act No. 14-11: An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus:**

“The Board of Regents for Higher Education (BOR) in conjunction with the Connecticut State Colleges and Universities (CSCU) is committed to insuring that each member of every BOR governed college and university community has the opportunity to participate fully in the process of education free from acts of sexual misconduct, intimate partner violence and stalking. It is the intent of the BOR and each of its colleges or universities to provide safety, privacy and support to victims of sexual misconduct and intimate partner violence.”

**UNITED STATES DEPARTMENT OF EDUCATION AND OFFICE OF CIVIL RIGHTS TITLE IX STATEMENT OF POLICY:**

“Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in education programs and activities in federally funded schools at all levels. If any part of a school district or college receives any Federal funds for any purpose, all of the operations of the district or college are covered by Title IX.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination, including discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. All students (as well as other persons) at recipient institutions are protected by Title IX – regardless of their sex, sexual orientation, gender identity, part-or full-time status, disability, race, or national origin-in all aspects of a recipient’s educational programs and activities.”

If any student experiences sexual misconduct or harassment, and/or racial or ethnic discrimination on Three Rivers Community College Campus, or fears for their safety from a threat while on campus, please contact Edward A. Derr, the Diversity Officer and Title IX Coordinator: