

**Abnormal Psychology\***  
**PSY 397**  
**ID 01561**

Fall 2012

Instructor: Dr. Makhinur Asanovna Mamatova

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Prerequisites: PSY 101, 104; PSY 102 or PSY 105

Course Status: required

Credits: 3

Language of teaching: English

Classes: M. 12:45 pm; 2:10 pm

Office Hours: M., T. 4:00 pm – 5:30 pm (by previous appointment)

**Text:**

1. Richard P. Halgin, Susan K. Whitbourne (2000) Abnormal Psychology: clinical perspectives on psychological disorders, 3<sup>rd</sup> edition
2. Richard P. Halgin, Susan K. Whitbourne (1997) Abnormal Psychology: clinical perspectives on psychological disorders, 2<sup>nd</sup> edition
3. Adult Psychopathology and Diagnosis (1997), edited by Samuel M. Turner & Michael Hersen, 3<sup>rd</sup> ed.

**Extra-text:**

1. American Psychiatric Association (1994). DSM-IV-TR: Diagnostic and Statistical Manual of Mental Disorders (4th Edition)
2. Ronald J. Comer (2001) Abnormal Psychology
3. Lauren B. Alloy, Neil S. Jacobson, Joan Acocella (1999) Abnormal Psychology
4. Robert E. Emery, Thomas F. Oltmanns (2000) Essentials of Abnormal Psychology
5. Gerald C. Davison, John M. Neale (2002) Abnormal Psychology
6. Carson, R., and others (1999) Abnormal Psychology and modern life.
7. Whitbourne, S and Halgin, R (1994) Study guide to accompany abnormal psychology: the human experience of psychological disorders.
8. Bootzin, R and Acocella, J (1998) Abnormal Psychology: current perspectives
9. Meyer, R and Deitsch, S (1996, 2000) The Clinician's Handbook
10. Psychopathology in Later Adulthood (2000), edited by Susan K. Whitbourne
11. Jill M. Scott, Russel E. Koch et.al.(1999) The Psychology Student Writer's Manual

**Course Description**

This course is an introduction to basic phenomena and organizational principles of psychology that is characterized by maladjusted, self-defeating, emotionally and cognitively disturbed behavior. The course will survey basic models of mental abnormality with the descriptive focus on major mental disorders. The Diagnostic and Statistical Manual of Mental Disorders (4th Edition, Text Revised) will be applied.

**Course Objectives:**

At the successful completion of this course student should be able to:

1. Define and evaluate criteria for abnormal behavior;
2. Identify major psychological disorders according to DSM IV-TR;
3. Understand basic models of mental abnormality;
4. Outline core principles of treatments for major psychological disorders.

**Course Requirements**

**Attendance:** Classroom attendance is obligatory – **30 points**. To be in class on time is expected. Late students will NOT be admitted into the class. Please finish up your personal businesses before class begins. Student is expected to be on class over all time with no early leaving. Poor attendance may become a serious reason to administrative drop (see below my policy to grade "X").

**In-class work:** Active participation is strongly expected – **30 points**. Student is required to attend class having textbook’s chapter read and well thought out. Extra - readings are highly encouraged. Students are expected to develop their critical skills. **Discussions** of case studies and essential clashing views readings provided by core text and additional bibliography constitute significant part of classes. There will be ten (10) discussions of clinical cases each worth 5 points. **50 points** total.

**Quizzes:** Five quizzes will be given during the semester. Quizzes will encompass the information surveyed the core text chapters, discussions, case examples, video and other illustrative material. The format of quizzes is short essay questions, multiple choice and/or true-false. Each quiz will be running over first 30 minutes of class. Quiz is worth **10 points** each. **50 points** at total.

**Argumentative Essay:** Each student is required to write **two** short essays. The topic of first essay is “The problem of normalcy and abnormality in clinical science”. The question to be considered is “Are there precise boundaries of abnormal behavior?” Elaborate your ideas basing on primary sources first. The text of essay should consist of 7 typed pages, bibliography list inclusive. Essay #1 due date and time is **October 25; 5:00 pm**. The late papers will NOT be accepted except cases of genuine or legitimate excuse. The topic of the second essay is up to your choice. However it is required to be in compliance with thematic content of the course. The text should consist of 10 typed pages, bibliography list inclusive. You are encouraged to take my individual consultation to work on this assignment. **Paper revisions are strongly recommended**. Deadline to submission the second paper is **December 14; 5:00 pm**. The late essays will NOT be accepted except cases of a genuine or legitimate excuse. Essays as well as any written assignments must follow APA (American Psychological Association) style\*\*. Please follow APA Student Writer’s Manual (1999) for detail. Essays should be all printed out. Appraisal for the essay is **25 points** each.

#### **Grading Criteria for Essay**

Thesis Statement	5 points
Arguments/Counterarguments (organization, logic and clarity)	5 points
Integration of Material/References	6 points
Analysis and Conclusion	6 points
Format/Literacy	<u>3 points</u> 25 points available

**Presentation:** Each student will be required to prepare a presentation on topics listed below (see Class Schedule). Creativity in performance of original idea is strongly encouraged. Please see the instructor to discuss topic of presentation and other relevant issues ahead of time. This assignment is worth **30 points**.

#### **Grading Criteria for Presentation**

Content	5 points
Understanding	6 points
Criticism	6 points
Clarity of statements	3 points
Ability to Answer Questions	5 points
Performance	<u>5 points</u> 30 points possible

**Final Exam:** The final will be given during the session time (see Class Schedule below). This exam will cover all factual materials of the course plus the information from class presentations. No excuse is necessary to miss a scheduled examination. If you miss a scheduled exam, you must hold an oral make up exam with the instructor within three (3) days of the exam. Failure to do so will result in a score of 0 on the missed exam. The exam will be multiple choice, analysis of study cases, and short answers. The exam will be worth **50 points**.

**Facilitation:** This type of assignments is not required but expected and strongly encouraged. Please inform the instructor about your intension to facilitate class not less than one week before. Feel free to apply to the instructor to consult about this assignment in terms of organizational and issues of content. **Extra credits up to 25 points** will be given for facilitation.

## Grading Scale

1. Attendance	30 points possible
2. In-class work	30 points possible
3. Discussions****	50 points possible
4. Quizzes***	50 points possible
5. Essays*****	50 points possible
6. Presentation	30 points possible
7. Final Exam*****	<u>50 points possible</u>
	<b>290 points</b>

A =	284 -290 points
A- =	273 – 283 points
B+ =	257 – 272 points
B =	241 -256 points
B- =	225 – 240 points
C+ =	209 – 224 points
C =	193 - 208 points
C- =	177 – 192 points
D =	161 - 176 points
F =	below 161 points

Bonus (upto **15 points**) will be given for creativity, originality, and independence of thinking.

Don't ask the instructor to grade you "X". The grade "X" is an exclusive right of the teacher to dismiss student from the course in order to systematical violation the AUCA attendance policy. 8 classes missed will be considered as a serious basis to grade "X".

The grade "I" (Incomplete) is under the general AUCA regulations (see AUCA Catalog).

### Course Cheating Policy

AUCA Academic Honesty Regulations 2009 will be applicable to proven cases of academic misconduct. Please see AUCA electronic resources for detail. To prevent any cases of academic dishonesty get accurate with references. Follow APA Student Writer's Manual (1999) to document bibliography sources properly.

### Course Conduct Policy

Norms and rules of academic conduct are common for everyone on-campus. Politeness and intelligence of personal behavior are unconditionally expected. Recurrent cases of misconduct will be a reason to administrative drop from the course. Please turn off your cells, beepers and other ring sounders. If you are waiting for important call set the cell on regime "silence". Finish up your lunch or taking a snack before coming to class. Don't chat on the class. It interrupts my attention and attention of your classmates.

### Class Schedule:

9/3 Introductory section.

The definition of psychological abnormality. What is Abnormal Behavior? The Mental Health Professions. Clinical Psychologist. Psychotherapist. Psychiatrist. Psychoanalyst. Psychiatric Social Worker. Counseling Psychology. Psychopathology.

What is treatment? Treatment of abnormality in the past and in the present. Greek and Roman views. Trephination. Exorcism. Humors. Demonology. The Renaissance and the Rise of Asylums. Moral treatment. The somatogenic and psychogenic perspectives. Current trends. Psychotherapy.

**Discussion 1:** Psychological Normality and Abnormality: Views on Abnormal Psychology. The Case of Ernest H.

9/10 Current Paradigms in Psychopathology and Therapy. Models of Abnormality. The biological model. The psychodynamic model. The behavioral model.

The cognitive model. The humanistic-existential model. The socio-cultural model.  
Research methods in Abnormal and Clinical Psychology

9/17 Clinical assessment, diagnosis and treatment. The classification systems of mental disorders. DSM-4 and ICD-10.

**Discussion 2:** Do Diagnostic Labels Hinder Treatment?

**Quiz # 1**

9/24 Anxiety Disorders. Phobias. Specific phobias. Social phobias. Panic Disorder and Agoraphobia.

**Discussion 3:** Therapies for Panic Disorders and Agoraphobia. Case example analysis.

10/01 Obsessive -Compulsive Disorder. Generalized Anxiety Disorder

10/08 Acute Stress Disorder. Posttraumatic Stress Disorder.

**Discussion 4:** Stress in the War Zone: is the Gulf War Syndrome Real?

**Quiz # 2**

Somatoform and Dissociative Disorders: Conversion Disorder. Somatization Disorder.

10/15 Somatoform and Dissociative Disorders: Pain Disorder. Hypochondriasis. Body Dismorphic Disorder. Dissociative Amnesia. Dissociative Fugue.

10/22 Dissociative Identity Disorder (Multiple Personality Disorder). Depersonalization Disorder

**Discussion 5:** Multiple Personality

**Quiz # 3**

Eating Disorders

**10/25 First Essay Due**

10/29 Mood Disorders. General Characteristics of Depression and Mania. Unipolar Mood Disorder. Bipolar Mood Disorders: Bipolar I Disorder/ Bipolar II Disorder

**Discussion 6:** Biochemical vs. Psychological Theories: An Either/Or?

11/5 Schizophrenia. Clinical picture and factors of etiology. Theories of Schizophrenia. Issues of therapies.

11/12 Schizophrenia Subtypes and Course Specifiers

**Discussion 7:** Is Schizophrenia a Disease?

11/19 Schizophrenia Subtypes and Course Specifiers

**Quiz 4**

Personality Disorders: Clusters, Categories, and Problems. Paranoid Personality Disorder. Schizoid Personality Disorder. Schizotypal Personality Disorder

Personality Disorders: Histrionic Personality Disorder. Narcissistic Personality Disorder. Antisocial Personality Disorder. Conduct Disorder.

11/26 Personality Disorders: Borderline Personality Disorder. Obsessive-Compulsive Personality Disorder. Passive-Aggressive Personality Disorder.

**Discussion 8:** Sociopathy

12/3 Sexual Disorders. Paraphilias. Fetishism. Transvestic Fetishism. Pedophilia. Exhibitionism. Voyeurism. Frotteurism.

Sexual Disorders. Gender Identity Disorder. Psychosexual Dysfunction.

**Discussion 9:** Is Sex Addiction a Myth?

12/10 Substance Use Disorders. Alcohol Use Disorders. Drug Abuse

**Discussion 10:** Mental Health Professions Legal and Ethical Issues

**Quiz 5.**

**12/14 Second Essay Due**

**12/17 Final Exam**

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\* The syllabus is developed at the School of Social Sciences of the Indiana University Southeast. Teaching materials, including original syllabi, and teaching thoughts of Dr. Robin Morgan and Dr. Diane Wille have been taken to writing this syllabus.

\*\* General requirements to writing papers are referred to Jill M. Scott, Russell E. Koch, Gregory M. Scott, Stephen M. Garrison (1999). *The Psychology Student Writer's Manual*. Prentice Hall, Inc.

\*\*\*Texts of quizzes and final test are prepared on materials of Gerald C. Davison, John M. Neale (2001). *Abnormal Psychology Test Bank*, John Willey & Sons, Inc. and Seligman, Walker, and Rosenhan (2001). *Abnormal Psychology, Study Guide, 4<sup>th</sup> ed.*, . Stembel,S (2000) *Test bank for Durand and Barlow's Abnormal psychology: an introduction*

\*\*\*\*Materials for discussions are taken from Susan Nolen-Hoeksema (1998). *Clashing Views on Abnormal Psychology A Taking Sides Custom Reader*, McGraw Hill/Dushkin and Brent Slife (2002), *Taking Sides Clashing Views on Controversial Psychological Issues*, 12 th edition McGraw Hill/Dushkin.

\*\*\*\*\*The part of study cases are taken from Thomas F. Oltman, John M. Neale, Gerald C. Davison (1991), *Case Studies in Abnormal Psychology*, John Willey & Sons, Inc., J. Vitkus (1998) *Casebook in Abnormal Psychology*, McGraw Hill, Inc.

\*\*\*\*\* The instruction to writing an argumentative essay is taken from Teachers Manual Individual and Society, AKHP 2004.