

Abnormal Psychology PSYC-228

Instructor

Julia D. McQuade, Ph.D.

Office: Science Center D211 (Psychology Wing)

Phone: 413-542-2792

Email: jmcquade@amherst.edu

Office Hours: Monday and Thursday 3-4pm; Friday 1-2pm

Class Meeting

Tuesday and Thursday: 1:00pm to 2:20am, Room: A011

Description

This course will expose you to many of the psychological disorders of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). The disorders covered in this course are not meant to be exhaustive but are meant to give you a deeper understanding of many of the most common psychological disorders (e.g. mood, anxiety, and addictive disorders) as well as some disorders that are less common (e.g. schizophrenia) and even controversial (e.g. dissociative identity disorder, gender dysphoria). We will review the diagnostic criteria and typical symptom presentation for these disorders, the theories that explain why the disorders may develop and persist, and the treatments available. In addition to reviewing what we know, we will be evaluating how we know it. We will use empirical research articles to understand the ways that we seek to answer questions and gain understanding about psychopathology. We also will use case examples to help us appreciate the complexity of psychological conditions and what it may be like to live with, or with someone who has, a psychological disorder.

Prerequisite

In accordance with major requirements, students must have taken PSYC 100 or have met the psychology department's requirements to place out of PSYC 100.

Course Objectives

1. Identify the diagnostic features of DSM-5 psychological disorders covered in this course
2. Understand the biological, psychological, and social factors that underlie the expression and course of the disorders reviewed
3. Demonstrate an understanding of how empirical research informs our knowledge of psychopathology
4. Increase familiarity with the approach and the scientific status of different clinical interventions
5. Expand empathy for the impact that psychological disorders have on individuals and the stigma associated with these disorders

Materials

Textbook Nolen-Hoeksema, S. (2014) *Abnormal Psychology*, 6th Ed, McGraw-Hill, New York, NY. ISBN: 0078035384. (*Recommended*)

Memoir Jamison, K. R. (1995). *An unquiet mind*. Vintage Books, New York, NY. ISBN:0679763309 (*Required*)

*These books can be purchased or rented online and are on reserve at the Science Library.

Movie *Thin (Required)*

*Available through Moodle

E-Reserves Links to articles are available through the Moodle website for this course

References American Psychological Association (2010). *Publication Manual of the American Psychological Association*. American Psychological Association, Washington, DC. ISBN: 1433805618

American Psychological Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition*. American Psychological Association, Washington, DC.

*These books are available on reserve at the Science Library and are available in the reference section at both the Science and the Frost libraries.

Course Requirements

Readings: The textbook material serves as a foundation for class lectures and discussion and it is recommended (though not required) that you read it prior to class. I will not be repeating everything included in the textbook and exams are based solely on what is reviewed in class. E-reserve articles are required reading. We will discuss the empirical research articles in detail in class. These articles are included in order to give you greater familiarity with research methods and how knowledge of psychological disorders is acquired. You are expected to read the articles carefully and to bring a copy of the article with you to reference.

Participation: Students are expected to actively participate in class and contribute to their peers' learning. Participation requires 1) attendance in class; 2) active engagement during class (participating in class activities, staying awake, etc.); and 3) sharing ideas/asking and answering questions. There are two ways to fulfill #3: First, you can provide thoughtful and relevant comments, questions, and responses during class; students that participate each day in class and remain engaged will get full credit for participation. Second, if you do not feel comfortable speaking in class, you can

supplement your participation grade by emailing me (with a relevant article from the media, questions, or comments from class) and by coming to office hours.

Quiz and Exams: There will be one quiz and two non-cumulative exams. The goal of each exam is to ask you to demonstrate your understanding and ability to apply knowledge of course content. The quiz will be one hour and will focus on the foundational information reviewed in the first three weeks of the semester. The exams will focus on specific psychological disorders discussed but may draw on the concepts of material covered in the first third of the course. To be prepared for these assessments you should complete all relevant readings, attend course lectures and take detailed notes, and review readings and class notes prior to the quiz and exams. The quiz and exams may include multiple choice, true/false, fill-in-the-blank, and short answers (i.e. one- two paragraph answers).

Writing assignments: Training in clinical psychology balances two complementary goals: becoming a researcher and becoming a clinician. Accordingly, you will complete two written assignments, one focused on a clinical case and one focused on reviewing empirical research. The assignments are briefly described below. Detailed descriptions of the assignments are provided on Moodle.

Clinical Case: You will be asked to read the memoir *An Unquiet Mind*, by Kay R. Jameson, which discusses the author's experiences with bipolar disorder. You will be asked to write a 4-5 page double spaced clinical assessment of her presentation that outlines the evidence supporting her diagnosis, discusses her functional impairments, and makes treatment recommendations. You should also be prepared to discuss your views of the book in class on the day the paper is due.

Literature Review: You will be asked to write a 5 page double spaced paper that describes a select number of empirical research articles. You will be able to choose a topic in abnormal psychology that interests you and will be asked to identify 4-5 articles on the subject. Your paper will include a description and integration of the empirical evidence and a proposal for future research directions.

Final Grades: Final grades will be based on the following weighted average:

Components of grade	Weighted percent
Quiz	10%
Exam 1	20 %
Exam 2	25 %
Clinical Case Paper	20 %
Literature Review	20 %
Class participation	5%

Classroom Environment

In this class we will strive to create a supportive and collaborative environment. You are expected to come to class on time and prepared with the reading assignments completed. If you would like to use your laptop in class please sit in the back of the classroom to minimize distractions to other students. Please refrain from using cell phones during class. Additionally, you are expected to be respectful of others' opinions and ideas and to listen with an open mind.

Given the prevalence of psychological disorders, you may find that this course has personal relevance to you. Although it can be tempting to share your own experiences in class, I strongly discourage you from making personal self-disclosures. When students make personal disclosures, it can make other students uncomfortable because they don't know how to respond. In addition, this is not a confidential space. I cannot guarantee that what you share will remain private or that others will respond in a sensitive manner. If you have thoughts or questions about course content that stem from your own experiences, I encourage you to share them in a more general way so that others do not know that you are referring to a specific person. Also, please remember that psychological processes are complex and that a person's individual experience may not necessarily reflect general trends.

Please also be aware that this course can be emotionally difficult for some students and will cover topics that can be triggering (e.g. abuse, trauma, suicide). Please take a moment to reflect on your own psychological health and ability to engage with this type of material. If this is not the right time for you to take this course, know that it is offered frequently and I would encourage you to take it at another time. There are resource links on the Moodle course website that provide suggestions for how to seek out help or information if you have personal concerns about your psychological functioning or the functioning of someone close to you.

Course Policies

Honor Code: I expect all students to uphold the expectations for academic honesty and integrity at Amherst College. I take academic dishonesty (including plagiarism and cheating) very seriously, and will take every step to detect and report such events to the Discipline Committee. I encourage you to become familiar with Amherst's policy.

Late work and make-ups: The due dates for all assignments are listed on the syllabus. Given this advanced warning, it is expected that you will be able to complete these assignments on time. Extensions will only be granted with approval from the Dean of Students Office. If you know you will have a conflict on the day of the exam, such as a religious holiday or athletic event, it is your responsibility to contact me at least three weeks prior to the exam to make arrangements. Papers will be deducted one grade for each day they are late.

Individuals with Disabilities

If you are a person with a documented disability and anticipate needing accommodations in order to participate in this class or to complete course assignments, please meet with me by the end of the first week of class to discuss your accommodation needs.

Consultation and Feedback

You are welcome to meet with me at any point to discuss your work in this course, your interests in clinical psychology more broadly, or your questions about clinical psychology careers. I also encourage you to give me regular feedback regarding what's working and not working in the course as well as suggestions for how I can improve your learning. You may give me feedback in class, in office hours, via email, and also anonymously by leaving a note in my campus mailbox.

Class Schedule and Readings

Date	Topic	Readings
Tues Jan 29	Welcome	Borelli, 2008
Thurs Jan 31	Defining Abnormal	Chapter 1 Szasz (1960)
Tues Feb 5	Overview of Theories and Treatment	Chapter 2 (pp. 22-36) Tucker. (2012)
Thurs Feb 7	Overview of Theories and Treatment	Chapter 2 (pp.36-57)
Tues Feb 12	Assessment and Diagnosis	Chapter 3 Rosenhan (1973)
Thurs Feb 14	Research Methodology	Chapter 4 Guidance for reading empirical research articles
Tues Feb 19	Quiz	
Thurs Feb 21	Anxiety I: Panic Disorder and the Phobias	Chapter 5 (pp. 106-109;118-131) Schmidt et al. (2006)
Tues Feb 26	Anxiety II: Generalized Anxiety Disorder and OCD	Chapter 5 (pp. 131-147) Salkovskis et al. (1997)
Thurs Feb 28	Anxiety III: Post Traumatic Stress Disorder and Treatment	Chapter 5 (pp. 110-118) Freedman et al., (2010)
Tues Mar 5	Mood Disorders I: Depression	<i>Start: An Unquiet Mind</i> Chapter 7 (pp. 174-181;185-192) Caspi (2003)

Thurs Mar 7	Mood Disorders II: Treatment and Suicide	Chapter 7 (pp. 193-215) Dimidjian et al., (2006)
Tues Mar 12	Spring break!	
Tues Mar 14	Spring break!	
Tues Mar 19	Mood Disorders III: Bipolar Clinical Case Due by 1pm	Chapter 7 (pp. 181-185; 192-193) <i>An Unquiet Mind</i>
Thurs Mar 21	No class	
Tues Mar 26	Schizophrenia I	Chapter 8 (pp. 216-232)
Thurs Mar 28	Schizophrenia II	Chapter 8 (pp. 232-end) Rosenfarb et al., (2006)
Tues Apr 2	Personality: Antisocial Personality Disorder	Chapter 9 (pp. 250-261) ; Chapter 11 (pp. 318-332) Ishikawa et al., (2001)
Thurs Apr 4	Personality: Borderline Personality Disorder	Chapter 9 (pp. 261- end) Low et al. (2001)
Tues Apr 9	Exam 1	
Thurs Apr 11	Dissociative Identity Disorder	Chapter 6 (pp. 160-end) Kong et al., 2008
Tues Apr 16	Eating Disorders I: symptoms, etiology & course	Chapter 12 (pp. 336-349) Watch: <i>Thin</i>
Thurs Apr 18	Eating Disorders II: treatment	Chapter 12 (pp. 350-end) Lock et al., 2010
Tues Apr 23	Substance Use Disorders: symptoms, etiology & course	Chapter 14 (pp. 394-end)
Thurs Apr 25	Childhood: focus on ADHD	Chapter 10 (pp. 282-290)
Friday Apr 26	Literature Review Due by 5pm	
Tues Apr 30	Childhood: focus on Autism	Chapter 10 (290-end) de los Reyes (2010)
Thurs May 2	Gender Dysphoria Disorder	Chapter 13 (pp. 388-391) Costa et al., (2015).
	Exam 2 Date: TBA	

Course Readings

- Borelli, J.L. (2008). The game with no rules: A sibling confronts mental illness. *Breaking the silence: Mental health professionals disclose their personal and family experiences of mental illness*. Oxford University Press: New York.
- Szasz, T. (1960). The myth of mental illness. *American Psychologist*, *15*, 113-118.
- Tucker, N. (2012). Daniel Amen is the most popular psychiatrist in America. *Washington Post Magazine*.
- Rosenhan, D. L. (1973). On being sane in insane places. *Science*, *179*(4070), 250-258. doi:10.1126/science.179.4070.250
- Schmidt, N. B., Richey, J. A., Maner, J. K., & Woolaway-Bickel, K. (2006). Differential effects of safety in extinction of anxious responding to a CO₂ challenge in patients with panic disorder. *Journal of Abnormal Psychology*, *115*(2), 341–350.
- Salkovskis, P. M., Westbrook, D., Davis, J., & Jeavons, A. (1997). Effects of neutralizing on intrusive thoughts: An experiment investigating the etiology of obsessive-compulsive disorder. *Behavior Research and Therapy*, *35*(3), 211-219. doi:10.1016/S0005-7967(96)00112-X
- Freedman, S. A., Hoffman, H. G., Garcia-Palacios, A., Weiss, P. L. (Tamar), Avitzour, S., & Josman, N. (2010). Prolonged exposure and virtual reality-enhanced imaginal exposure for PTSD following a terrorist bulldozer attack: A case study. *Cyberpsychology, Behavior, and Social Networking*, *13*, 95–101. doi:10.1089/cyber.2009.0271.
- Caspi, A., Sugden, K., Moffitt, T.E., Taylor, A., Craig, I.W., et al. (2003). Influence of life stress on depression: Moderation by polymorphism in the 5-HTT Gene. *Science*, *301*, 386-389.
- Dimidjian, S., Hollon, S. D., Dobson, K. S., Schmaling, K. B., Kohlenberg, R. J., Addis, M. E., & ... Jacobson, N. S. (2006). Randomized trial of behavioral activation, cognitive therapy, and antidepressant medication in the acute treatment of adults with major depression. *Journal of Consulting and Clinical Psychology*, *74*(4), 658-670. doi:10.1037/0022-006X.74.4.658
- Rosenfarb, I.S., Bellack, A.S., & Aziz, N. (2006). Family interactions and the course of schizophrenia in African American and white patients. *Journal of Abnormal Psychology*, *115*, 112-120. doi: 10.1037/0021-843X.115.1.112
- Ishikawa, S. S., Raine, A., Lencz, T., Bihrl, S., & Lacasse, L. (2001). Autonomic stress reactivity and executive functions in successful and unsuccessful criminal psychopaths from the community. *Journal of Abnormal Psychology*, *110*(3), 423-432. doi:10.1037/0021-843X.110.3.423
- Low, G., Jones, D., Duggan, C., MacLeod, A., & Power, M. (2001). Dialectical behavior therapy as a treatment for deliberate self-harm: Case studies from a high security psychiatric hospital population. *Clinical Psychology & Psychotherapy*, *8*(4), 288-300. doi:10.1002/cpp.287
- Kong, L. L., Allen, J. B., & Glisky, E. L. (2008). Interidentity memory transfer in dissociative identity disorder. *Journal of Abnormal Psychology*, *117*(3), 686-692. doi:10.1037/0021-843X.117.3.68
- Lock, J., Le Grange, D., Agras, W., Moye, A., Bryson, S. W., & Jo, B. (2010). Randomized clinical trial comparing family-based treatment with adolescent-focused individual therapy for adolescents with anorexia nervosa. *Archives of General Psychiatry*, *67*(10), 1025-1032. doi:10.1001/archgenpsychiatry.2010.128
- de los Reyes, E.C. (2010). Autism and immunizations: separating fact from fiction. *Archives of Neuropsychology*, *67*, 490-492.
- Costa, R., Dunsford, M., Skagerberg, E., Holt, V., Carmichael, P., & Colizzi, M. (2015). Psychological support, puberty suppression, and psychosocial functioning in adolescents with gender dysphoria. *Journal of Sexual Medicine*, *12*, 2206–2214.