

**Psychology 439** (3.0 C)  
**Abnormal Psychology**  
Fall 2014  
Tuesday, Thursday: 11:00-12:15

Instructor: Laurie Mazzuca, Ph.D.  
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Office Hours: Thursday: 12:30-14:30  
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### **Syllabus**

**Description:** Psychology is the study of human behavior and mental processes. This course is designed as an introduction to psychopathology, or the study of the mental processes related to the development of mental disorders. Using an integrative approach, the course will include a review of the mental disorders featured in the DSM-V, as well as relevant theory related to the etiology and treatment of mental disorders. Special emphasis will be placed on critical review of the latest scientific research related to psychopathology.

**Prerequisite:** PSY 101

### **Course Objectives:**

Through the use of readings, videos, activities, lectures, and written assignments, this course should enable you to:

- become familiar with the major mental disorders as listed in the DSM-V. This fund of knowledge will be assessed using quizzes, and midterm and final exams.
- develop an appreciation for and understanding of how scientific research is applied to the study of abnormal psychology. This will be assessed through class discussion/participation and the completion of a scholarly research project.
- learn to think critically about abnormal psychology and apply knowledge of mental disorders in the real world in order to better understand interpersonal relationships, interactions, and individuals with mental illness. This will be assessed through class discussion and written work.
- become familiar with the scientific and professional issues related to working with people with mental disorders, not limited to, but including topics such as the social stigma of mental illness and the ethical/professional treatment of individuals with mental disorders. This will be assessed through class discussion and written work.
- further develop critical academic skills, such as oral and written communication skills. This will be assessed through class participation, written work, and the completion of a scholarly research project and oral presentation.

### **Required Text:**

Oltmanns, Thomas F. And Emery, Robert E. (2015). Abnormal Psychology, 8<sup>th</sup> ed., Pearson International.

### **Supplemental Text\*:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

(\*Full text available online via SLU Libraries)

All students are expected to read the textbook BEFORE attending class, as it is impossible to review all relevant material during class lectures. The professor's notes/power point presentations will be made available to students prior to the lecture via SLU Global, and it is highly recommended that students bring the notes to class to facilitate note-taking.

**Attendance Policy:** Students are expected to attend class regularly and to arrive to class *promptly*. You are responsible for all announcements made and/or material covered during class meetings. It is the student's responsibility to stay abreast of any scheduling changes or adjustments to the syllabus that are announced in class.

Late arrival to class is not only rude, it is disruptive to both the professor and fellow classmates. Although the professor does not take attendance, please keep in mind that your class participation grade may be negatively affected for excessive absences or tardiness. Students who miss class due to illness are asked to notify the professor as soon as possible to discuss the issue and agree upon the appropriate course of action.

### **Classroom Environment and Expectations**

Classroom discussion is an important part of the learning process, therefore, it is vital to maintain a classroom environment that is respectful and free of discrimination and/or recrimination from peers. Please make every effort to be respectful of others' opinions. Also, remember that mental health issues are very personal for some people; please keep this in mind as you make comments or pose questions in class.

It is the professor's expectation that students will come to class prepared, having read the material and with any assignments that are due, and ready to participate in a thoughtful discussion about the day's topic. As PSY 439 is a 400 level class, students should expect that academic demands will be higher than lower level psychology classes. This is most often reflected in the difficulty level of the scholarly work/research project, essay questions on exams, and in general, the level of independence and autonomy that is expected by the professor. If you have concerns or questions about the workload or other demands associated with an advanced psychology course, please discuss them with the professor as early as possible.

### **Evaluation:**

MIDTERM EXAM	-	25%
FINAL EXAM	-	25%
RESEARCH PROJECT	-	25%
ORAL PRESENTATION	-	10%
TAKE HOME QUIZZES	-	10%
CLASS PARTICIPATION	-	5%

**\*LATE ASSIGNMENTS WILL NOT BE ACCEPTED**

### **Quizzes**

There will be two take-home quizzes consisting of 10 multiple choice questions. Multiple choice is a testing method which primarily tests memory/factual knowledge; the purpose of the quizzes is to a) encourage you to stay current with the readings and textbook; and b) give you an opportunity to evaluate and monitor your progress in mastering the material. If you do not turn a quiz in on time, you will receive a grade of 0, or "F". **Make-up quizzes will not be given under any circumstance.** If a student misses a quiz for an exceptional circumstance or emergency (e.g., the student is admitted to the hospital, a family member passes away;) his/her final course grade will be calculated without the quiz. (e.g. If only one quiz is submitted, that quiz will count for 10% of the final grade. If no quizzes are submitted, the extra 10% will be attributed to the final exam, which would then be worth 35% each.)

## Midterm and Final Exams

There will be both a midterm and final exam (noncumulative). Any material presented in class, in the text, or in assigned readings/activities may appear on the exams. **(It is recommended that students utilize the syllabus and Power Point presentations as a study guide throughout the semester when preparing for midterm and final exams, as they have already highlighted the most relevant and important material from the texts and class discussions!)** Students who miss an exam for an emergency (e.g. hospitalization, death in the family) must contact the professor immediately to evaluate the situation and schedule a makeup exam. Exams will be structured as follows:

1. Midterm exam: Will cover chapters xxxxxx, and will consist of multiple choice, short answer, and essay questions.
2. Final exam: The final exam is divided into 2 parts: students will be required to complete a case study that they will complete within the week prior to the assigned final exam period. Several possible case studies will be made available to students on SLU Global one week prior to the date of the final exam; students must read **ONLY ONE** case study of their choosing, will respond to the questions provided, and will submit the case study to the professor via email. Students may submit the case study at any time, but must turn it in no later than **MIDNIGHT** on 17 December 2014. No case studies will be accepted in person during the scheduled exam time on 17 December 2014.
3. During the scheduled final exam period (17 December 2014, 12:00), students will complete a 20-item multiple choice test. Students will have one hour to complete the test.

### **Final exam times are determined by the Registrar and cannot be changed.**

Students who believe they have an extenuating circumstance that warrants a change in the date/time of the final exam must speak directly with the Academic Dean. Students who do not show up for a midterm or final exam without such extenuating circumstances will receive a grade of 0, or "F".

Students who have been approved for academic accommodations by the Disabilities Coordinator and who require either a separate testing environment and/or extra time for exams must arrange for these accommodations with the professor **AT LEAST ONE WEEK** prior to the exam. University policy states that is the responsibility of the student to contact the professor to arrange for accommodations, thus, any student who has not contacted the professor with one week of advanced notice to discuss accommodations will be expected to take the exam as scheduled with the rest of the class in the normal time allotted.

**Research Paper:** Students will choose a current topic of interest to them within the field of abnormal psychology and will write a scientific research paper on the topic. Examples will be given in class of potential topics, although students are encouraged to choose a topic that is of interest to them and/or that is currently the subject of scientific investigation, as it will be easier to find the proper sources. More information will be provided about the research paper after the end of the Drop/Add period.

- **Paper topics must be approved by the professor no later than October 30<sup>th</sup>, 2014.**
- The paper must cite at least **three EMPIRICAL ARTICLES** published in peer-reviewed scientific journals, found in a major database such as

PsycARTICLES, PsycINFO, PUBMED, MEDLINE, etc. **At least ONE** of the articles must have been published within the following time period: March 2014 though October 2014. **If you have any questions about what qualifies as a primary source or empirical article, please check with the professor.** Examples will be given in class. The library staff can also be of assistance.

- \*NO online publications will be accepted unless the student can demonstrate that the article comes from the electronic/online version of a peer-reviewed journal. However, if you already have three primary sources, you may use any additional source you choose.
- **Any final paper submitted without the proper sources (e.g. you choose articles that DO NOT QUALIFY as empirical studies/articles from peer-reviewed scientific journals) will receive a grade of 0 or “F”. Thus, it is highly recommended that you check with the professor if you have any doubts about your sources.**
- The paper must be in 12 point font, double spaced, with one inch margins on all sides. Please keep in mind that if you are printing on A4 paper as is typical in Europe, you will have to adjust the margin settings on your computer. All papers must be stapled, and include a title page and a reference page. Papers that do not meet formatting requirements will receive a lower grade.
- All text, parenthetical citations, and reference page must follow **APA Style**. The APA Publication Manual is available at the library, or you can review the basics online at [apa.org](http://apa.org). (Also check the course’s website on SLU Global for links related to APA format)
- **The paper is due on 25 NOVEMBER 2014. Late papers will not be accepted.**
- **Oral Presentation:** During the designated class period, students will then provide a brief presentation to the class of their research topic. During the presentation, students should briefly introduce the topic to peers, summarize the research studies reviewed, and give a brief commentary about any conclusions drawn.
  - Visual aids are not required, but are highly recommended!
  - Grading: **A through F (10% of final grade).**

#### SAINT LOUIS UNIVERSITY GRADE POLICY

A	94-100	4.0	SOBRESALIENTE
A-	90-93	3.7	SOBRESALIENTE BAJO
B+	87-89	3.3	NOTABLE ALTO
B	84-86	3.0	NOTABLE
B-	80-83	2.7	NOTABLE BAJO
C+	77-79	2.3	APROBADO ALTO
C	74-76	2.0	APROBADO
C-	70-73	1.7	APROBADO BAJO
D	60-69	1.0	APROBADO BAJÍSIMO
F	<60	0.0	SUSPENSO
P/NP			APTO / NO APTO
W			CLASE RETIRADA

**Statement About Special Accommodations:** Any student who qualifies for special accommodations, due to presence of a disability, and feels it necessary to utilize them in order to meet the requirements of this course as outlined in the syllabus, should contact Dr. Eduardo Fernandez-Cruz, the Disability Coordinator, the Office of Disability Services. Please phone the office at 91 5545858 (Ext. 230), or send an e-mail to [counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu). Students may also stop by the Counseling/Disabilities Services Office. Confidentiality will be observed in all inquiries.

**Note about University Counseling Services:** Since Dr. Mazzuca is a counselor in the Counseling Center, students enrolled in PSY 439 who would like to access any of the services provided by the University Counseling Center are asked to speak directly with the other counselor, Eduardo Fernandez-Cruz, Ph.D.

### **POLICY STATEMENT ON ACADEMIC INTEGRITY**

The following is a statement of minimum standards for student academic integrity at Saint Louis University.

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University. The complete SLU Academic Honesty Policy can be found at the following link:  
[http://spain.slu.edu/academics/academic\\_advising/docs/Academic\\_integrity.pdf](http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf)

### Assessment

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of your work for this course, including any exams, oral presentations, assignments, submitted papers and/or portfolios may be kept on file for institutional research, assessment and accreditation purposes.* If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

Schedule and Reading Assignments				Reminders
Week 1	Sept 2	-	Ch.1: Introduction to Abnormal Behavior	(DAY/MONTH)
	Sept 4	-	Ch. 2: Paradigms & Etiology of AB	
Week 2	Sept 9	-	Ch. 3: Therapeutic Techniques for AB	
	Sept 11	-	Ch. 3: Therapeutic Techniques for AB	
Week 3	Sept 16	-	Ch. 4: Classification & Assessment of AB	* 15/9: LAST DAY TO DROP/ADD WITHOUT "W"
	Sept 18	-	Ch. 8: Stress, Health, & Coping	
Week 4	Sept 23	-	Ch. 5: Mood Disorders	
	<b>Sept 25</b>	-	<b>Ch. 5: Mood Disorders</b>	<b>25/9: QUIZ #1 DUE- CHAPTER 2</b>
Week 5	Sept 30	-	Ch.6: Anxiety Disorders	*30/9: LAST TO CHOOSE AUDIT OR PASS/NO PASS
	Oct 2	-	Ch.6 : Anxiety & Stress Disorders	
Week 6	Oct 7	-	Ch. 7: Stress & Dissociative Disorders	
	Oct 9	-	Ch. 10: Eating Disorders	<b>7/10: Watch Somatoform Disorders Video</b>
Week 7	Oct 14	-	Midterm Exam Review/Activity	
	Oct 16	-	Midterm Exam	
Week 8	Oct 21	-	Ch. 9: Personality Disorders	
	Oct 23	-	Ch. 9: Personality Disorders	
Week 9	Oct 28	-	Ch. 11: Substance Use Disorders	
	Oct 30	-	Ch. 12: Sexual Disorders & GID	* 30/10: LAST DAY TO DROP WITH "W"
Week 10	Nov 4	-	Ch. 13: Schizophrenia & Psychosis	
	Nov 6	-	Ch. 14: Delirium and Dementia	
Week 11	Nov 11	-	Ch. 16: Childhood Disorders	<b>13/11: QUIZ #2 DUE- CHAPTER 14</b>
	Nov 13	-	Ch. 16: Childhood Disorders	
Week 12	Nov 18	-	FILM	
	Nov 20	-	FILM	
Week 13	Nov 25	-	Ch. 15: Intellectual Disabilities/ASD	<b>*25/11: RESEARCH PROJECT DUE!!</b>
	Nov 27	-	Ch. 17: Adjustment Disorders	
Week 14	Dec 2	-	Ch. 18: Legal Perspectives	
	Dec 4	-	Oral Presentations	
Week 15	Dec 9	-	Oral Presentations	
	Dec 11	-	Oral Presentations/Final Exam Review	
Week 16	<b>Dec 17</b>	-	<b>Final Exam 12:00-15:00</b>	