

**Professor:** Rhonda Spaziani

**Office:** C148

**CRN:** 30617

**Phone:** 860.215.9293

**Email:** rspaziani@threerivers.edu

**Office Hours:** Mondays 5:00-6:00 pm, Thursdays 2:00-4:00 pm, & by appointment

**Course Description:** This course offers an introduction to psychopathology and psychotherapy. A study of emotional disturbance includes: neuroses and personality disorders, psychoses, psycho diagnosis, 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 (2019-2020 College Catalog - <https://catalog.threerivers.edu/>).

**Learning Goals, Objectives, and 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
- Articles and DSM-IV-TR sections as assigned in class
- Blackboard use is required in this class: <http://my.comnet.edu/> You will need your banner ID and password

**Learning Resources:**

- Study Guide: [www.worthpublishers.com/comer](http://www.worthpublishers.com/comer)
- TASC (Tutoring and Academic Success Center): <https://www.trcc.comnet.edu/learning-resources/tutoring-tasc/>  
Phone: 860 215-9082
- Writing Center: <https://www.trcc.comnet.edu/learning-resources/tutoring-tasc/writing-center/>  
Email: [TRWritingCenter@trcc.comnet.edu](mailto:TRWritingCenter@trcc.comnet.edu) Phone: 860 215-9082
- Test Center: 860 215-9061 (appointment needed, call several days ahead to schedule)
- Library Services: 860 215-9052 <http://www.trcc.comnet.edu/library/Index.htm>
- <https://www.trcc.comnet.edu/learning-resources/educational-technology/student-resources/>

**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. More on this in class.

**Assignments:**

- **Reading assignments** (see course 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.
- **Diagnostic Essay:**  
**Diagnostic Essay - Clinical Focus:** You will complete one essay (from a choice of four 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.
  - **Essay Option #1** - Borderline Personality Disorder and Anti-social Personality Disorder (Girl Interrupted)
  - **Essay Option #2** - Schizophrenia (Pi)
  - **Essay Option #3** - Autism Spectrum Disorders (Rainman)
  - **Essay Option #4** - Alzheimer's Dementia (The Notebook)
- **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, and creativity! Detailed instructions will be provided in class.
- **Quizzes:** There will be **three (3) 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.
- **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.
- **Final Exam:** There will be a cumulative, closed-book final exam.

**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.

<b>Grading:</b>		<b>Extra Credit:</b>	
Diagnostic Essay	30%	More on this in class.	
Case Study Project:	10%		
Quizzes:	30%		
Class Participation:	10%		
Final Exam:	20%		
<b>Numeric Grade Equivalents</b>			
94-100    A	83-86    B	73-76    C	63-66    D
90-93    A-	80-82    B-	70-72    C-	60-63    D-
87-89    B+	77-79    C+	67-69    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.

**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.

TRCC Disabilities Service Providers			Counseling & Advising Office	Room A119
<b>Matt Liscum</b>	(860) 215-5240	A124	<ul style="list-style-type: none"> <li>Mental Health Disabilities</li> <li>Learning Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>ADD/ADHD</li> <li>Autism Spectrum</li> </ul>
<b>Elizabeth Willcox</b>	(860) 215-9289	A119D	<ul style="list-style-type: none"> <li>Physical Disabilities</li> <li>Sensory Disabilities</li> </ul>	<ul style="list-style-type: none"> <li>Medical Disabilities</li> </ul>

**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.

**Class Cancellation:** If class is cancelled (when the college is not) I will attempt to post an announcement on BLACKBOARD and send out a group email. 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 the college-set deadline (See TRCC Academic Calendar - 2019-2020: <https://catalog.threerivers.edu/content.php?catoid=6&navoid=357>) 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).

You will also be responsible for uploading the Diagnostic Essay to the Course Folder within Digication for General Education Assessment.

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

**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:

**Maria Krug, Title IX Coordinator** – Phone: 860.215.9223 Email: [mkrug@threerivers.edu](mailto:mkrug@threerivers.edu) Office: A119

Course Schedule (subject to change)			
Wk	Dates	Overview	Class Preparation (Readings, Videos, etc.) <b>Read/Review all listed materials BEFORE class.</b>
1	09/02	Labor Day – No Class	
2	09/09	Introduction to Abnormal Behavior: Overview, Ground Rules, Definitions, Methodology and Models of Abnormality.	Chapters 1 & 3 (focus on Chapter 3)

3	09/16	<ul style="list-style-type: none"> <li>Models of Abnormal Behavior (continued)</li> <li>Assessment, Diagnosis, and Treatment</li> </ul>	<ul style="list-style-type: none"> <li>Chapters 3 &amp; 4</li> <li>Chapter 9 (pg. 258-277) &amp; Chapter 8 (pg.223-244)</li> <li>Mood Disorders. Focus on uni-polar depression; relate to models of abnormality and treatment of unipolar depression</li> </ul>
4	09/23	Assessment and Research	<ul style="list-style-type: none"> <li>Chapter 2</li> <li>Chapters 3 &amp; 4 (continued)</li> </ul>
5	09/30	<ul style="list-style-type: none"> <li><b>Quiz #1</b> (Chapters 1-4)</li> <li>Anxiety and Stress Disorders</li> </ul>	Chapters 5 & 6 (pg. 154-156)
6	10/07	<ul style="list-style-type: none"> <li>Anxiety and Stress Disorders (continued)</li> <li>Personality Disorders</li> </ul>	<ul style="list-style-type: none"> <li>Chapter 16</li> <li>Case Study Group Meeting</li> </ul>
7	10/14	Personality Disorders (continued)	<ul style="list-style-type: none"> <li>Chapter 16</li> <li>Handout: J. Singer</li> </ul>
8	10/21	Schizophrenia and other Psychotic Disorders	Chapters 14 & 15
9	10/28	<ul style="list-style-type: none"> <li><b>Group Case Study Due</b></li> <li>Schizophrenia (continued)</li> <li>Substance Abuse</li> </ul>	<ul style="list-style-type: none"> <li>Charles Schmidt article</li> <li>Glutamate article</li> </ul>
10	11/04	<ul style="list-style-type: none"> <li><b>Quiz #2</b> (Chapters 5, 8, 9 (<i>unipolar depression treatment only</i>), 14, 15, 16 and pg. 154-156)</li> <li>Substance Related Disorders</li> </ul>	Chapter 12
11	11/11	<ul style="list-style-type: none"> <li>Developmental Psychopathology – Disorders of Childhood and Adolescence</li> <li>Case Study Discussion</li> </ul>	Chapter 17
12	11/18	<ul style="list-style-type: none"> <li>Disorders of Aging and Cognition</li> <li>Case Study Discussion (continued)</li> </ul>	Chapter 18
13	11/25	<ul style="list-style-type: none"> <li><b>Quiz #3</b> (Chapters 12, 17, 18)</li> </ul>	
14	12/02	<ul style="list-style-type: none"> <li><b>Diagnostic Essay Due</b></li> <li>Final Exam Review</li> </ul>	
15	12/09	<ul style="list-style-type: none"> <li><b>Final Exam</b> (Cumulative - in class)</li> </ul>	