

Three Rivers Community College, Spring 2011
Abnormal Psychology, Psych K245, M01

Professor: Dov Kugelmass, M.A.

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Office: C 164

Office Hours: Mondays; 11:50-12:20 and 5:30-6:30pm;

Fridays 11:50-12:50 and 1:50-2:20. Other times are available by appointment.

Tutor: Individual tutoring 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. (2007). *Abnormal Psychology* (6th ed.).
New York: Worth Publishers.

-Articles and DSM-IV-TR sections (available on reserve and on BlackBoard) as assigned in class.

-Blackboard use is required in this class.

Learning Resources:

-Study Guide may be helpful:

-Web Site: www.worthpublishers.com/comer

-Tutoring: TASC hours generally coincide with the LRC hours, but may vary each semester.

-Writing Center: TRWritingCenter@trcc.commnet.edu 892-5773 or 892-5769

-Library Services: http://www.trcc.commnet.edu/Div_IT/Library/Library.shtml

Tech support: 860 885-2334

http://www.trcc.commnet.edu/Div_IT/EducationalTechnology/EDDL.shtml

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):

- One scholarly article review
- Diagnostic Essays: Two diagnostic essays total: You will complete one essay (from a choice of two to three assignments). Additionally, in a group you will create a case study and comment on other groups' case studies. More on these choices 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.
- There will be no extra credit option this semester.

GRADING:

Quizzes=30%
Article Assignment=5%
Diagnostic Essays=30%
Final Exam=25%
Class Participation: 10%
Total: 100%

OPTION B (research focus): Alternatively, you may complete a research proposal in lieu of one diagnostic essay, article assignment, and the final. 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 if you're interested in this option.

Quizzes=30%
Diagnostic Essay=10%
Research Proposal=40%
Class Participation: 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.

Numeric Grade Equivalents:

94-100 = A	67-69 = D+
90-93 = A-	63-66 = D
87-89 = B+	60-63 = D-
83-86 = B	0-59 = F
80-82 = B-	
77-79 = C+	
73-76 = C	
70-72 = C-	

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 me 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.

CLASS CANCELLATION: If class is cancelled (when the college is not) I will attempt to post an announcement on BLACKBOARD, send out a group email from banner, and also leave a message on my college voice mail. 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 5/9 or you will likely receive an “F” final grade.

COURSE SCHEDULE (subject to change):

Week #1 Starts 1/20: Introduction/No Class

Week #2 Starts 1/24: INTRODUCTION to ABNORMAL BEHAVIOR: overview, ground rules, definitions, methodology and MODELS of abnormality.

-Reading for this week; Chapters 1 and 3.

Week #3 Starts 1/31: MODELS of ABNORMAL BEHAVIOR (continued) and Research, Assessment, diagnosis, and treatment:

Reading for this week; Chapters 3 and 4.

Week #4 Starts 2/7: Assessment

Reading for this week; Chapters 3 and 4.

Week #5 Starts 2/14: Research

Reading for this week; Chapter 2

Article review due 9/13

Week #6 Starts 2/21: No Class 2/21* .

Week #7 Starts 2/28 Quiz #1

ANXIETY and STRESS DISORDERS

Reading for this week; Chapter 5 and 6 (pgs 155-172)

Mood Disorders

Reading for this week; Chapters 8 and 9 Focus on uni-polar depression

Week #8 Starts 3/7: PERSONALITY DISORDERS

Reading for this week; Chapters 16

9/20*Quiz #1 (chapters 1,3,4,5, 6 pgs 155-172)

Essay #1; Borderline Personality Disorder and Anti-social Personality Disorder due 9/27

Week #9 Starts 3/14: NO CLASS 3/14*

Week #10 Starts 3/21: SCHIZOPHRENIA and other PSYCHOTIC DISORDERS;

Reading for this week; Chapter 14 & 15,

Week #11 Starts 3/28: Continue Schizophrenia and TBA
Reading for this week; Charles Schmidt article, other articles (glutamate)
Essay #2 Pi; due 10/25:

Week #12 Starts 4/4 SUBSTANCE RELATED DISORDERS
Reading for this week; Chapter 12 ..

Quiz #2 (Chapters 2, 8, 9 12, 16)
Meet in groups for case study.

Essay #3 case study group write-up due (11/8 submitted by email)
11/12 No in class meeting, psychology conference day (in person or on the web)...

Week #13 Starts 4/11: Assessment, careers in abnormal psychology, Forensic psychology

Week #14 Starts 4/18: No Class 4/18

Week #15 Starts 4/25: Developmental Psychopathology

DISORDERS of CHILDHOOD and ADOLESCENCE;
Reading for this week; Chapter 17 **Discussion of case studies (#3) and written essay and participation form due (11/29, start of class)**

Week #16 Starts 5/2: DISORDERS OF AGING and COGNITION
Reading for this week; Chapter 18.

Week #17 Starts 5/9: *Quiz #3 (chapters 11, 13, 14, 15, 17, 18, and TBA)
SEXUAL and GENDER IDENTITY DISORDERS OR EATING DISORDERS, TBA
Reading for this week; Chapters 11 & 13 .

Week #18 Starts 5/16
Final Exam 12/13
Student conferences,

Have a nice Break!

SYLLABUS/SCHEDULE SUBJECT TO CHANGE.

