

CLP3144 3077(11045): Abnormal Psychology
Spring 2019

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Classroom: Rolfs Hall (ROL), Room 205
Class Time: Th, 4:05- 7:05pm
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Note: When contacting the instructor and TA please do the following: (a) ensure that the answer to your question is not in the syllabus or on e-Learning, (b) always include the course number (CLP3144) in the subject line, (c) always include your first and last name in the body of the email, and (d) allow at least 24 hours for a response from the instructor or TA.

REQUIRED COURSE MATERIALS:

1. Course Textbook: Nolen-Hoeksema, S. (2011). *(Ab)normal Psychology* (7th edition). New York: McGraw-Hill. (ISBN: 9780078035388).
2. MCahalan, S. (2012). *Brain on fire: My month of madness*. Simon & Schuster. (ISBN: 1451621388).

Brain on Fire is affordable on online booksellers and is available for free through the Alachua County Public Library. Some may also be available through the UF library or the Interlibrary loan service.

COURSE DESCRIPTION:

The general purpose of this course is to increase your understanding of historical foundations, theories, research, assessment, and treatment of psychopathology. This course will include basic knowledge of the Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5) used to classify a wide range of specific psychotic, cognitive, behavioral, emotional, and developmental disorders, as well as current research and treatment approaches. Students are also expected to understand the cultural and societal contexts of psychopathology and to develop a critical lens in exploring the impact

of such contexts.

CLASS ATTENDANCE:

Students are expected to be present for all classes, actively participate in discussions, and complete the reading assignments listed in this syllabus prior to the associated lecture. It is expected that you will be respectful in your behavior and comments. Disruptions, including those produced by electronics, will not be tolerated. You are also expected to visit e-Learning on a regular basis, the primary medium the instructor will convey pertinent class materials and announcements. Although attendance will not be taken, you are expected to attend all classes. Excellent class attendance will increase your chance of getting an excellent grade in the course. Announcements such as schedule adjustments and which areas to focus on for the exams may be made in class without being posted online.

CLASS PARTICIPATION:

You are expected to attend all classes. Class attendance will increase your chance of getting an excellent grade in the course. Announcements such as schedule adjustments and which areas to focus on for the exams may be made in class without being posted online.

CELL PHONE AND LAPTOP USAGE:

Cell phones must be on silent mode and out of sight. Laptops are **only** to be used for note taking during class. The TAs will monitor the class to make sure that laptops and cell phones are being used appropriately (i.e. no texting, no social media etc.) If you are found to be breaking the rules the TAs will first give a verbal warning. Each additional time a student is found breaking the rules, a deduction of 5 points will be taken from participation points. However, if you are expecting an important call please let me or a TA know before class.

EXAMINABLE MATERIAL:

The lectures and the readings from the textbooks listed below as well as weekly supplemental materials posted on e-Learning define the full syllabus of this course. Material may be discussed in lecture that is absent in the textbook. This is particularly relevant as new developments are continually occurring in psychological research.

GRADING PROCEDURES AND SCALES:

Grading depends on your mastery of course materials as measured by exams, discussion/participation and the paper. Below is the grading rubric. Grades will only be rounded up if the tenths decimal place is .5 or greater. For example an 89.2 will not be rounded up to an A minus but an 89.7 will be rounded up to an A minus.

A	≥ 92.5% - 100%
A-	≥ 89.5% - 92%
B+	≥ 86.5% - 89%

B	≥ 82.5% - 86%
B-	≥ 79.5% - 82%
C+	≥ 76.5% - 79%
C	≥ 72.5% - 76%
C-	≥ 69.5% - 72%
D+	≥ 67% - 69%
D	≥ 62.5% - 66%
D-	≥ 59.5% - 62%
F	≤ 59%

If you have questions or concerns about a grade on any assignment, you will have one week from the date you receive the grade to discuss your concerns with the course instructor. **After that week, the grade will remain final.** If you are unable to meet with the instructor during that week due to reasonable circumstances, you must communicate this to the instructor during the one-week window and schedule a meeting time.

GRADED ITEMS:

Your grade in this course will be based on your performance of the following items:

Graded Item	Points
Two exams (50 points each)	100
Participation and Discussion (10 points for each discussion activity)	100
Perspective Paper	50
Total points available	250

EXAMS:

There will be two multiple-choice exams. Exams will require the comprehension, application, and integration of course materials. Questions on the exam will come from the textbook or other assigned readings and material covered within the course (e.g., class lectures, guest presentation). There is no final exam for this class. Please be on time for exams. Class policy states that after the first person has completed and turned in their exam, you will not be able to start the exam. You will be awarded a zero for the exam.

Missing an exam is something to be avoided at all costs. In the event of a medical or personal emergency that forces you to miss an exam, you will be given an opportunity to make up the missed exam. In order to maintain fairness in grading, you may be asked to provide documentation that ensures the exam was missed for an adequate reason. Adequate reasons are excused absence which include: documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities.

There is a procedure in place in order to make-up an exam missed due to an excused absence. First, contact the instructor as soon as possible via email. Upon deeming your make-up request as acceptable, the instructor will then arrange a special exam for you. Make-up exams may require essay answers, though they will cover the same material at the same level of difficulty as the exam missed. Make-up exams must take place within one week of the original exam unless there are extenuating circumstances. It is your responsibility as the student to work in conjunction with the instructor to determine a time for and location of the make-up exam.

PERSPECTIVE PAPER:

Multiculturalism, the need for cultural diversity, and cultural sensitivity have become important topics of research in contemporary psychology. It is obvious that psychology does not exist in a homogenous world. You are to write a paper about a cultural relevant topic in contemporary psychology. Some examples of themes are: why a diversity of perspectives are necessary in psychology (e.g. in research, in psychotherapy), culture-bound syndromes, a perceived discrepancy between how the DSM-5 defines a disorder and that disorder's manifestation in a particular culture, and how psychotherapists/psychological researchers can incorporate cultural sensitivity in their work. Culture can be defined in terms of, for example: Hispanic/Latinx culture, blind culture, transgender culture, etc. You are encouraged to explore different, culture-related ideas from those presented above. If you have any questions about your topic, feel free to contact the instructor or TAs. The topic of your paper is required to be sent to the course instructor in advance (see date in syllabus) and receipt of this topic accounts for 5 points of the total score. The instructor will then either approve the topic, ask for clarification, or suggest that you select a new topic. This paper is to be three to five pages, double-spaced, using 12-point font, and 1" page margins. Points may be deducted if the paper exceeds five pages. The paper should also include the use of at least four scholarly (i.e., research) sources. How to identify appropriate sources will be reviewed in class.

BOOK CLUB GROUPS

Four times during the semester (see schedule) you will meet with your "book group" for discussion of *Brain on Fire*. Specific information regarding your book group will be provided after book groups have been formed. During these discussions you will be asked to incorporate relevant ideas and concepts from the course. For example: did something the author said make you think of something we talked about in class? Or perhaps something you learned in another psychology course? Didn't understand something? Disagree with the author? Found yourself surprised and rethinking some aspect of your life? The purpose of these discussions is (1) make sure you read the book and (2) to integrate broader concepts from the course.

DISCUSSION AND PARTICIPATION:

Regular attendance is necessary to adequately understand all of the concepts and information that will be shared in this course (i.e., not all of the material will be covered in your readings). You are expected

to attend on all class days. Attendance means arriving to class on time (or early), being “present” in class, and engaging in class discussions, demonstrations, and other exercises as directed. If you know that you will miss class, arrive late, or need to leave early, let the instructor know. The class consists of a lecture portion in the first half of class which will include viewing videos and learning from guest speakers. During the second half of class there will be 10 discussion-based activities. The TAs will be taking attendance for the small-group discussions. Attendance and active group discussion will earn 10 participation points. (10points x 10 discussion days = 100 participation points)

As you participate in class, you will not be expected to always have the “right” answer. Some material will be difficult and involve a certain degree of confusion, uncertainty, and/or misinterpretations. Additionally, in many instances, there will be no “right” or “wrong” answers. Don’t be afraid to be wrong; take the risk by speaking up! In order to fully participate, you must complete the readings BEFORE class. In order to engage in deeper level processing of the material, having a basic foundation of the knowledge is necessary prior to entering class that day.

EXTRA CREDIT:

For student evaluations of teaching (<https://evaluations.ufl.edu>), all members of the class will be awarded one (1) bonus point if 70% of the enrolled class completes evaluations, and two (2) bonus points if 98% of the enrolled class completes evaluations. There will be additional extra credit opportunities offered throughout the semester TBD.

ACCOMODATION FOR STUDENTS WITH DISABILITIES:

If you require classroom accommodation because of a disability, you must first register with the Dean of Students Office (<http://www.dso.ufl.edu/>). The Dean of Students Office will provide documentation to you, which you then give to the instructor when requesting accommodation. The College is committed to providing reasonable accommodations to assist students in their coursework.

COUNSELING AND STUDENT HEALTH:

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling and Wellness Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: <http://www.counseling.ufl.edu/> or <http://shcc.ufl.edu/smhs/>

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at:

www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from The Alachua County Crisis Center: (352) 264- 6789.

ACADEMIC HONESTY:

Students are expected to act in accordance with the University of Florida policy on academic integrity. For more details visit: www.dso.ufl.edu/judicial/procedures/academicguide.php. Any student who cheats or helps another student cheat will receive a failing grade in the course. It is vital to remember that all out of class activities are individual assignments. Do not collaborate with others in the class.

RELIGIOUS OBSERVATIONS:

Please check your calendars with the course syllabus. Any student anticipating a conflict in the exam schedule or course schedule due to a religious observance must contact the instructor as soon as possible so that appropriate arrangements can be coordinated.

SYLLABUS CHANGE POLICY:

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

CLASS ATMOSPHERE*:

I believe that students learn best when there is a class atmosphere of safety and respect for all. As the Instructor, I will make every effort to create a safe class atmosphere, where debate and discussion can take place and students feel free to express their reactions, viewpoints, and experiences. I will treat each and every student enrolled in the course with respect. I will never demean or belittle a student, nor chastise students for asking questions or raising concerns regarding the course material.

Likewise, I ask that students treat me, the teaching assistants, and one another with respect. You are free to disagree with each other or with the Instructor or the teaching assistants—but you are required to keep your disagreement professional and respectful. As outlined in the UF Student Honor Code and Student Conduct Code, *“The University requires civility, respect, and integrity in the curricular program and encourages these behaviors in other activities among all members of the student community. Students are taught to exhibit high standards of behavior and concern for others and are encouraged to live up to these standards.”*

If something said in class bothers you, please let me know. This is a large course and it is not possible to be aware of all individual concerns or issues. Knowing about problems can help me to prevent issues from continuing to occur.

*Adapted from Dr. Laurie Mintz’s SOP4777 Syllabus

TENTATIVE COURSE CALENDAR:

DATE	TOPIC	ASSIGNMENT DUE
Week 1: 1/10	No Class! Watch intro video Overview of Syllabus	Read Chapters 1 & 3
Week 2: 1/17	Looking at Abnormality Theories and Treatment of Abnormality Assessing and Diagnosing Abnormality No Class Discussion	Read Chapters 1 & 3
Week 3: 1/24	Trauma, Anxiety, Obsessive-Compulsive, and Related Disorders Class Activity	Read Chapters 5 Paper Topic Due
Week 4: 1/31	Somatic Symptom and Dissociative Disorders 6 Small Group Discussion	Read Chapter 6
Week 5: 2/7	Mood Disorders and Suicide Book Club Meeting #1	Read Chapter 7
Week 6: 2/14	Sexual Disorders Valentine's Day Edition No Class Discussion	Read Chapter 12
Week 7: 2/21	Schizophrenia Spectrum and Other Psychotic Disorders Book Club Meeting #2	Read Chapter 8
Week 8: 2/28	In class final midterm (non-cumulative) Small Group Discussion	Study ch 1-3; 5-8; 12
Week 9: 3/7	No Class Spring Break	

Week 10: 3/14	Personality Disorders Book Club Meeting #3	Read Chapter 9
Week 11: 3/21	Neurodevelopmental and Neurocognitive Disorders 10 Small Group Discussion	Read Chapter 10
Week 12: 3/28	Disruptive, Impulse Control, and Conduct Disorders Book Club Meeting #4	Read Chapter 11
Week 13: 4/4	Eating Disorders Class Activity	Read Chapter 13
Week 14: 4/11	Substance Use and Gambling Disorders Small Group Discussion	Read Chapter 14 Paper due
Week 15: 4/18	In class final exam (non-cumulative)	Study ch. 9-11;13-14

*** ALL ASSIGNMENTS ARE DUE BY THE START OF CLASS – 4:05PM—UNLESS OTHERWISE STATED ***