

# Psychology 209: Abnormal Psychology

Haverford College • Spring 2017 • Hilles 108

Section 1: T/Th 10-11:30

**Instructor:** Elizabeth A. Gordon, Ph.D. (Office: Sharpless 412)

**Office Hours:** Thurs 11:45am-1pm or by appointment

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**Course Description:** This course surveys the major forms of emotional and behavioral disorders including their definition, etiology, and treatment. We will use an integrative approach, drawing from biological, psychological, and cultural models of psychopathology. Special attention will be paid to research methods used to develop models of psychopathology, their accurate interpretation, and the use of empirically supported treatments to address emotional distress.

**Goals and Objectives:** Full engagement with the course material should enable students to:

- Understand and describe how psychopathology is defined
- Summarize the integrative approach to understanding psychopathology
- Identify the relative strengths and limitations of various approaches to psychopathology research
- Describe the key diagnostic features and etiological underpinnings of the major classes of psychological disorders
- Explain various approaches to treating mental disorders, and how to determine the effectiveness of these treatments

## Readings and Media Content

- Required text: Barlow & Durand (2015) *Abnormal Psychology: An Integrated Approach*, 8<sup>th</sup> Edition, Loose-Leaf Version + MindTap® Psychology, 1 term Printed Access Card. Available at student bookstore and on reserve in science library.
- Additional readings and media content available on Moodle.
- The current syllabus may be updated with additional videos from MindTap and articles as they become available. Changes requiring significant amounts of time will be kept to a minimum.

**Moodle:** Refer to our Moodle site often as it will be adjusted as we progress across the semester. You will find readings, video links, and supplemental materials there. Lecture slides will be posted, typically 24-48 hours following the *end of a given topic*. Taking your own notes is highly recommended, as this will help you process the information, essential for learning.

**Examinations (2 midterms; 1 semi-cumulative final):** Exams include a combination of multiple choice, short answer, and short essay questions. Midterm exams cover just material since the last exam; the final exam focuses on material from the last third of the course with some overarching content. Exams are distributed in hardcopy and self-administered. One class period is allocated for the exam *in theory*, meaning that we do not meet for one class period for each exam. However, you may take the exam when you'd like, as long as it is submitted on time. Make-up exams will be

considered under unusual circumstances beyond your control, with supported documentation as necessary. In such an instance, please contact me immediately.

**Choose-Your-Assignment:** You are given a choice of three assignments including a presentation or paper on a topic of interest, or a diagnostic assessment of a fictional character or historical or public figure. Each assignment is designed to help build practical skills that may be helpful in your professional career. Presentations are scheduled across the semester. See the “Choose Your Assignment” handout for more information. You must email me by the beginning of class on February 7<sup>th</sup> with your choice (include a preferred date for your presentation, if applicable).

**Attendance and Participation:** You are expected to come to class, pay attention, and participate in class activities and discussions. A pattern of missing class will result in a low attendance and participation grade. If you need to miss a single class (for whatever legitimate reason, as you determine it) you do not need to contact me, although you are welcome to if you have a specific question about missed material). In such circumstances, it is your responsibility to make up the material and I encourage you to talk with a fellow student and obtain the slides on the website. If there is an ongoing issue that requires you to miss multiple classes, I need to know about it.

- As part of your participation, you are asked to contribute to “Open Forums” on Moodle, **four times across the semester at minimum.** Forums are provided for each topic across the semester. If you tend not to talk much in class, you may use this written form to boost your participation. Forum posts integrate material from lecture and reading to express an opinion, pose a question for consideration of the community, or respond to a question posted by someone else. They should be 4-6 sentences in length at minimum.
- Another component of participation involves **meeting in small groups** outside class on two occasions, and in class on additional occasions. These discussions will provide an opportunity to deeply consider two controversial topics in psychology, pertaining to (1) neurocentrism; and (2) the emergence of empirically supported treatments and, somewhat relatedly, the decline of psychoanalytic techniques.

**Late Policy:** All assignments are subject to a reduction of 10% per 24-hour period late, starting immediately after the due date/time (e.g., an exam submitted 5 minutes late will lose 10%; if submitted 24 hours and 5 min late, it will lose 20%). Speak with me if there are extenuating circumstances that should be considered (in advance is best).

### **Course Requirements**

Midterms 1 & 2: 20% each

Final exam: 30%

Choose-Your-Assignment: 20%

Attendance and participation: 10%

**TOTAL 100**

*Final letter grade distribution ranges:*

Grading System					
100-93.00%	4.0/A	82.99-80.00%	2.7/B-	69.99-67.00%	1.3/D+
92.99-90.00%	3.7/A-	79.99-77.00%	2.3/C+	66.99-60.00%	1.0/D
89.99-87.00%	3.3/B+	76.99-73.00%	2.0/C	↓ 59.99%	0.0/F
86.99-83.00%	3.0/B	72.99-70.00%	1.7/C-		

**Academic Integrity:** This refers to the extent to which you take responsibility for and control of your own learning. Be there when class begins and stay until it is over. If you miss a class, please make sure you get notes and/or handouts from someone else in the class. Professional behavior is expected, including demonstrating courtesy and respect for the instructor and for other students during class. This includes turning off cell phones; not reading, checking your e-mail, or texting during class.

**Academic Honesty Policy:** You are expected to abide by Haverford's Honor code. Suspected violations of the Honor Code will be referred to Honor Council.

**Disability Statement:** Haverford College is committed to supporting the learning process for all students. Please contact me as soon as possible if you are having difficulties in the course. There are also many resources on campus available to you as a student, including the Office of Academic Resources (<https://www.haverford.edu/oar/>) and the Office of Access and Disability Services (<https://www.haverford.edu/access-and-disability-services/>). If you think you may need accommodations because of a disability, you should contact Access and Disability Services at [hc-ads@haverford.edu](mailto:hc-ads@haverford.edu). If you have already been approved to receive academic accommodations and would like to request accommodations in this course because of a disability, please meet with me privately at the beginning of the semester (ideally within the first two weeks) with your verification letter.

## Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
<b>Jan 17</b>	<b>Course Overview</b>	
<b>Jan 19 &amp; 24</b>	<b>Defining Mental Illness; Abnormal Behavior in Historical Context</b> ➤ Groups assigned on Jan 24 <sup>th</sup>	<input type="checkbox"/> B&D Chapter 1 <input type="checkbox"/> Rosenhan (1973) <input type="checkbox"/> Wakefield (1992)
<b>Jan 31 &amp; Feb 2</b>	<b>An Integrative Approach to Psychopathology</b> ➤ By Feb 2: meet in groups outside of class; discuss Controversy #1 (read/review materials in advance)	<input type="checkbox"/> B&D Chapter 2 <input type="checkbox"/> Lilienfeld (2015)
<b>Feb 7</b>	<b>Clinical Assessment and Diagnosis</b> ➤ Choose-Your-Assignment proposal (email <u>due</u> by start of class).	<input type="checkbox"/> B&D Chapter 3 <input type="checkbox"/> Caspi et al. (2002)
<b>Feb 9</b>	<b>Research Methods &amp; Empirically Supported Treatments</b>	<input type="checkbox"/> B&D Chapter 4 <input type="checkbox"/> Read/browse websites <input type="checkbox"/> Lilienfeld, Lynn, Lohr (2015) <input type="checkbox"/> Cloud (2006)
<b>Feb 14, 16 &amp; 21</b>	<b>Anxiety Disorders</b> (phobias, social anxiety disorder, generalized anxiety disorder, panic disorder) ➤ By Feb 14 <sup>th</sup> : Meet in groups to discuss controversy #2. (read/review materials in advance). ➤ Feb 16: In-class discussion about anxiety in college students ➤ Feb 21: Bring thought record to class; in class exercise cognitive restructuring	<input type="checkbox"/> B&D Chapter 5 pp. 126-160 <input type="checkbox"/> Mineka & Zinbarg (2006) <input type="checkbox"/> Alden & Taylor (2004) <input type="checkbox"/> Thought record/cognitive restructuring
<b>Feb 23</b>	<b>Midterm #1 (No Class)</b>	
<b>Feb 28</b>	<b>Trauma and Stressor-Related Disorders</b>	<input type="checkbox"/> B&D Chapter 5 pp.160-168 <input type="checkbox"/> Mikulincer & Shaver (2007)
<b>Mar 2</b>	<b>Obsessive-Compulsive Disorder, Body Dysmorphic Disorder, and Related Disorders</b>	<input type="checkbox"/> B&D Chapter 5 pp.168-181 <input type="checkbox"/> Listen/Read: Invisibilia: Dark Thoughts
<b>Mar 7 &amp; 9</b>	<b>Spring Break</b>	

<b>Mar 14 &amp; 16</b>	<b>Mood Disorders and Suicide</b> ➤ March 16, in class: small group meetings to revisit controversy #1 (read/review materials in advance).	<input type="checkbox"/> B&D Chapter 7 <input type="checkbox"/> Abramson et al. (2002) <input type="checkbox"/> Joiner (2000) <input type="checkbox"/> Watch: Sherwin Nuland TED Talk
<b>Mar 21</b>	<b>Somatic Symptom and Related Disorders &amp; Dissociative Disorders</b> ➤ In class: small group meetings to revisit Controversy #2 (read/review materials in advance).	<input type="checkbox"/> B&D Chapter 6 <input type="checkbox"/> Lynn et al. (2012)
<b>Mar 23</b>	<b>Eating and Sleep-Wake Disorders</b>	<input type="checkbox"/> B&D Chapter 8
<b>Mar 28</b>	<b>Physical Disorders and Health Psychology</b>	<input type="checkbox"/> B&D Chapter 9 <input type="checkbox"/> Sapolsky (1998)
<b>Mar 30</b>	<b>Midterm #2 (No Class)</b>	
<b>April 4 &amp; 6</b>	<b>Sexual Dysfunctions, Paraphilic Disorders and Gender Dysphoria</b>	<input type="checkbox"/> B&D Chapter 10 <input type="checkbox"/> Young & Alexander (2012)
<b>April 11</b>	<b>Substance-Related, Addictive and Impulse-Control Disorders</b>	<input type="checkbox"/> B&D Chapter 11
<b>April 13 &amp; 18</b>	<b>Personality Disorders</b>	<input type="checkbox"/> B&D Chapter 12 <input type="checkbox"/> Carey (2011)
<b>April 20 &amp; 25</b>	<b>Schizophrenia Spectrum and Other Psychotic Disorders</b> ➤ April 25: In class debate: should college psychological services be required to offer empirically supported treatments?	<input type="checkbox"/> B&D Chapter 13
<b>April 27</b>	<b>Neurodevelopmental Disorders OR Ethical issues in treating mental illness</b> ➤ <b>DUE:</b> Choose-Your-Assignment (unless you've given a presentation).	<input type="checkbox"/> B&D Chapter 14 OR Chapter 16 (TBD)

**Final examinations** for Seniors due Saturday, May 6 at 5PM; Final examinations for continuing students due Friday May 12 at noon.

### Required Articles & Materials

Abramson, L.Y., Alloy, L.B., Hankin, B.L., Haeffel, G.J., MacCoon, D.G., & Gibb, B.E. (2002). Cognitive vulnerability-stress models of depression in a self-regulatory and psychobiological context. In I.H. Gotlib & C.L. Hammen (Eds.), *Handbook of Depression*, (pp.268-294). New York: Guilford.

Alden, L.E., & Taylor, C.T. (2004). Interpersonal processes in social phobia. *Clinical Psychology*

*Review*, 24, 857-882.

Carey, B. (2011, June 23). Expert on Mental Illness Reveals her own Fight. *The New York Times*. Retrieved from: <http://www.nytimes.com/2011/06/23/health/23lives.html?pagewanted=all&r=0>

Caspi A, McClay J, Moffitt TE, Mill J, Martin J, Craig IW et al. (2002). Role of genotype in the cycle of violence in maltreated children. *Science* 297: 851-854.

Cloud, J (2006, Feb 13) The Third Wave of Therapy. *Time Magazine*. Retrieved from: <http://content.time.com/time/magazine/article/0,9171,1156613,00.html>

Joiner, T.E., Jr. (2000). Depression's vicious scree: Self-propagating and erosive processes in depression chronicity. *Clinical Psychology: Science and Practice*, 7, 203-218.

Lilienfeld, S. O., Schwartz, S. J., Meca, A., Sauvigné, K. C., & Satel, S. (October 2015). Neurocentrism: Implications for psychotherapy practice and research. *The Behavior Therapist*.

Lynn, S. J., Lilienfeld, S. O., Merckelbach, H. et al. (2012) Dissociation and dissociative disorders: Challenging conventional wisdom. *Current Directions in Psychological Science*, Vol 21(1), 48-53.

Mikulincer, M., & Shaver, P.R. (2007) Boosting Attachment Security to Promote Mental Health, Prosocial Values, and Inter-Group Tolerance. *Psychological Inquiry*. 18(3), 139-156.

Mineka, S., & Zinbarg, R. (2006). A contemporary learning theory perspective on the etiology of anxiety disorders: It's not what you thought it was. *American Psychologist*, 61, 10-26.

Sherwin Nuland: How electroshock therapy changed me. Filmed February 2001 at TED2003. [http://www.ted.com/talks/sherwin\\_nuland\\_on\\_electroshock\\_therapy](http://www.ted.com/talks/sherwin_nuland_on_electroshock_therapy)

Rosenhan, D.L. (1973), On being Sane in Insane Places. *Science*, 179 (4070): 250-8.

Sapolsky (1998) Why Don't Zebras Get Ulcers? In *Why Zebras Don't Get Ulcers: An Updated Guide to Stress, Stress Related Diseases, and Coping*. Chapter One (pp. 1-18). W. H. Freeman.

Wakefield, Jerome C. (1992) The concept of mental disorder: On the boundary between biological facts and social values. *American Psychologist*, Vol 47(3), 373-388.

Waldinger, R., & Jacobson, A. (2001). The initial psychiatric interview. In J. L. Jacobson & A. M. Jacobson (Eds.), *Psychiatric secrets* (2nd ed.). Philadelphia: Hanley & Belfus, Inc.

Young & Alexander (2012) Building a Sexual Brain. In *The Chemistry Between Us: Love, Sex, and the Science of Attraction*. Chapter One (pp. 1-32). Current.