

UNIVERSITY OF MASSACHUSETTS LOWELL
Department of Psychology
Spring 2017

I. COURSE INFORMATION

Course Number	PSYC 2720-206
Course Title	Abnormal Psychology
Course Meetings	TR 12:30-1:45
Prerequisites	PSYC 1010, Introduction to Psychological Science, or its equivalent
Catalog Description	An introduction to the study of various patterns of mental, behavioral, and personality disorders with consideration of issues of diagnosis, etiology, and treatment in terms of contemporary theory, research, and practice. 3 credits.

II. INSTRUCTOR INFORMATION

Name	Richard Siegel, Ph.D.
Campus Office and Mail	HSS 315, South Campus (113 Broadway St., Suite 300 Lowell MA 01854)
Office Hours	MTR 10:30.-12:30, or by appointment
Telephone with Voice Mail and Fax	(978) 934-3961; (978) 934-3074
E-mail	mailto:Richard_siegel@uml.edu
Webpage	http://faculty.uml.edu/rsiegel/47272_AbnormalPsych.htm

III. COURSE OBJECTIVES

Through readings and class presentations and discussions, students will become able to:

- Employ various criteria for distinguishing normal from abnormal
- Explain why thinking of abnormality in terms of "diagnosis" and "disease" can be problematic
- Describe the current diagnostic system used by mental health professionals and explain its limitations
- List the key characteristics associated with many of the major patterns of psychological dysfunction
- Apply diagnostic criteria to specific cases
- Describe various scientific methods that add to our understanding of psychopathology
- Identify many possible causes and risk factors associated with psychological problems
- Describe some of the current research that is shedding light on how psychological problems develop
- Describe different possible approaches in treatment and how their effectiveness is assessed
- Think critically and empirically about a number of contemporary debates and controversies in the field

Note that for all students, both those under the old General Education requirements and those entering Fall 2015 and after who come in under the new Core Curriculum, this course is an approved Breadth-of-Knowledge Social Sciences elective for non-Psychology majors.

IV. REQUIRED READING

Texts available through UML Bookstore:

- Lyons, C. A., Martin, B., & Siegel, R (2014). *Abnormal psychology: Dimensions and perspectives* (2nd ed.). Redding, CA: BVT Publishing. Available only through the UML Bookstore, printed in loose-leaf format, black and white, **OR** as eBook in full color

- Meyer, R.G., & Weaver, C. M. (2012). *Case studies in abnormal behavior* (9th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN 978-0205036998. [older editions do not work because case studies have changed in the 9th edition]

Supplemental readings:

- The course calendar below also shows two short journal articles. Links to electronic versions of these published articles will be available through our course website.

V. COURSE CALENDAR

LMS=Lyons, Martin, & Siegel text; MW=Meyer & Weaver book of case studies

Assigned articles will be available through our course website

DATES	TOPIC	READINGS	TERM PAPER
Jan 17	Introduction to Course		
Jan 19-26	1. Basic Concepts and Definitions	LMS: Units 1-4; MW: Ch 1; T. Szasz, "The myth of mental illness" (1/24)	
Jan 31-Feb 7	2. Dimensions of Psychopathology: Emotion	LMS: Units IIA and 5-7; MW: Ch 3 Paul (1/31); Agnes and Bess (2/2); Ch 7 Joseph and Virginia (2/7)	
Feb 9-16	3. Dimensions of Psychopathology: Behavior	LMS: Units IIB and 8-10; MW: Ch 9 Betty and Elvis (2/9); Ch 8 Jeffery and Ch 10 Diana (2/14); Ch 11 Theodore B (2/16)	
Feb 23-Mar 2 (Feb 21 is Mon schedule)	4. Dimensions of Psychopathology: Cognition	LMS: Units IIC and 11-13; MW: Ch 6 Sally, Daniel, and Theodore K (2/23); Ch 4 Anna (2/28); Ch 14 Temple (3/2)	Step 1: Mar 2
Mar 7-9	5. Dimensions of Psychopathology: Physical Health	LMS: Units IID and 14-16 ; MW: Ch 5 Alix and Pam (3/7); Ch 8 Tim and Marilyn, and Ch 15 Ronald (3/9)	
Mar 21-30	6. Explanations and Treatments	LMS: review Unit 3, plus Units 17-19; MW: Ch 2,16; Marlatt, Demming, and Reid, "Loss of control drinking in alcoholics: An experimental analogue" (3/28)	Step 2: Mar 30
Apr 4-11	7. Biological Perspectives	LMS: Units 20-22; MW: review causes and treatments sections of all assigned cases, focus on biological	
Apr 5	Last day to withdraw with 'W'		
Apr 13-20	8. Psychological Perspectives	LMS: Units 23-25; MW: review causes and treatments sections of all assigned cases, focus on psychological	Step 3: Apr 13
Apr 25-27	9. Social Perspectives	LMS: Units 26-27; MW: Ch 17;	Step 4: Apr 27 (full credit)
TBA between May 1 and May 8	All	All	Final Exam Step 4: date of final (5% penalty)

VI. CLASS ORGANIZATION

Most classes will follow a specific pattern. We will start each day by looking back at what we covered in the previous class and looking ahead at an overview of what we will cover in today's class, including its specific learning outcomes. We will then have a short objective-style quiz, which will include two sets of

questions: one set focused on what we covered in the previous class and the other set focused on what will be covered in the current class. There might then be a brief video, and there will always be a 30-40 minute mini-lecture to highlight the main points of the topic for the day. Students will then divide into small groups and will work together on an assigned task, with each student preparing a brief written report of the group's discussion. Toward the end of our class time, the class will reassemble and, time permitting, groups will briefly share what they came up with, leading to a final recap of the major points from today's class and a brief overview of what will be coming up in the next class.

VII. COURSE REQUIREMENTS AND GRADING

Grading in this course is based on a variety of course requirements, each graded from 0% to 100%; each requirement or set of requirements carries a specific weighting toward your final course grade (see Calculation of Final Grade table below).

Attendance and Participation

Regular class attendance is expected but is not a factor in your course grade; however, as explained below, there are quizzes and various group activities in every class, and missing too many of those will adversely affect your grade. I make no provision for excused absences unless due to conflicts with university obligations (including athletics), but I will drop the three lowest quiz grades. You are also welcome to raise questions or offer comments at any time during class, as long as they are relevant to what is being presented at the time, but this is not required and is not a factor in grading.

When in class, please observe the following rules of classroom etiquette: turn off cellphones; listen respectfully to the instructor or other students who are talking, and do not engage in side conversations; arrive on time and do not leave early; take any rubbish with you; and if you move your chair, please return it to its proper position at the end of class. You may use a laptop or tablet, but only for purposes of keeping notes or accessing the course website. Students who do not observe proper etiquette will not earn credit toward the attendance bonus for that day.

Daily Quizzing

You should keep up with all required readings in the Lyons-Martin-Siegel text as shown in the Course Calendar above. Each class will include a brief two-part multiple-choice quiz: one set of questions focused on the material in the unit of the text that was covered in the previous class, and a second set of questions focused on the material to be covered that day. Thus, it is always a good idea to read the material from our text for each class ahead of time. The "post-quiz" portion that covers the previous class will count $\frac{3}{4}$ of the quiz grade, and the "pre-quiz" portion $\frac{1}{4}$.

Group Activity and Assignments

Most classes will include a 15-minute group activity focused on a specific assignment related to the material from our required readings. Whenever such activity is planned, an assignment sheet will be distributed in the previous class; complete as much of it as possible ahead of time, bring it with you to class, add to or edit it as needed based on the group discussion, and submit it at the end of class. Assignments are graded Satisfactory or Unsatisfactory; Unsatisfactory assignments will be returned and can be revised and resubmitted. There will be approximately 18 of these, and your grade for this aspect of the course will depend on how many of them you successfully complete (see below).

Bonus

At the end of each class I will accept questions written out on 3 X 5 inch index cards that contain your name, and, assuming they are relevant to the material we covered that day, I will read the questions at the start of our next class. Those who contribute questions that I read will gain 0.5% bonus credit for each (up to a maximum for the semester of 5%).

Make-up Policy: I will allow make-ups of missed quizzes and group activities *only* for students who can provide suitable documentation of a medical or family emergency, and the student missing a quiz must contact me (e-mail preferred) *before the next class* to request permission. The make-up will consist of 5

questions similar, but not necessarily identical, to the questions asked in class. In lieu of make-ups, however, in calculating your average for all quizzes, I will drop the lowest 3 quiz scores.

Term Paper

Each student will submit a 6-8 page (1250-2000 word) paper that examines and discusses current thinking in psychology about explanations and treatments relating to one specific area of psychopathology that you select from an approved list, with an emphasis on what current research tells us, including a summary and analysis of one published research study.

To help you do the best possible job with this requirement, I have posted a number of important "handouts" in the Course Resources section of our course website. Most important are the Step-by-Step Directions, where you will find the approved list and which will describe a series of specific steps you will follow in preparing your paper (due dates are shown in the Calendar above), along with guidelines for each step; and the Grading Rubric, which will list the specific factors that I use in my grading for each Step. You will also find other important guides: to locating references, common writing errors, APA style, and how to read and understand a research article.

Final Exam

In addition to the daily quizzes described above, there will be a comprehensive essay-style Final Exam covering the entire course. The date for our Final is assigned by the Registrar; do not make travel plans for May until you know your Final Exam schedule. The Final will consist of three parts: Part I will include 50 of the quiz questions from all our classes; Part II will be a series of short-essay style questions drawn from the Key Concepts that appear at the end of every Unit in our text; Part III will consist of one longer essay question.

CALCULATION OF FINAL GRADE

Average of Class Quizzes (lowest 3 dropped): 25% of grade

Class Group Activities completed with 'S': 25% of grade, with 12 submitted=100, 11=93, 10=88, 9=83, 8=78, 7=73, 6=68, 5=63

Term Paper Step 1: 2.5% of grade

Term Paper Step 3: 2.5% of grade

Term Paper Step 4: 20% of grade (or 25%, replacing grade in Steps 1 and 3 if final grade is higher)

Final Exam: 25% of grade

Participation Bonus: up to 5% will be added to your final percentage as explained above.

Your overall percentage translates into a letter grade as follows:

A = 93%	A- = 90%
B+= 86%	B = 83%
B- = 80%	C+= 76%
C = 73%	C- = 70%
D+= 66%	D = 63%

In general, to succeed in this course, you should expect to devote at least 4-6 hours per week outside of class, on average, to keeping up with all these requirements.

VIII. UNIVERSITY POLICIES

Accommodations

Students with disabilities need to work through the UML [Office for Disability Services](#) (and if you require an accommodation, I must have notice from ODS well in advance).

Academic Honesty

You must work independently on all requirements. Any exam or paper or assignment that shows evidence that you have collaborated with one another, or have copied from or used someone else's work, or have used a paper submitted in another course, or have accepted help from an outside party, will

receive a 0 and you will be referred for disciplinary action, in accordance with university policies as set forth at <http://www.uml.edu/Catalog/Undergraduate/Policies/Academic-Integrity.aspx>. Students are permitted to use material from the instructor and from published or electronic sources, provided that the source is cited in proper APA style; direct quotations (which should be used only when truly essential) *must be in quotation marks and the source also clearly cited*. Students are permitted to accept help from tutors through the Centers for Learning but may not allow tutors to do any of the actual writing.

Incompletes

As required by university policy, I will consider requests for Incompletes only from students who have kept up with all course requirements but who have encountered a documented emergency situation that interferes with their completion of the requirements at the end of the semester (Final Exam, Term Paper).

Student Complaints

UMass Lowell is committed to the fair treatment of all its students by faculty, staff, and other students. If you feel you have been unfairly treated, your rights are described at <http://www.uml.edu/Catalog/Undergraduate/Policies/Student-Complaints.aspx>. Note that the academic judgment of faculty in grading your work is not covered under this complaint policy.

IX. UNIVERSITY RESOURCES

For any difficulties that you experience, in this course or others, academic or otherwise, please be aware of the following campus resources:

Career Services & Cooperative Education Center <http://www.uml.edu/student-services/career-services/>
Centers for Learning and Academic Support (CLASS) <http://www.uml.edu/class/default.aspx>
Counseling Center <http://www.uml.edu/student-services/counseling/>
Health Services <http://www.uml.edu/student-services/health/>
Office of Disability Services <http://www.uml.edu/student-services/disability/>
Solution Center <http://www.uml.edu/thesolutioncenter/>
The Write Place <http://www.uml.edu/CLASS/Tutoring/The-write-place.aspx>

All of the above are located at University Crossing, except CLASS, which has advising and tutoring services, including The Write Place, in various locations in in Southwick, O'Leary Learning Commons, Fox Hall, and the Inn & Conference Center.