

Psyc 360: Abnormal Psychology**Units: 4.0****Fall 2016—Mondays, Wednesdays—Time: 10-11:50am****Location:** SGM 101**Instructor: Shannon Couture, Ph.D.****Office:** SGM 1030 (follow signs to the Psychology Services Center; my office is the first door on the left when you enter the clinic)**Office Hours: Tuesdays from 3-4pm; Wednesdays from 2-4pm.** If you wish to make an appointment to see me outside of office hours, please see me after class or send me an email to set up the appointment. If you send an email, please put the subject line as "Appointment for Psyc 360" and give me options of times you are free to meet.**Out of town dates:** On the following dates, I will be out of town at conferences or scheduled events and may not have access to email (any office hours those days would also be cancelled): 9/3/16 through 9/10/16; 9/14/16 through 9/18/16; 10/27/16 through 10/30/16.**Contact Info:** scouture@usc.edu; office phone: 213-740-6620**Teaching Assistant: Allie Khalulyan****Office:** SGM 701 (check SGM 716 if she is not present in 701)**Office Hours: Tuesdays noon-2pm;** Walk-ins are welcome, but please make an appointment close to exam and due dates.**Contact Info:** khalulya@usc.edu**COURSE DESCRIPTION**

This course is intended to be an introduction to important issues in abnormal psychology. That is, you should expect you will learn a great deal about the various diagnoses within the Diagnostic and Statistical Manual – 5 (DSM5) in terms of their symptoms, etiology (i.e., causal influences), and prevalence. We will also discuss some of the recent research on these disorders and their treatment. I'm also very invested in you *thinking critically* about the material. As such, there is a fair amount of writing throughout the semester as well.

LEARNING OBJECTIVES

- 1) Identify and discuss the key features of each disorder, including diagnostic criteria, course, prevalence, and etiology (Goal 1: Knowledge Base in Psychology).
- 2) Understand important research findings associated with each disorder, such as treatments and developmental, biological, social, and learning influences (Goal 2: Scientific Inquiry and Critical Thinking).
- 3) Apply diagnostic criteria to case studies (Goal 2).
- 4) Learn skills to evaluate research articles, and evaluate media portrayals of mental illness and related research (Goal 2 and Goal 3: Ethical and Social Responsibility in a Diverse World).
- 5) Discuss major issues within this field, such as how we define abnormality and well-being, how cultural and social influences impact mental health and well-being, and the effect of applying a categorical, medical model to mental health (Goal 1, 2, and 3).

Prerequisite(s): Psyc 100 **Co-Requisite (s):** N/A **Concurrent Enrollment:** N/A

Recommended Preparation: I will assume you do have some basic knowledge of the field of psychology. Please ask if there is confusion, as others may be in the same boat! It may be helpful at times to expand your reading on certain topics to get the most out of the course (e.g., research methods, behavioral models such as operant or classical conditioning).

COURSE NOTES

This course uses Blackboard for communication (e.g., announcements and emails regarding any changes in readings, dates, posting of new material, etc.). We will also manually enter grades into the Blackboard system. Please use the percentages given in the Grading Breakdown to obtain a more accurate picture of your grade.

I will make my powerpoint slides available to you on Blackboard under Content. Please note that I try to upload them as soon as I can. They will always be available by 9am before class, but I will try to make them available sooner if I can. ***I do not distribute my personal notes to students. If you miss a class, please make the effort to get the notes from a classmate.*** The Syllabus (and any modifications to it) can also be found on Blackboard under Syllabus.

REQUIRED READINGS

Required Text: *Abnormal Psychology in a Changing World-9th edition* by Jeffrey Navid, Spencer Rathus, and Beverly Greene. The bookstore does not have this for you as I decided to use a new textbook this year. You can find copies on Amazon and other websites. Please **make sure you purchase the 9th edition, not the 8th edition** – important changes to our diagnostic manual recently occurred, and the 8th edition has outdated information.

Any articles listed in the Course Schedule will be provided on Blackboard for you to download.

DESCRIPTION AND ASSESSMENT OF ASSIGNMENTS

There will be 2 mid-term exams, 1 paper, 1 Final Exam, and in-class writing assignments that will all comprise your grade. Information about each of these is presented in the following sections.

MID-TERM EXAMS. The dates of the mid-term exams are on the Course Schedule and will not be moved. If we do not complete all of the material on the course schedule before an exam, we will still have the exam on the scheduled date, but it may simply cover less material. If this is the case, we will discuss this in class.

Our exams are open note. Please note this does NOT mean you should not study; there is not enough time during the exam to flip through the book and your notes to try to find the answers, so please don't make this mistake!

There are no make-up exams ever. You must show up and take the exam on these dates or take the exam online during the allotted window on Blackboard. I will offer an option to take the exam online via Blackboard within a slightly wider window (i.e., beginning at 5pm the day before the exam is scheduled until 9pm the day after the exam is scheduled). This should enable every individual to take the exam when it is scheduled, regardless of other life events.

If you decide to take the exam online and out of the classroom setting, this is what I would recommend:

- 1) Make sure you have a **QUIET** place available to take the exam.
- 2) Make sure your location has **uninterrupted, stable** internet access. You can only log in to the exam once, and once you log in, you must complete it during the 2 hour window provided, so you have to ensure adequate internet access and seclusion to take the exam successfully.

If you decide to take the exam in class, you are welcome to do so in paper and pencil format, or the online format via Blackboard (just be aware we cannot guarantee the stability of the internet connection in the classroom). I will ask you to notify me if you wish to take it in class paper and pencil style so that I have enough copies on hand. You are welcome to use your notes just like the out-of-class students.

The exams are not specifically cumulative, but some of the material necessarily builds upon itself. For example, the foundational portions discussed at the beginning of the course (e.g., factors to consider in making clinical diagnoses, definitions of terms like etiology) are themes throughout the course. Also, part of learning about abnormal psychology is being able to differentiate among the disorders. Therefore, there may be some exam questions where you are asked to differentiate among disorders in the current section and disorders in prior sections.

FINAL EXAM. The final exam will mainly cover the portion of the course between the last mid-term and the end of the class. However, there will be a substantial portion that will be cumulative (about 25%), asking you to do much of what I've mentioned above – illustrating that you understand differences and similarities amongst the various disorders we discuss. **Everyone MUST complete the final exam, no exceptions, no make-ups.** It is required by university policy and anyone who fails to do so will receive a failing grade in the course, regardless of your ending percentage. I've included the date for the final exam on the Course Schedule. As with the other exams, you can choose to complete it online during the broader window (in this case Sunday December 11th from 8am to Tuesday December 13th at 9pm). It is your responsibility to evaluate NOW whether you meet criteria for switching any final exams based on university policy (e.g., 3 finals scheduled in the same day). You must let me know **within the first two weeks** of class if this is an issue for you.

PAPER. For this assignment, you will choose one of the movies from the list in this section. **The paper is due by 5pm on Friday, November 18th, 2016. No late papers will be accepted. If your paper is late (even by 2 minutes), you will receive a zero.**

Select one of the characters in the movie (typically there is clearly a character who has observable symptoms of a disorder, but in the case of multiple characters, choose the one for whom you can write the best paper).

In the first section of the paper (label it "SYMPTOMS OBSERVED IN THE CHARACTER"), you will write about the symptoms experienced by the character. You should be relatively thorough here in terms of including every symptom you see the character displaying (or think it is likely they are displaying), rather than just those that meet a particular diagnosis. We want to be comprehensive first. For each symptom displayed, you will describe the symptom in your own words and offer examples from the film of how the character displayed the symptom. For example, you might offer dialogue stated by the character, observations from other characters (i.e., people talking about the character you chose), or specific behaviors that they exhibiting (e.g., punching a wall, driving fast, crying). One to two examples per symptom should be sufficient.

In the second section of the paper (label it "DIFFERENTIAL DIAGNOSIS"), you will conduct a differential diagnosis. That is, you will talk about why you think the character meets criteria for a particular diagnosis, and why they don't meet criteria for other diagnoses. For example, if someone is depressed, you would want to talk about whether it is possible they have bipolar disorder or major depressive disorder. Or if someone is using substances, but you are only giving them a diagnosis of depression, you would want to describe why you don't think they meet criteria for substance use disorder. The idea here is to provide a thoughtful analysis and to **justify** your diagnosis (not to necessarily be correct).

In the third section (label it "WHAT'S MISSING"), you should articulate whether there is other information you would want to know to make a more accurate diagnosis. For example, you might cite the data we discuss in class about the high degree of comorbidity between depression and anxiety and state although

you gave them a diagnosis of major depression and didn't clearly see anxiety, you would want to ask them about X or Y to be sure. Or you might feel you are even lacking information on the diagnosis you did give and would want to ask them more questions to make sure they met full criteria.

In the last section (label it "ACCURACY OF PORTRAYAL"), you should analyze how accurate the portrayal of the symptoms, diagnosis, treatment (anything relevant to class) in the movie versus what we've discussed and what you've read about. Would this movie be a good one to use if you wanted to illustrate the diagnosis you gave?

Each section will likely take you about 1 page single spaced, though sections 1 and 2 are likely to be longer relative to the other 2.

RUBRIC FOR PAPER: The following grading rubric will be used to grade this assignment:

	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>
Symptoms Observed in Character	<ul style="list-style-type: none"> -Comprehensive list of symptoms described -Accurate description provided for each symptom -1-2 examples listed for each symptom that are either clearly linked (e.g., crying as evidence of sad mood) or are described adequately to make it clear why the example fits (e.g., "When Tony asked Sarah about her feelings for him and she refused to respond, this appeared to reflect her social anxiety. We knew before this scene that she cared for him, but she appeared afraid of him rejecting her, which is a common symptom of social anxiety.") 	<ul style="list-style-type: none"> -Relatively comprehensive list of symptoms described, but leaves out a few symptoms clearly present (e.g., described depressive symptoms well, but doesn't acknowledge the marijuana and alcohol use by the character throughout the movie) -Symptoms are generally accurately described with some minor inaccuracies or occasional overreliance on the book compared to own words -Provides an example for each item, but at times lacks thoroughness or a clear linkage between symptoms and the examples 	<ul style="list-style-type: none"> -Lists a good number of symptoms to arrive at diagnosis but leaves out some key symptoms clearly displayed by the character -Symptoms are described but either uses too much verbiage directly from the book (i.e., not in own words) or has some major misunderstandings about what symptoms are 	<ul style="list-style-type: none"> - Relatively short list of symptoms or some definitively missing information -Symptoms are described inaccurately or are directly lifted from the book or lecture slides -Examples are lacking, unclear, or insufficiently described (e.g., "Tony got upset several times in the movie.")
Differential Diagnosis	<ul style="list-style-type: none"> -Clearly describes why the character has a particular disorder, referencing diagnostic criteria and occasionally even some of the associated characteristics or research findings (e.g., "Individuals with BPD frequently have a history of trauma, consistent with Tony's background of being physically abused by his father.") -Considers other possible diagnoses based on symptoms present or on important differentials mentioned in class (e.g., considering bipolar disorder if the character meets criteria for major depression; considering whether persistent depressive disorder or major depressive disorder are a better fit) -Provides a clear argument for the diagnosis chosen and the diagnoses eliminated 	<ul style="list-style-type: none"> -Provides a solid description of why the character has a particular disorder, but does not incorporate any additional information -Considers a few additional disorders but lacking in comprehensiveness -Provides a rationale for diagnoses chosen and eliminated by lacking in some detail or clarity about why a disorder was selected or eliminated 	<ul style="list-style-type: none"> -Provides a diagnosis but neglects to mention some of the important criteria, or misunderstands some of the criteria -Considers 1 additional disorder, but does not present a comprehensive analysis of the possibilities -Provides a relatively brief and incomplete argument for why disorders were selected or eliminated 	<ul style="list-style-type: none"> -List a diagnosis with little exposition about why it is a good choice, or rationale has significant errors -Minimal considerations of differential diagnoses -Argument for diagnoses is relatively surface level, brief, and may contain inaccurate statements

	<u>Excellent</u>	<u>Good</u>	<u>Average</u>	<u>Poor</u>
What's Missing	-Provides a critical analysis of missing information, including information missing about diagnoses given, diagnoses eliminated and other disorders which may be possible given comorbidity data	-Provides an analysis of missing information only based on diagnoses given or eliminated without thinking about other possibilities	-Brief analysis of some missing information, but lacking in detail and depth; may miss mentioning some information clearly identified in the rest of the paper (e.g., in the differential diagnosis section, mentions it is unclear if the character has PTSD because there is no information on intrusive symptoms, but then neglects to discuss this further in this section	-Relatively surface level discussion with few considerations or with inaccurate statements
Accuracy of Portrayal	-Comprehensive analysis of inaccuracies including mention of behaviors that may be rare with certain disorders, overly dramatized symptoms, and information relevant to other data discussed in class such as research findings, associated features, or information about the course of the disorder or treatment	-Solid analysis of inaccuracies, though mainly focused on presentation of symptoms without consideration of other topics discussed in class	-Analysis of inaccuracies but relatively brief and may miss key features	-Brief analysis that is only disorder focused and may contain errors
Grammar, Organization, Presentation	<p>-Sentences are varied, complex and used effectively to convey points; word choice is consistently precise and accurate</p> <p>-Essentially error free in terms of grammar and spelling</p> <p>-Essay is neat and professional</p> <p>-Tone is consistently professional and appropriate for an academic paper</p>	<p>-Sentences show variety and complexity</p> <p>-Some errors in grammar or spelling, but they never interfere with meaning or interpretation</p> <p>-Essay is neat with some violations (e.g., shifting font sizes)</p> <p>-Generally professional and appropriate tone</p>	<p>-Simplistic sentence structure; limited word choices; inconsistencies in tense and person</p> <p>-Repeated weaknesses in mechanics and usage; errors are at times distracting to the reader</p> <p>-Fairly neat but does not use structure provided</p> <p>-Not consistently professional in tone</p>	<p>-Vague, hard to follow language; words used inappropriately</p> <p>-Mechanical or grammar problems so severe it is difficult to ascertain the ideas from the paper</p> <p>-Essay untidy and does not follow basic formatting rules</p> <p>-Unprofessional tone that is not appropriate for an academic paper</p>

Possible movies:

Adam
Birdman
Cruel Intentions
Gone Girl
Lars and the Real Girl
Whiplash

Please note these movies are not on reserve anywhere, but all are available for online rental. Adam, Cruel Intentions, Gone Girl and Lars and the Real Girl are all available on Amazon video for \$3.99 rental. Birdman and Whiplash cost more if you don't have access to other platforms (e.g., Starz app), but are affordable around \$11-13, and may be available for rental from other places. These are great movies (I think!), so enjoy!

IN-CLASS ASSIGNMENTS:

In every class, we will do brief writing assignments during the class period. These are scored simply as credit/no credit. To receive credit you: 1) Must be present; 2) Must complete the assignment; 3) Must demonstrate effort on the assignment by addressing any questions asked and producing a thoughtful response. 20 of these in-class assignments will be factored into your grade. We will complete more than

20, so you will be able to miss a few if needed. At times, these writing assignments will be completed in groups. You will not be graded on grammar or presentation.

Grading Breakdown

Here is a description of how the various course assessments will be used to calculate your grade.

<u>Assignment</u>	<u>Points</u>	<u>Percentage of Grade</u>
Exam 1	100	20%
Exam 2	100	20%
Paper	100	20%
In-class Writing Assignments	50	10%
Final Exam	150	30%
	500	100%

<u>Percentage</u>	<u>Letter Grade</u>
93-100	A
90-92.999	A-
87-89.999	B+
83-86.999	B
80-82.999	B-
77-79.999	C+
73-76.999	C
70-72.999	C-
67-69.999	D+
63-66.999	D
60-62.999	D-
Below 60	F

I do not round up! I give extra credit options in this course and curve tests whenever the grades are a bit low. That is the rounding I do. So an 89.9% is a B+, no exceptions.

EXTRA CREDIT

You may do up to 3 extra credit assignments, which can earn you from 0 to 4 extra percentage points on each exam and the paper. **You must turn in the assignment no later than the date indicated on the syllabus on the Course Schedule.** That is, extra credit for Exam 1 must be turned in by October 10, 2016; extra credit for Exam 2 must be turned in by November 14th, 2016; extra credit for the Final Exam must be turned in by December 5, 2016.

In other words, you can't turn in a bunch at the end of the semester if you are worried about your grade. You must do this as we go. You cannot turn in multiple assignments per exam. You will definitely have to decide if you want to do the extra credit for the final exam before you receive the results of your paper (since the paper is not due until November 18th and there are 90 students in this class!).

For the assignment, you will select a journal article using the following guidelines:

1. The article must be relatively recent (2010-2016)
2. The article must come from a journal indexed in PsychINFO (electronic resource at the library; ask the TA or a librarian for assistance)
3. The article must exceed 4 pages.
4. The article must be an empirical study. That is, it analyzes the data using statistics, or qualitative methods (long form responses from participants which are categorized into themes). It should not be a review paper or a paper without any data.
5. The article must be relevant to abnormal psychology (i.e., it involves enhancing our understanding of a mental disorder, or talks about treatment for a mental disorder), but does not have to include

human subjects (i.e., it could be a study of an animal model of an abnormal psychology-related topic)

6. The article must be referenced using APA style in your submission.

For the write-up, you should answer the following questions:

1. Describe what research question(s) the authors were investigating and why it is important (i.e., why do we care about this study). You should not simply cut and paste or just paraphrase the hypotheses of the study, but rather attempt to put this in your own words. – 1 paragraph
2. Summarize the results of the study for a lay audience (i.e., say what they found, but explain it like it is for your grandma or someone who knows nothing about psychology). – 1 paragraph
3. What were the sample characteristics and how might this limit the generalizability of the study (e.g., small sample? Only people of certain races/ethnicities or age groups? Only people who did not have some symptoms – for example, studying depression and excluding people who are suicidal or have a substance use disorder?)? Take what you know about the sample, and describe what you think this might mean in terms of the results applying to the whole population. – 1 paragraph

The grading of these papers will follow these guidelines:

0 points	Did not follow guidelines of questions to answer and/or selected a journal article that did not adhere to the article selection guidelines
1 point	Selected an article that follows article guidelines, and wrote information for all 3 prompts but are lacking in quality or do not answer the questions adequately
2 points	Selected an article that follows article guidelines, wrote information for all 3 prompts and answered 1 of the 3 questions with sufficient detail, clarity, and focus
3 points	Selected an article that follows article guidelines, wrote information for all 3 prompts and answered 2 of the 3 questions with sufficient detail, clarity, and focus
4 points	Selected an article that follows article guidelines and answered all 3 questions with sufficient detail, clarity, and focus

Assignment Submission Policy

All Extra Credit assignments are due by 5pm on the date listed.

Extra Credit:

For adding up to 4 % points on Exam 1, assignment must be turned in by: Monday, October 10th

For adding up to 4% points on Exam 2, assignment must be turned in by: Monday, November 14th

For adding up to 4% points on the Final Exam, assignment must be turned in by: Monday, Dec 5th

All papers are due by 5pm on Friday, November 18th. You must use the Turnitin feature on blackboard to submit the assignment. If you have never used this before, please visit our TA to get assistance well in advance of the due date.

ELECTRONIC DEVICES AND CLASS TIME

I know that the internet and your phones will serve as a compelling competing focus during class time. I ask that you make every effort to refrain from accessing the internet, reading other materials, using your phone, talking to others when we aren't having a discussion portion, etc. If I can make content or class time more interesting, please let me know and I will try! **All phones must be silenced and should not be taken out during class.**

Why are instructors always banging on about this?

1. It is distracting to other students. It is hard to sit behind someone looking at cool clothes, pictures, etc. and not start looking at it yourself!
2. It is distracting to me. I can see all of you!
3. Research has shown that dividing your time between trying to learn and other activities (such as using your phone or surfing the internet) significantly decreases learning (e.g., Kuznekoff & Titsworth, 2013) and the amount of information you are able to get in your notes.
4. It has also been shown that trying to find a Tinder date during an abnormal psychology class is detrimental to your health (Dont & Justdont, 2016).

LECTURES AND CLASS TIME

Classes are intended to review and supplement the readings. I may not cover everything in the readings in class, but you will still need to know the material listed on the review sheet from the book to be successful on the exams. The book also explains some concepts in a slightly different way than I do, so this may help you to understand the information. If I do not review material from the book that you find confusing, please ask!

I have tried to make class more interesting by including material that is both in, and supplemental to, the textbook. I feel this allows you the opportunity to make sure you understand the general concepts in the book, but hopefully feel like I'm not simply reading the chapter to you. I recommend you attend class regularly, both to complete in-class assignments and also for the best learning experience.

I will show some clips from movies or documentaries in class to help you learn to identify some of the symptoms of mental disorders. Please note that some of this content will be R-rated (and some documentaries do not have ratings), and may contain upsetting or controversial topics. If you think this will be a problem for you, please come and speak to me about potential upsetting themes at the beginning of the course. I can then warn you of this content in advance, and you can choose whether you wish to step out of the class for that portion.

An important part of class is your participation. Please be a part of the conversation! We will sometimes have a group discussion as a class, or sometimes discuss ideas or topics in small groups. Sometimes you will be asked to write about what is going on in class. We will try to vary it to maximize the number of people participating and benefiting from class participation.

SYLLABUS

It is often the case that students do not carefully read the syllabus. Please don't let this be you! I have made every attempt to make all class policies, procedures, and grading explicit in this document. It is to your advantage to understand it clearly. Consider this part of your reading assignment for the first class and read the syllabus in its entirety. Make note of important due dates and exams so that you can adequately prepare. No late work is accepted. I consider this document a contract between me as the instructor and you as the student. We both agree to abide by this document, and nothing in it is negotiable. I am strict about this because in the end it protects students. Everyone should have the same expectations when they take a course, and therefore it is not fair for me to alter these procedures for anyone.

GRADING DISPUTES

There are only 2 methods by which a grade can be altered. The first is if you feel there has been some sort of grading error, such as your grade being entered into the grade book incorrectly. The other way is a decision made by me, and this will apply to the entire class, never to an individual student. I statistically analyze responses to exams, and if it seems an item is near universally failed by all students, I will consider whether this is a valid item and may alter everyone's scores as a result. There are no individual discussions for grade alterations, though we are happy to go over exam responses or paper grading with you.

EMAILING AND OFFICE HOURS

This is a very important section. I want you to come see me in my office hours, make an appointment with me, or speak with me after class. I can answer your questions much better when we can have a discussion – I'm better able to understand what isn't clear to you and I'm better able to make sure you understand the clarification I'm providing. Email is not particularly conducive to this type of conversation. As such, I would ask that you NOT email me unless you are emailing to set up a meet with me. I want to hear from you! But I have found that emailing about course content tends to be more confusing than helpful, so I implement this policy to make it easier for you to speak with me in person. Please also ask questions in class – you are probably not alone in your wonderings! If you do email me with a question, please be aware I may not be able to immediately respond given my other responsibilities at USC. If I read your question and perceive it to be complex to answer, or I'm not entirely clear what you are asking, I will respond by asking you to come see me. Please do not ask clarification questions to me over email a day or two before an exam! I provide review sheets, and am available to help you prior to this, so please take advantage of that availability and leave yourself time to prepare for exams.

PSYCHOLOGICAL ASSISTANCE

I do run the Psychology Services Center on campus. However, I am not the best person to discuss your mental health issues with (this is called a dual relationship – something we will discuss toward the end of the semester). In our situation, I'm your instructor first, and it makes it difficult for us to have a conversation about mental health issues affecting you or your family. So I recommend two things. First, the counseling center on campus is here for you! Call them at 213-740-7711. They can see you or provide referrals who take the student health insurance plan. Another option is to call our center (213-740-1600). Our graduate student workers are excellent at providing referral sources. You can seek out services at the PSC while you are in class. Although I will refuse to be the supervisor for the case, as the administrator of the clinic, I have access to, and regularly review information about all the clients in our center, so you should be aware I may have access to some information about you. If I were ever to be a supervisor for your case after you have completed my course, the therapist you are working with would discuss this with you and assess your comfort with that situation before we proceeded.

COURSE SCHEDULE:

As required by university policy, the expectation for this course is that you will spend about 8 hours per week on average outside of class on this course. This will include readings and working on all class-related assignments. All case studies and articles can be found on Blackboard.

<u>Date</u>	<u>Class Topic</u>	<u>Reading/Assignment</u>
Monday, Aug 22	Defining abnormality and historical contexts	Chapter 1, p. 1-19
Wednesday, Aug 24	Learning Models & Biopsychosocial Perspective	Ch 2, p. 36-45, 52-56, 58-65
Monday, Aug 29	Biopsychosocial Perspective; Clinical Assessment and Diagnosis	Chapter 3
Wednesday, Aug 31	Clinical Assessment and Diagnosis	Chapter 3
Monday, Sept 5	No class – Labor Day	
Wednesday, Sept 7	Research Methods	Chapter 1, p. 20-34
Monday, Sept 12	Neurodevelopmental Disorders	Ch 13 (pp. 480-4, 491-8, 501-5); ADHD case study
Wednesday, Sept 14	Neurodevelopmental Disorders; How to read a research article	Ch 13 (pp. 485-490); Research article; Autism case study
Monday, Sept 19	Neurocognitive Disorders and Aging	Chapter 14 (except 536-542)
Wednesday, Sept 21	Depression	Ch 7; Ch 13 (pp. 511-513); Depression case study
Monday, Sept 26	Bipolar	Chapter 7; Bipolar case study
Wednesday, Sept 28	EXAM 1	Study for exam
Monday, Oct 3	Depression Treatments; Eating Disorders	Chapter 2, 67-end; Chapter 9, p. 333-350
Wednesday, Oct 5	Eating Disorders	Ch 9, p. 333-350; Bulimia case study
Monday, Oct 10	Substance Use Disorders	Chapter 8; EXTRA CREDIT 1 DUE
Wednesday, Oct 12	Substance Use Disorders	Chapter 8; Alcohol case study
Monday, Oct 17	Personality Disorders	Chapter 12; BPD case study
Wednesday, Oct 19	Personality Disorders	Chapter 12; Ch 13 (p. 505-507)
Monday, Oct 24	Schizophrenia	Ch 11; Schizophrenia case
Wednesday, Oct 26	Schizophrenia	Study for Exam
Monday, Oct 31	EXAM 2	
Wednesday, Nov 2	Phobia and Social Anxiety	Chapter 5
Monday, Nov 7	Panic Disorder and Illness Anxiety	Illness anxiety case study
Wednesday, Nov 9	OCD; PTSD	Chapter 4; OCD case study
Monday, Nov 14	PTSD; Treatments for Anxiety	EXTRA CREDIT 2 DUE
Wednesday, Nov 16	Treatments for Anxiety	PAPER DUE NOV 18TH
Monday, Nov 21	Psychology and the Law (guest speaker)	Chapter 15
Wednesday, Nov 23	No Class – Thanksgiving break	
Monday, Nov 28	Ethics and Mental Health	Chapter 15; PAPER DUE
Wednesday, Nov 30	Wellness	You decide case studies
Monday, Dec 5		EXTRA CREDIT 3 due
Monday, Dec 12, 8a-10a	FINAL EXAM	

Statement on Academic Conduct and Support Systems

Academic Conduct

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards* <https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct/>.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* <http://equity.usc.edu/> or to the *Department of Public Safety* <http://capsnet.usc.edu/department/departement-public-safety/online-forms/contact-us>. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* <http://www.usc.edu/student-affairs/cwm/> provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

Support Systems

A number of USC’s schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* <http://dornsife.usc.edu/ali>, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* <http://emergency.usc.edu/> will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

Student Athletes, Academic Accommodations and Religious Activities

Student Athlete

If you are a student athlete, and you have college-sanctioned and scheduled games at the time of the exam, such that you cannot complete it within the allotted window offline (hopefully this won’t happen because I ask for these dates prior to the start of class), you must notify me **within the first 2 weeks** of the semester, and you must provide proof of this with a letter from the official of your team and a schedule from the official or one posted on the internet. Please come talk to me right away if you anticipate any difficulties.

Academic Accommodations

If you have a letter of verification from the Office of Disability Services and Programs (DSP) regarding academic accommodations, you must present it to me **within the first two weeks** of class.

Religious Observances

If you have a conflict on exam dates due to a religious holy day, please notify me **within the first 2 weeks** of the semester (hopefully this will not be an issue as I ask for these dates prior to the start of class).