

### **Course Description**

This course is a comprehensive assessment of what it means to be “normal”, and thus, what it means to be “abnormal”. What can brain structure and neurochemistry tell us about behavior? How does Clinical Science inform our understanding of behavior? This is an overview of the scientific study of mental illness. We will cover scientific methods for studying mental health issues, policy changes that have affected mental health, and how to effectively treat those with “abnormal” psychology.

Because everyone has had exposure to some kind of mental illness in his/her life, you are highly encouraged to share your experiences and real world knowledge in class. The ability to apply book knowledge and lecture material to traits that you see in real life is as important as applying that knowledge to test questions.

### **Learning Objectives**

- Define “Abnormal” in reference to psychological symptoms.
- Apply concepts of abnormal psychology to modern research and specify the paradigms that influenced it.
- Become active consumers of empirical research related to mental illness and its treatment
- Think critically to formulate opinions about real-world implications of course material
- Evaluate psychological disorders based on symptoms, propose etiology and specific treatment.

**Prerequisite(s), Co-Requisites, and Recommended Preparation:** Psyc 100

### **Course Notes**

The syllabus and lecture slides are provided on Blackboard to facilitate note taking. Content will be provided in lecture that is not on the slides. Arrange to get notes from another student or two if you miss lecture.

### **Required Textbook**

Kring, A. M. & Johnson, S. L.(2018). *Abnormal Psychology*, 14<sup>th</sup> Edition. Wiley.

**Descriptions and Policies on Course Grade Components**

### **Assignment of Course Grades**

### **Mini-paper instructions:**

- Papers will be submitted on Blackboard. Papers will be submitted by the due date listed in your syllabus **at 12 PM.**
- Papers will be written with 1 inch margins (default in Word), 12 point Times New Roman font, double-spaced. All papers should be turned in as a Word document (.doc, .docx). Papers must include an APA style reference section which does not count towards your page requirements.
- Your paper will be **Three-Five** pages long (no more than 5 pages).
- In each response, make sure you are specifically citing material from your textbook, as well as peer reviewed literature (use proper APA in-text citations--see Purdue Owl Writing Lab or scientific articles. <https://owl.english.purdue.edu/owl/resource/560/02/>).

Prompt: Choose a Psychological disorder that is of interest to you. Briefly discuss the onset, prevalence, treatment possibilities, outcomes and what more is known about the disease. You might discuss brain basis for the disease, diathesis-stress model or other components of the onset of the disorder, and its life course. **NO LATE PAPERS WILL BE ACCEPTED.**

### **Weekly Discussion Questions:**

Weekly discussion questions will be assigned after class on Wednesday on Blackboard. They will be expected to be turned in before class on Monday morning. Discussion questions should have thoughtful responses that incorporates what was learned in lecture, the book, and applying any knowledge you may have from experience. Grades are given based on effort. **NO LATE QUESTIONS WILL BE ACCEPTED.**

### **Final Paper**

#### **Paper Guidelines**

In this course we talk about how psychopathology is portrayed in our society and how this affects the lives of those with mental illnesses. Because most people don't have expertise in abnormal psychology, public perceptions about psychopathology are strongly influenced by the media, including popular movies and television. Information presented in the media can be sympathetic and enlightening, or can perpetuate the stigma often associated with mental illness. This stigma limits opportunities for individuals with mental illnesses and often prevents them from seeking appropriate help. For this assignment, you will critically evaluate the accuracy of information recently presented in the movies or on TV on some form of psychopathology, and discuss how this presentation might influence public opinion. **NO LATE PAPERS WILL BE ACCEPTED.**

#### **“Abnormal Psychology in the Movies and on TV”**

One of the most visible places to find examples of abnormal psychology is in movies or on TV. This assignment will involve watching a popular film or TV show that depicts some form of psychopathology. In your paper, you will provide a comprehensive diagnosis of the character with the disorder, and discuss his/her symptoms, treatment, and as the mental health profession in general. Finally, you will be asked to discuss the film's characterization in light of the current understanding of this disorder.

#### **Paper Guidelines”**

1. Choose a movie or television show that has a character with a mental illness. Please discuss with Professor George so we can ensure that there is mental illness present in that movie.
2. Introductory Paragraph:
  1. Introduce the movie and character you will be presenting
  2. Brief description of movie and character
  3. Identify the primary diagnosis
3. Provide an overview of the disorder including age of onset, course, prevalence etc.. and any research that talk about the etiology (the origins) and/or the treatment of the disorder. This part of the paper should be approximately 2 pages double spaced and should be in APA style. Please use a minimum three peer reviewed references (which should be cited in APA style).
4. Peer reviewed references are generally journal articles that can be accessed from Psycho Info. I will post details on how to do an article search.
5. List symptoms for primary diagnosis using DSM 5 criteria and explain what character did (i.e. behavior) to qualify to have those symptoms
6. Discuss portrayal of disorder in movie. Was it realistic? What was not realistic? Was anything mentioned about treatment? If so, what?
7. Conclusion
8. References (minimum 3) in APA style
9. Paper should be 10-12 pages in length (double spaced.)

**What is a peer reviewed source**

<https://www.youtube.com/watch?v=1oq7bt3rTNQ&feature=youtu.be>

- **Here is the link to a document on how to search psych info:** <http://www.apa.org/pubs/databases/training/ebsco.pdf>
- **This link helps you to understand what a peer reviewed article is:** <http://guides.lib.jjay.cuny.edu/content.php?pid=209679&sid=1746812>

**Participation:**

Participation is mandatory. Please read the textbook prior to class and come to class with some knowledge and thoughts on the subject matter.

<b>Grade Component</b>	<b>Points</b>	<b>% of grade</b>
Mini paper	100	25%
Weekly Discussion Questions	130 (10 points per week)	32.5%
Final Paper	170	42.5%
<b>Total</b>	<b>400</b>	<b>100%</b>

Letter grades will be assigned based on the percentage of points possible that you earn, as stated below. Percentages earned will not be rounded up. This course is not graded on a curve. Curves limit the number of students who may earn each letter grade—regardless of their performance—and put students in competition with one another. Please note that **grades will not be inflated based on request, nor will additional assignments be created so that a student may attempt to earn more points.** If you are struggling, please talk to your instructor or seek out help (see Support Services below) immediately. If you wait until late in the semester, or after you have taken a test or submitted work, there is no retaking or resubmitting of work to try to raise your grade.

A	93% and up	C+	77 - 79.9
A-	90 - 92.9	C	73 - 76.9
B+	87 - 89.9	C-	70 - 72.9
B	83 - 86.9	D+	67 - 69.9
B-	80 - 82.9	D	63 - 66.9
		D-	60 - 62.9
		F	<60%

If you are struggling in class and need to improve your performance, please reach out as soon as possible. There is no shame in asking for help, and I am happy to help! The tips I am able to give to you will be most beneficial for you, grade-wise, if you are able to get help earlier in the course.

**If you take this course pass/fail, please know that a grade of C- (70%) is the minimum to pass.**

#### **Acceptable Excuses for Absences and how They Apply to Each Course Component**

The following will count, with approved documentation: (1) **university-sponsored event** that you are required to attend on an exam/lab date; (2) unanticipated and unavoidable **emergency** on the exam/lab date, such as a documented incident on the way to campus; (3) death or life threatening emergency of a **close relative or friend** within a reasonable timeframe of the scheduled date (paper evidence of the emergency is required, and additional documentation by a university official may also be required); (4) **Medical excuses**: If you go to the student health center, sign the release form. Dated notes on letterhead from private physicians or therapists are also acceptable, but subject to approval. Inconveniences such as traffic, work, parking delays, and non-emergency appointments will not count as acceptable excuses.

Exam Absences If you miss an exam without an approved, documented excuse, you will receive a zero and may not make it up. Extensions for taking an exam are granted if you provide a doctor's note stating that you could not attend class on the exam date, or, for at least the three days immediately preceding it. With an approved excuse you must let your TA know within 24 hours of its scheduled time, and take a make up by the end of the third day (weekday) after it was given. Only one midterm exam will be rescheduled. The final may not be rescheduled per university policy.

#### **Student Responsibilities for Grades**

Please check that your scores are entered correctly. It is rare that a mistake is made, but if it is, please come to office hours with the test/essay in hand for review. No changes to scores are made at the end of the semester, regardless of fault.

### **Policy on Use of Technology in the Classroom**

Audio and video recording of lecture is *prohibited*. We may use a variety of forms of technology in class, including mobile devices as response systems. Please bring a tablet or cell phone to class, but these must be kept put away at all times when not in use for class content.

**Security of Course Content.** All material presented in class or discussion, sent via email, or posted on Blackboard is “all rights reserved.” In addition, some of it is copyrighted and distributed for in-class use only by a publishing corporation. You may not store these materials—whether on paper or electronically—for use by students not presently enrolled in this course, nor may you post the materials anywhere on the internet. Out of fairness to all current and future students, please do your part to protect our course content. **You may not record the lectures in part, or full, at any time during the class.**

Please see the addendum attached to the syllabus for detailed information about Student Support Services and Academic Integrity.

<b>Date</b>	<b>Chapters</b>	<b>Lecture topic</b>	<b>What's Due?</b>
1/10	Chapter 1	Syllabus review and Introduction/Historical Overview	
1/12	Chapter 2	Current Paradigms in Psychopathology	
1/19	Chapter 3	Diagnosis and Assessment	Discussion Questions #1
1/24	Chapter 4	Research Methods in Psychopathology	
1/26	Chapter 5	Mood Disorders	Discussion Questions #2
1/31	Chapter 5	Mood Disorders	
2/2	Labor Day	No Class	Discussion Questions #3
2/7	Chapter 6	Anxiety Disorders	
2/9	Chapter 6	Anxiety Disorders	Discussion Questions #4
2/14	Chapter 8	Dissociative disorders and somatic symptom related disorders	
2/16	Chapter 9	Schizophrenia	Discussion Questions #5
2/23	Chapter 9	Schizophrenia	
<b>2/28</b>	<b>Mental Health Day</b>		Discussion Questions #6; <b>Mini paper due</b>
3/2	Chapter 10	Substance Use Disorders	
3/7	Chapter 10	Substance Use Disorders	Discussion Questions #7
3/9	Chapter 11	Eating Disorders	
3/21	Chapter 11	Eating Disorders	Discussion Questions #8
3/23	Chapter 12	Sexual disorders	
3/28	Chapter 12	Childhood disorders I	Discussion Questions #9
3/30	Chapter 13	Childhood disorders II	
4/4	Chapter 14	Late life and neurocognitive disorders	Discussion Questions #10

<b>4/6</b>	<b>Mental Health Day</b>		
4/11	Chapter 14	Late life and neurocognitive disorders	Discussion Questions #11
4/13	Chapter 15	Personality Disorders	
4/18	Chapter 15	Personality Disorders	Discussion Questions #12
4/20	Chapter 16	Ethics	
4/25	Chapter 16	Ethics	Discussion Questions #13
<b>4/27</b>			<b>FINAL PAPER DUE</b>

### **Addendum: Student Support Services and Academic Integrity Violations**

Here is a quick reference list of support services available to students:

*Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

<https://engemannshc.usc.edu/counseling/>

*National Suicide Prevention Lifeline - 1-800-273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

*Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

*Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class.

<https://equity.usc.edu/>

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

*Student Support & Advocacy – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student Ex: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

*Diversity at USC – <https://diversity.usc.edu/>*

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

All USC students are held to the standards set forth in the SCampus. Sometimes students do not realize that a certain behavior is an academic integrity violation, and misinformation floats about on campus. It's a good idea to review academic integrity standards periodically. Here is a snapshot of things you want to avoid doing. (From Section 11 – Behavior Violating University Standards and Appropriate Sanctions <https://policy.usc.edu/scampus-part-b/>).

11.11

- A. The submission of material authored by another person but represented as the student's own work, whether that material is paraphrased or copied in verbatim or near-verbatim form.
- B. The submission of material subjected to editorial revision by another person that results in substantive changes in content or major alteration of writing style.
- C. Improper acknowledgment of sources in essays or papers.



Note: Culpability is not diminished when plagiarism occurs in drafts that are not the final version. Also, if any material is prepared or submitted by another person on the student's behalf, the student is expected to proofread the results and is responsible for all particulars of the final draft.

#### 11.12

A. Acquisition of term papers or other assignments from any source and the subsequent presentation of those materials as the student's own work, or providing term papers or assignments that another student submits as their own work.

B. Distribution or use of notes or recordings based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study. This includes, but is not limited to, providing materials for distribution by services publishing class notes. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the Internet or via any other media. (See Section C.1 Class Notes Policy).

C. Recording a university class without the express permission of the instructor and announcement to the class. Recording can inhibit future free discussion and thus infringe on the academic freedom of other students as well as the instructor.

#### 11.13

A. Any use or attempted use of external assistance in the completion of an academic assignment and/or during an examination, or any behavior that defeats the intent of an examination or other classwork or assignment, shall be considered academically dishonest unless expressly permitted by the instructor. The following are examples of unacceptable behaviors: communicating with fellow students during an exam, copying or attempting to copy material from another student's exam; allowing another student to copy from an exam or assignment; possession or use of unauthorized notes, calculator, or other materials during exams and/or unauthorized removal of exam materials.

B. Submission of work altered after grading shall be considered academically dishonest, including but not limited to changing answers after an exam or assignment has been returned or submitting another's exam as one's own to gain credit.

#### 11.14

A. Obtaining for oneself or providing for another person a solution to homework, a project or other assignment, or a copy of an exam or exam key without the knowledge and expressed consent of the instructor.

B. Unauthorized collaboration on a project, homework or other assignment. Collaboration will be considered unauthorized unless expressly part of the assignment in question or expressly permitted by the instructor.

#### 11.15

A. Attempting to benefit from the work of another.

B. Any attempt to hinder the work of another student or any act which may jeopardize another student's academic standing.

#### 11.16

Using any portion of an essay, term paper, project or other assignment more than once, without permission of the instructor(s).

#### 11.17

Falsification, alteration or misrepresentation of official or unofficial records or documents including but not limited to academic transcripts, academic documentation, letters of recommendation, and admissions applications or related documents.

11.18

Taking a course, any course work or exam for another student or allowing another individual to take a course, course work, a portion of a course or exam in one's stead.

11.19

A. Accessing, altering and/or using unauthorized information.

B. Misuse of university computer systems or access to those systems as articulated by the university's Computing Policies (including improper downloading of material, see Section F.1. Computing)

11.20

Fabrication: Submitting material for lab assignments, class projects or other assignments which is wholly or partially falsified, invented or otherwise does not represent work accomplished or undertaken by the student.