

## Advanced Abnormal Psychology

PSYCH 460

Fall Semester 2012

Dr. David Young, Professor of Psychology

### Course Syllabus

Monday, Wednesday, Friday, 11-11:50 am

Neff 370

Office Neff 388B

OfficeHours: TBA

Office Telephone: 260-481-6394

Textbook: (Required) Hersen M. and Van Hasselt, V.B. (2001) *Advanced abnormal Psychology, Second Edition*. New York: Kluwer Academic/Plenum Publishers.

Not required but very useful – graduate school bound students should consider this purchase – American Psychological Association (1994) *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision*. (DSM-IV-TR). Washington: American Psychiatric Association. **NOTE- DSM V DUE OUT IN MAY 2013**

Readings: Will be assigned and available periodically throughout the semester in class.

Website: <http://www.ipfw.edu/psyc/young/YoungHome.html>

### Course Outline

Discussions, lectures, and student led seminars will provide students with an in-depth examination of many of the common forms of abnormal behaviors encountered by clinical psychologists. Lectures will focus on general information and major theories of the DSMIV-TR clinical disorders, assessment techniques and other related issues facing the field. Student led seminars will permit in depth exploration and presentation of current research and practice issues in several specific areas of psychopathology.

Course goals or objectives: At the end of the term, students should:

1. Be familiar with and able to discuss several different theoretical perspectives in the general field of psychopathology as well as the empirical support for these theories.
2. Be able to apply these theoretical perspectives in reviewing each of the psychopathological conditions presented during the course.

3. Be familiar with and be able to discuss and criticize the DSM-IV TR multi-axial classification of mental disorders presented in the course. (And the coming 2013? DSM-V)
4. Be able to apply the DSM-IV multi-axial classification system in formulating diagnoses of clinical cases.
5. Have a substantial foundation of knowledge about psychopathology to apply in formulating appropriate and effective psychological intervention strategies to treat a broad spectrum of psychopathological conditions.
6. Be able to understand the current research and critique contemporary psychological literature in developing treatment strategies for a wide variety of psychopathological conditions.

**Area VI Course Objectives: Targeting the general education requirement for IPFW area VI certified courses, students successfully completing this course will be expected to:**

7. Display the skills necessary to collect, critique, select, structure and synthesize clinical and research material to complete research and creative projects. Students are required to prepare and deliver a seminar presentation project that involves planning, research, and presentation to the group. They are also required to prepare and share with all students a fully annotated bibliography detailing their own analysis and strength and weakness of the works cited.
8. Demonstrate the ability to engage in critical thinking and problem solving by applying knowledge in a creative way across disciplines in developing a paper focusing on how a disorder might be “faked” and what secondary gains might be obtained by this process.

**DISABILITIES STATEMENT**

If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone 481-6658) as soon as possible to work out the details. Once the director has provided you with a letter attesting to your needs for modification, bring the letter to me. For more information, please visit the web site for SSD at <http://www.ipfw.edu/ssd/>.

**AN IMPORTANT NOTE ON SOME CLASSROOM POLICIES AND GRADING**

Your attendance in this course is expected each day. I also expect you to be on time for this course, just as you expect me to be on time. If you are fatigued and need to sleep, please do not come to class. Please turn off all telephones and other electronic devices during class time. Please do not text-message in class. Please do not use a laptop in this class as its use often disturbs other students. If you are expecting an emergency call, please sit at the front of the room and quietly go outside to take your call. Again, consider the impact of your behavior on others.

**EXAMS (50 points possible each exam)**

Fitting with the goals of an Area VI course, all exams will be essay or short answer and taken in blue books. As there will be two written, blue book exams in this class, it is important that you take each exam as scheduled. I will announce the specific dates for the exams in class now as each class progresses.

at a unique pace. The tests will focus on lecture/seminar/reading material through short answer and brief essay questions. You will have the full class period to complete the test. The Last exam will be during the scheduled final exam for this course. If you miss an exam, you will be able to take a make-up version of the test **at the time of the final exam.** I will administer the final, and after you have completed the final, I will administer the make-up exam. **In order to use this option you must contact me immediately before or after the scheduled examination.** Please be careful about missing exams as having to study for an additional exam during finals week should be avoided. Remember, you may only make up the exam if you contact me immediately. The last exam will be given at the scheduled date and time for this course, which is Wednesday, December 12 at 10:30 am. All exams are administered in the regular classroom.

### **STUDENT SEMINARS – PRESENTATIONS (with accompanying annotated bibliography) (50 points possible)**

A significant source of your mark will come from your seminar presentation. Each student will present once choosing a topic listed below (or another topic with my approval). Presentations should last approximately 20-25 minutes and should attempt to cover: theories on etiology, characteristics of the disorder/problem (with relevant examples when possible), problems these individuals encounter when trying to function in society, treatment options and prognosis. Each student will also prepare a written annotated bibliography of their references (at least seven respected sources that will be cited in APA style) and distribute a copy to each member of the seminar course. You will be marked on the content, organization, and presentation style, as well as the thoroughness of your annotated bibliography. It is expected that these bibliographies will be useful to students in their future studies. Remember to introduce your topic, present some relevant research, draw conclusions including criticism and ideas for future research - and conclude your talk (an important part of the Area VI course process). At least 14 days before your presentation, you must provide me with a short but meaningful and informative article (research or review or topical review) that I will distribute to the class as required reading (and fair game for exams) to the class. Order of student presentations will be determined by random drawing.

### **SIMULATED DISORDER PAPER (50 points possible)**

Each student is required to write a term paper (Approximate length – five, double spaced pages – about 1500 words) explaining how easily (or not so easily) any one of the disorders presented in DSM IV could be fabricated or pretended. Your task is to explore, using all possible sources available to you, and determine how easily the symptoms of the disorder could be faked and whether you think someone could actually fake a disorder in a credible enough fashion to “get away with it” or be undetected. The reasons why someone would have the motivation to fake this disorder should also be explored, as should the potential secondary gains associated with acquiring this diagnosis. An important part of this paper will be your criticism and analysis of the strengths and weaknesses of the DSMIVTR system as it pertains to your chosen disorder. Be sure and sample multicultural research as it can be helpful in your review of symptoms. APA reference style must be used. No late papers will be accepted and will receive zero points. Papers must be turned in in class. The due date for this paper is Friday, November 16. This paper may be turned in early. Students may not select their presentation topic for this paper.

## **POTENTIAL LIST OF PRESENTATION-SEMINAR TOPICS (See me for other topic approval)**

### **Personality Disorders**

1. Antisocial
2. Borderline
3. Histrionic
4. Narcissistic
5. Paranoid
6. Avoidant
7. Schizoid
8. Schizotypal
9. Obsessive – Compulsive
10. Dependent

(Note: some disorders are much better researched than others)

### **Other Psychological Disorders**

1. Major Depression and related issues
2. Bipolar Illness
3. Generalized Anxiety Disorder (GAD)
4. Phobias (specific and social)
5. PTSD
6. Somatoform Disorders
7. Dissociative Disorders
8. OCD
9. Conduct Disorder
10. Sexual Dysfunctions
11. Paraphillias
12. Schizophrenia
13. Substance use Disorders
14. Gender Identity Disorder (controversy included)
15. Computer and Gambling Addictions
16. Organic Mental Disorders
17. Impulse control disorders (including intermittent explosive disorder, Kleptomania, Pyromania, Trichotillomania)
18. NOTE - Other diseases or syndromes may be selected if submitted for prior approval to the instructor.

The course will begin in standard seminar fashion with the instructor leading the class in the first portion of the course. Typically, Mondays and Tuesdays will be lecture-discussion with a relatively formal presentation by the instructor. Fridays will be devoted to more open topical

discussions, learning activities, and outside classroom observations etc. (simulated testing and evaluations etc.) based on the instructor's contributions and required weekly reading. **Students will be required to turn in a minimum of three written discussion questions/issues prior to the Friday meetings.**

As students will soon know their presentation dates, please remember to provide me with 20 copies of the short review or research article that you would like your fellow students to read at least 14 days prior to your presentation. This, along with copies of your annotated bibliography will assist your colleagues in assembling a portfolio of current topical information as well as relevant research sources of the major areas of psychopathology.

As the second part of the course will proceed in student led seminar style, it is important that students keep up with the assigned representative readings. The second examination (administered at the time of the final) will be based on reading and student led material during this phase of the class.

#### **COURSE OUTLINE**

**Please note dates and topics are subject to change**

<b>WEEK OF</b>	<b>TOPIC</b>	<b>READING</b>
<b>8/20</b>	<b>Introduction to Diagnosis And Assessment</b>	<b>1</b>
<b>8/27</b>	<b>Strategies of Assessment</b>	<b>2</b>
<b>9/3</b>	<b>Research Methods (No class 9/5 Labor Day)</b>	<b>3</b>
<b>9/10</b>	<b>Psychoanalytic Models</b>	<b>4</b>
<b>9/17</b>	<b>Biological Model</b>	<b>6</b>
<b>9/24</b>	<b>Autism</b>	<b>8,9</b>
<b>10/1</b>	<b>Attention Deficit/Hyperactivity Disorder/CD</b>	<b>9,10</b>
<b>10/10</b>	<b>Exam review in class</b> <b>Note: Fall break is October 8 and 9</b>	
<b>10/12</b>	<b>Exam 1 (Blue book – all essay short answer)</b>	

**10/15 – 12/3**

**Student Led Seminars**

**Assigned each  
week**

**12/5**

**In class review for Final Examination**

**12/7**

**Reading Day- NO CLASS**

**(12/12)**

**Final Examination  
(Blue books)  
10:30 a.m. to 12:30 p.m.**