S180: Abnormal Psychology

Instructor: David Klemanski
Location: Kirtland Hall, Room 207
Day/Time: Tuesdays and Thursdays, 1:00 p.m. – 4:15 p.m.
Phone: 203.432.3047
Email: david.klemanski@yale.edu

Course Description

Abnormal Psychology is designed to introduce students to various clinical presentations of psychopathology that may occur throughout human development. The course will provide an overview of specific psychiatric disorders (e.g., anxiety, mood, psychotic disorders, etc.) as well as disorder specific etiological considerations, associated clinical features, defining characteristics, and diagnostic criteria. Current empirically based psychotherapeutic interventions will also be reviewed.

Goals & Objectives

The purpose of Abnormal Psychology is to introduce students to fundamental concepts and scientific principles underlying abnormal human behavior. The course will be structured to facilitate learning about psychopathological behavior, which will be explored from various theoretical frameworks, including psychological, biological, and sociocultural perspectives. Psychiatric disorders will be discussed according to DSM-IV diagnostic nosology with special attention paid to etiological considerations, disorder-specific descriptions, and theories underlying classification. Specific disorders to be reviewed include mood, anxiety, substance use, eating, sexual, psychotic, and child spectrum disorders (e.g. attention deficit/hyperactivity disorder, conduct disorder, etc.). Current empirically based treatments for mental disorders will also be reviewed. Course objectives include:

- Comprehensively review psychological, biological, and sociocultural theoretical perspectives of abnormal behavior.
- Examine multiple probable causes and correlates of behavior
- Learn etiological considerations, descriptions, and theories underlying diagnostic nosology of psychiatric disorders.
- Review current research findings and trends relative to the development and description of maladaptive behavior, as well as gender and demographic influences on the prevalence of psychiatric illness.
- Learn and understand benefits, critiques, limitations, and implications of diagnosis and classification.
- Provide an overview of current empirically supported psychotherapeutic treatments.
Lectures & Discussions

Information will be presented during class and via assigned readings. Classes will be structured to accommodate individual and group participation, creative discussions, experiential activities, and lectures. At any time during class meetings, students are encouraged to ask relevant questions to promote educational growth and encourage collegial participation. A commitment to the coursework is critical to the overall value of learning clinically appropriate therapeutic techniques to promote competent professional development.

Texts

Required


Reading List


Optional


Journal articles and other readings will be available electronically (via https://classesv2.yale.edu/portal/).

Course Requirements

Students are expected to attend and be punctual to class, read required assignments prior to class, and fully participate in class discussions. If a student is unable to attend class, the instructor should be notified in advance. Assignments will not be accepted past their due date.

• **Participation (20%)**: Participation will be determined by attendance and participation in class discussions. Aspects of participation include listening skills, verbal reasoning skills (including ability to support verbal statements with evidence and/or examples), knowledge of course material, creativity of expressed ideas, and ability to provide supportive or constructive
feedback to colleagues. Attendance is required for every class meeting and students may not arrive late or leave early.

• **Book Review (15%):** Students will be required to select a book from the course reading list for scholarly review. Book reviews should include a brief synopsis, comprehensive evaluation of the material, professional critical analysis (incorporating external sources including course materials, texts, journal articles, etc.), and the impact, if any, the book has on the area of clinical psychology. The review should be approximately 4-5 pages (no less or more) in length and written according to APA style. Due via email on or before **Sunday, June 19, 2011**.

• **Diagnostic and Conceptualization Paper (15%):** Students will be required to write a well-reasoned and appropriately supported diagnostic and conceptualization paper. The paper will be based on a clinical vignette describing an individual’s history, psychiatric symptoms, psychosocial problems, difficulties with functioning, and other relevant information. Students will be expected to provide a formal multiaxial diagnostic formulation with appropriate rational for each diagnosis and a conceptualization of the individual’s disorders. Additional details about this assignment will be discussed during the first class meeting. The paper should be approximately 5-6 pages in length and written according to APA style. Due via email and hard copy on **June 23, 2011**.

• **Midterm and Final Examinations (25% each; 50% total):** The midterm (administered on June 16, 2011) and final (administered on June 30, 2011) examinations will consist of multiple choice, short-answer, and essay questions on relevant course material (including class discussions, lectures, and assigned readings). The final exam will be cumulative.

**Grading & Evaluation**

In an effort to maximize each student’s learning and professional development, qualitative feedback will be provided for all completed assignments. Each assignment will receive a letter grade, which will be converted to a weighted score based on the value of individual assignments (as indicated below). Each student’s overall course grade will be based on the following:

- Participation (20%)
- Book Review (15%)
- Diagnostic and Conceptualization Paper (15%)
- Midterm and Final Examinations (25% each)

Final course grades will be awarded in accordance with Yale College standards and based on each student’s academic performance.

**Academic Integrity & Plagiarism**

Academic integrity is a core institutional value at Yale and the strength of the University community depends on academic and personal integrity. Academic honesty includes fairness in scholarship and research, respect for each other, and responsibility for personal conduct. Scholarship must rest on honest originality, including truth in presentation, diligence and precision in writing (citing works and ideas), and acknowledging collaborations with others.
Plagiarism is the use of another person’s work, words, or ideas without permission and/or acknowledgment. The deepest consequence to plagiarizing is a detriment to personal intellectual and moral development; students who plagiarize do not learn and personal ethics are compromised. Giving credit where it is due and adding scholarly reflection will allow students to be far more successful than simply taking credit for someone else’s work. In this course, students must be honest and truthful in all aspects of their academic work.

Personal Use of Technology in the Classroom

Classroom meetings are an important opportunity for students to extend learning beyond assigned readings or assignments. Accordingly, students should consistently be prepared to engage with ideas presented during class. Personal technology, including mobile phones and laptop or tablet (e.g., iPad) computers, may be distracting to individuals or the class group. To minimize these distractions, use of mobile phones is not permitted during class. Phones should be turned off or silenced (no vibration setting) in preparation for class. Laptops and tablet computers may be permitted only to the extent they are used in pedagogically purposeful ways (i.e., note taking); this policy may be amended if students are found using personal technology in ways that are not productive or relevant to the course.

Course Schedule

The course schedule, including topics and readings, is subject to change. Additional readings and videos may be assigned throughout the course. Readings and assignments should be completed in advance of the class date (e.g., Chapters 3 and 4 of Abnormal Psychology should be read prior to June 02, 2011).

June 05 (01)

Course Overview

Review of Syllabus

Understanding Abnormal Psychology: Theories and Perspectives of Abnormal Psychology


June 07 (02)

Research Methods


Assessment and Diagnosis

Academic Writing Workshop

- Understanding and Avoiding Plagiarism (see: http://www.yale.edu/bass/writing/sources/plagiarism/index.html)
- Additional reading to be determined.

June 12 (03)

Mood Disorders and Suicide


Film: Boy Interrupted

June 14 (04)

Anxiety Disorders

Guest Lecturer: Elena Wright, Department of Psychology


June 19 (05)

Personality Disorders


June 21 (06)

Midterm Examination

Childhood Disorders


June 23 (Sunday)

Book Review due via email on or before June 19, 2011.
June 26 (07)

Childhood Disorders (continued) - Video

Substance Related Disorders
Impulse-Control Disorders

- Nolen-Hoeksema (2011). Chapter 14: Substance-Related and Impulse-Control Disorders

June 28 (08)

Eating Disorders


Psychotic Disorders and Schizophrenia


Class Discussion – Book Reviews

July 03 (09)

Stress and Health Psychology


Cognitive Disorders


Sexual Disorders


July 05 (10)

**Final Examination** (9.00 – 10.45 a.m.)

Legal Aspects of Mental Health

Careers in Clinical Psychology

Transitioning to a New Classification System

Diagnostic and Conceptualization Paper Due (paper copy and via email)

**If you are using the *Abnormal Psychology 4th edition* text, please note below class dates and corresponding chapter assignments:

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<tr>
<th>Date</th>
<th>Chapter Topics</th>
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