

**PSYCHOLOGY 325: Abnormal Psychology**  
**Section 002**  
**Fall 2006**

**Instructor:** Megan Wagner

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**Office hours:** to be held in Jazzman's Café (on the

ground floor of the Johnson Center) Tues. 9:30-10:15am, 1:15-2:30pm, & by appt.

**Day:** Mondays

**Time:** 7:20 – 10:00 PM

**Location:** Lecture Hall 2

**Mailbox:** David King Hall

**COURSE OBJECTIVES:**

This course is designed to provide students with an introduction to psychopathology and the field of clinical psychology. Success in this course is dependent on gaining a critical understanding (rather than memorizing) and being able to apply the following concepts:

- The continuity between normal and abnormal behavior, including socio-cultural factors influencing the definition of abnormal behavior and the difference between dimensional and categorical approaches to psychopathology.
- Diagnosis and classification, epidemiology, course, etiology, symptomatology, and maintenance of each disorder.
- Assessment, diagnosis, and treatment of disorders.
- The impact of empirical research on the development of the field of clinical psychology and how this research is conducted.

**Please note the following:**

This course will cover and the class will discuss several controversial topics, including sexual behaviors, drug use, and crime. In order to get the most out of this class, students may have to set aside -- at least temporarily -- personal beliefs that they have already acquired about mental disorders and human behavior.

**COURSE FORMAT:**

Due to the size of the class, the format of this course is primarily lecture-based, although class discussion will also be utilized. Lectures will 1) elucidate complex ideas covered in the required texts and 2) present information and approaches not covered in the reading material. **It is expected that students arrive in class having read the material assigned for that day, as lectures will assume that students already have a basic understanding of the material.** Questions of clarification are encouraged at any point during class. Questions intended to elicit discussion, while encouraged, are requested to be held until requested.

Psychopathology is a broad topic that can be difficult to grasp. Students are expected to review class notes and to read and take notes on assigned texts carefully throughout the semester. Furthermore, students are encouraged to avail themselves of the resources provided, specifically by attending office hours and emailing the instructor with questions. **Please allow at least 24 hours for a response to any emails.**

**REQUIRED TEXTS:**

Hansell, J., & Damour, L. (2005). *Abnormal psychology*. Hoboken, NJ: John Wiley & Sons, Inc.

**Additionally, you will be required to read the following articles:**

Baxter, L. R., Schwartz, J. M., & Bergman, K. S. (1992). Caudate glucose metabolic rate changes with both drug and behavior therapy for obsessive-compulsive disorder. *Archives of General Psychiatry*, 49, 681 – 689.

- Gleaves, D. H. (1996). The sociocognitive model of dissociative identity disorder: A reexamination of the evidence. *Psychological Bulletin*, 120, 42 – 59.
- Kring, A. M., Davison, G. C., Neale, J. M., & Johnson, S. L. (Eds.). (2007). Chapter 17: Legal and ethical issues. *Abnormal Psychology* (10<sup>th</sup> ed.), 563 – 601. Hoboken, NJ: John Wiley & Sons, Inc.
- Rachman, S. (1997). A cognitive theory of obsessions. *Behaviour Research and Therapy*, 35, 793 – 802.
- Radomsky, A. S., de Silva, P., Todd, G., Treasure, J., & Murphy, T. (2002). Thought-shape fusion in anorexia nervosa: An experimental investigation. *Behaviour Research and Therapy*, 40, 1169 – 1177.
- Rottenberg, J., Kasch, K. L., Gross, J. J., & Gotlib, I. H. (2002). Sadness and amusement reactivity differentially predict concurrent and prospective functioning in major depressive disorder. *Emotion*, 2, 135 – 146.
- Slutske, W. S., Hunt-Carter, E. E., Nabors-Oberg, R. E., Sher, K. J., Bucholz, K. K., Madden, P. A. F., et al. (2004). Do college students drink more than their non-college attending peers? Evidence from a population-based longitudinal female twin study. *Journal of Abnormal Psychology*, 113, 530 – 540.
- Yang, L. H., Philips, M. R., Licht, D. M., & Hooley, J. M. (2004). Causal attributions about schizophrenia in families in China: Expressed emotion and patient relapse. *Journal of Abnormal Psychology*, 113, 592 – 602.

## GRADING:

### Exams:

There will be four exams in this course, three during regularly scheduled class times and one during the designated finals time slot. **Only three exams count towards the final grade. Each exam is worth 25% of the grade.** Students who are satisfied with their grades on the first three in-class exams may opt to not sit for the final exam. Exams will be primarily multiple-choice and short answer format. Scantrons will be utilized for each exam and students are required to provide their own forms. The first three exams will primarily cover material since the previous exam; however students may be asked to draw upon ideas and concepts from earlier in the semester. The final exam will cover material from the entire semester, although more emphasis will be placed on the material since the previous exam. If a student misses an exam, for any reason, that student will receive a 0 for that exam and that will be the exam dropped. Missing more than one exam will result in a grade of zero for one of the three exams counted toward the final grade. Therefore, except in truly dire circumstances and only with appropriate documentation, **no make-up exams will be offered.**

### Class Participation:

Class participation will be assessed on the basis of **graded unannounced in-class assignments**. In-class assignments will primarily be writing exercises in which students will be expected to demonstrate an understanding of the key concepts of the course and to apply them in ways not necessarily covered by either the required texts nor by lecture. It is therefore important to read and study for comprehension and application rather than for memorization. Assignments will be graded both on the quality of thoughts and ability to analyze and critique concepts presented in class and in readings, and on the quality of the writing. Spelling, grammar, and clarity of writing will be counted toward the grade of each assignment. **In-class assignments will count towards 25% of the final grade.** Because one purpose of these exercises is to evaluate class-participation, students will not be permitted to make-up in-class assignments

without appropriate documentation of hospitalization, jury duty, death, disability, or a car accident. If students miss an in-class assignment for any other reason, they are encouraged to take advantage of the extra-credit opportunities.

**Extra Credit:**

**Up to a maximum of 10 points—2 for each hour of research participation or for each seminar attended—can be earned.** Students will have an opportunity to earn extra credit points for participating in a psychology research project (or that of a related discipline). **Extra credit will be earned by submitting a written description of the experience (details TBA in class).**

Studies can be located through the Experimetrix web page on the GMU website ([www.experimetrix.com/gmu](http://www.experimetrix.com/gmu)). Additionally, extra credit points can be earned for attending relevant psychology-related seminars or lectures. **Extra credit points will be earned by submitting a written description of the experience (details TBA in class).** Students are encouraged, but not required, to participate in experiments related to the topic of abnormal psychology.

**Grading Scale:**

A+ = 97% or more	B+ = 87 - 89%	C+ = 77 - 79%	D = 60 - 69%
A = 93 - 96%	B = 83 - 86%	C = 73 - 76%	F = below 60%
A- = 90 - 92%	B- = 80 - 82%	C- = 70 - 72%	

**STATEMENT OF ACADEMIC INTEGRITY:**

All students must follow the guidelines of the GMU Honor Code as described by the GMU catalog (<http://www.gmu.edu/catalog/apolicies/index.html#Anchor13>). Exam performances and all assignments must be each student's own work, but students may use any means they prefer when learning the material. Studying in groups is encouraged. No written material may be used during exams. If students have any questions about the honor code or permissible use of materials or collaboration, please see the instructor.

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES:**

It is University policy to make reasonable accommodations for individuals with disabilities. Students with a documented disability who need academic accommodations should see the instructor and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office. Such requests will be accommodated within the reasonable constraints of fairness and timeliness with regard to the instructor and the other students enrolled in the course.

**USE OF TECHNOLOGY:**

Additional required readings will be posted on WebCT at <http://webct.gmu.edu>. Students can log into WebCT using their GMU email usernames and passwords. All extra-class communication will take place through email. All emails will be sent to students' GMU email accounts. Per University policy, students are required to check their GMU email accounts regularly.

**IMPORTANT DATES:**

**Last Day to Add:** September 12, 2006      **Last Day to Drop:** September 29, 2006

## TENTATIVE OUTLINE OF COURSE TOPICS AND READINGS\*

<b>Class Dates</b>	<b>Lecture Topics</b>	<b>Reading Due</b>
August 28	Class Overview The Core Concepts; What is Psychopathology?	Chapter 1 & 2
September 4	<b>No class due to the observance of Labor Day</b>	
September 11	What Causes Psychopathology? <b>(Last Day to Add Classes: 9/12/06)</b>	Chapter 3; Baxter et al. (1992)
September 18	Diagnosis and Assessment Anxiety and the Anxiety Disorders	Chapter 4 & 5; Rachman (1997)
September 25	Anxiety and the Anxiety Disorders Continued; Mood and the Mood Disorders <b>(Last Day to Drop Classes: 9/29/06)</b>	Chapter 6; Rottenberg et al. (2002)
October 2	<b>EXAM 1</b> <b>**Next week we will meet on Tues., NOT Mon. due to the observance of Columbus Day**</b>	
<b>October 10 (Tues.)</b>	Eating, Weight, and the Eating Disorders	Chapter 7; Radomsky et al. (2002)
October 16	Personality and the Personality Disorders	Chapter 11; Article TBA
October 23	Psychosis and Schizophrenia	Chapter 12; Yang et al. (2004)
October 30	<b>EXAM 2</b>	
November 6	Dissociation and the Dissociative Disorders; Sex, Gender, and the Sexual Disorders	Chapter 7 & 10; Gleaves (1996)
November 13	Psychological Stress and Physical Disorders	Chapter 14; Article TBA
November 20	Lifespan Development: Disorders of Childhood and Old Age; Drug Use and Substance Use Disorders	Chapter 13 & 9; Slutske et al. (2004)
November 27	<b>EXAM 3</b>	
December 4	Legal & Ethical Issues in Psychopathology; Course Overview	Kring et al. (2007)
December 18	<b>FINAL EXAM 7:30 – 10:15PM</b>	

\* Subject to change. All changes will be announced in class. Readings are due the day for which they are listed. Chapters refer to the Hansell & Damour textbook. \*