Course Syllabus: Abnormal Psychology
Summer 2007

Room: John Dewey Hall, Rm 212
Class Time: Monday, Wednesday, Friday 9-11.30 a.m.
Instructor: Ciara Byrne
Office: John Dewey Hall, Rm. 335
E-mail: Ciara.Byrne @uvm.edu
Office Hours: Friday 11.30 – 1.00, or by appointment

Required Books


Schedule of Readings

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<tr>
<th>Date(s)</th>
<th>Topic</th>
<th>Textbook Reading</th>
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| May 21st | Review Class Syllabus  
          -What is Abnormal Behavior?  
          -Abnormal Psychology over Time |
| May 23rd | - Theoretical Approaches to Mental Illness  
          - Classification, Diagnosis & Assessment |
| May 25th | No Class |
| May 28th | No Class: Memorial Day |
| May 30th | Mood Disorders | Chapter 9 |
| June 1st | Anxiety Disorders I;  
           Panic & Anxiety,  
           Obsessive Compulsive Disorder,  
           Post Traumatic Stress Disorder, |
| June 4th | Somatoform  
           Sexual & Gender Identity Disorders | Chapter 8 & 16 |
| June 6th | Eating Disorders | Chapter 15 |
| June 8th | Mid-Term |
| June 11th | Schizophrenia  
           Dissociative Disorders |
| June 13th | Substance Abuse Disorders |
| June 15th | Personality Disorders |
| June 18th | Disorders of Childhood & Adolescence | Chapter 13 |
Course Requirements

EXAMS: 37.5% of grade. 225 points altogether (100 points for Exam 1, and 125 points for Exam 2).
There will be two exams during the semester. Exams will be composed of multiple choice questions and will cover material covered in the readings (including case studies), lectures and films. The final exam is cumulative, and will be held at the time scheduled for this course’s final.

TEAM PROJECT; 50% of grade; 300 points altogether (150 points for the presentation and 150 for the paper)
Students will be required to do a team project on a specific DSM –V-TR disorder that includes a presentation and a paper. This project should be based on an integration of data from the below sources:
1) Cutting edge research from 3 journal articles about this disorder.
2) A memoir of a person who experienced this mental illness.
3) You are also encouraged to use other resources such as high quality newspaper articles, for example, the New York Times, high quality television shows, for example, 60 minutes, and magazine articles, for example, Time, and documentaries.
* I would rather you only used a very limited amount of information from your textbook for this project.

The types of questions you should consider answering for this project include:
Etiology: What is the etiology of this disorder; what is the contribution of genetics, parenting, cultural influences, environmental stressors, etc?
Treatment: Is treatment helpful for this disorder? If so, what kind? therapy or medication? what types of medication?
From the Memoir: Are there additional diagnoses you might think about for the writer? Why? What else do you need to know in order to give a diagnosis? How did the person develop the disorder? What were the contributions of genetics, shared environment (e.g., family influences), and non-shared environment (e.g., life experiences, major stressors) on the development of the disorder?

During the first class you will be assigned onto a team of 2-3 students. Each team will choose a DSM –V-TR mental illness as the basis for their project. The team will be required to locate 3 research articles from peer-reviewed journals (2 of the articles must be published no earlier than 2004) that empirically investigate some element of the DSM –V-TR disorder.
As part of this project you will also need to locate the memoir of a person who has experienced this mental illness. Additional sources such as newspaper, magazine and television pieces are also strongly encouraged (see above).
Please email me the name of the 3 research articles and the memoir at least 2 weeks before the date of your presentation.

**Presentation (150 points):** Each team will be required to do a power-point presentation of their project. The presentation should last 40 minutes. At the end of the presentation you will be required to facilitate a 10-minute discussion about your presentation. You will also assign the class one research article and chapter from the memoir to read for that week. Please put the readings in my box two weeks before the date of your presentation. I will cover the requirements for the presentation in detail in class.

**Paper (150 points):** Each student will be required to write a 7-page paper based on his/her project. This paper should **not** be written as a team, but rather written separately by each student. The paper should describe the findings of the research articles, and integrate these findings with the memoir. I will cover the requirements for the paper in detail in class. The paper is due on the day of your presentation.

**ATTENDANCE (8.3%; 50 points)**
In order to truly learn in this class, you need to come to class. You are expected to come to every class prepared and on time. I realize that there will be times where you can’t make it to class for some reason. Therefore, you will be allowed 1 absence throughout the semester. If you miss more than 1 class, I will begin to deduct points from your final grade, specifically 10 points per missed class.

**CLASS PARTICIPATION (4.2%; 25 points)**
To make this course a valuable learning experience requires all of your participation. I expect you to participate (e.g. respond to a question, pose a question, or make a comment) at least once per week. Since it will be hard for me to keep track of this, I will ask you at the end of the semester what letter grade you think you deserve for your participation. I trust that you will be honest with your ratings.

**Grading**
Grades will be based on the two exams (225 points), the case presentation (150), the paper based on the case presentation (150), attendance (50 points), and participation (25 points). The final grade will be based on the total number of points obtained out of a possible 600 points.

The following table shows you the points needed to obtain each grade level

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<thead>
<tr>
<th>Grade</th>
<th>Point Range</th>
<th>Percentage</th>
<th>Grade</th>
<th>Point Range</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>586-600</td>
<td>98-100%</td>
<td>C</td>
<td>435-458</td>
<td>73-76%</td>
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<tr>
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<tr>
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<tr>
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