

**BLOOMSBURG UNIVERSITY**  
**Department of Psychology**  
**Course Syllabus**

**Course:** Introduction to Abnormal Psychology (3 credit hrs.)

**Instructor:** Jeffrey D. Leitzel, Ph.D.

**Catalog #** Psych 235.01 (1720)

**Phone:** (office) 389-4232 (mobile) 650-6286 (fax) 389-2019

**Spring 2020**

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**Web:** [WWW.LEITZEL.COM](http://WWW.LEITZEL.COM)

**Course Schedule:** M W 3-4:15 pm

**Office:** McCormick 2116

**Office hours:** M W 5:45-7:15 pm, T 3-5 pm

**Description:** An introduction to the nature, diagnosis, etiology, epidemiology, prevention and treatment of cognitive, affective, behavioral and personality disorders. Also covers relevant theoretical perspectives and research findings. This course does NOT count toward the Psychology major.

**Course Objectives:** After successfully completing this course, the student should have:

- a historical perspective on the distinctions between normal and abnormal behavior
- an understanding of the various types of mental disorders, their etiologies and current prevention and treatment approaches
- the ability to apply criteria from the current psychiatric Diagnostic and Statistical Manual of Mental Disorders (DSM) to the diagnosis of psychological disorders
- an understanding of the shortcomings of the DSM classification system
- an awareness of the current empirical research on major psychiatric conditions
- an appreciation of the ethical and legal issues involved in mental health treatment
- the ability to interact effectively with mental health professionals they may encounter in their future professional setting

**Required Materials:**

1. Lyons, C. A. & Martin, B. (2014). *Abnormal Psychology: Clinical and Scientific Perspectives* (5<sup>th</sup> Ed.). Redding, CA: BVT Publishing.
2. Turning Point Response Card XR Classroom Response Device a.k.a. "Clicker" – must be registered via BOLT in order to have responses recorded. See the link on BOLT for directions to register your device.

**Course Requirements:**

**1. Class Participation** – While attendance is strongly encouraged, it is not required. However, 15% of your final grade will be based on class attendance and participation. Active, thoughtful participation in class, demonstrating an understanding of the material is expected. You can miss up to two class meetings without any penalty. After the second absence, each additional absence results in a 1 point deduction from the attendance/participation grade. Participation is also an important part of your attendance/participation grade, I track classroom participation and sitting silently in class throughout the semester will result in a minimal grade in this area. I do not differentiate in any way between excused or unexcused absences. You have a week worth of classes that you may miss without penalty and going beyond that will have a slight impact, as discussed above. I do not ever need to see notes from the health center/doctors/coaches/advisors/etc.

**2. Oral Presentation** - Students, working in pairs (or rarely, in groups of three), will choose a topic from the list provided by the professor to research, prepare, and present in class. Each team will distribute a brief outline or summary of their presentation and key references related to their topic to the class at the time of their presentation. **Each student team will submit, via e-mail, three multiple-choice questions, with four response options based on their presentation.** A sampling of these questions will be included on the exams, so it will be to your advantage to be present and attentive. The presentations should be 10-15 minutes, with 15 minutes being the absolute maximum (failure to reach the 10 minute minimum (not including discussion or review of your questions), **will impact extremely negatively on your grade**). Time for discussion will be allowed following each presentation. Presentations will begin by about the seventh week of class (following the first exam). At least one of the sources utilized in preparing the oral presentation must be from a psychology (or related field) professional journal. All sources should be scholarly and web resources kept to a minimum. If you have any uncertainty about the appropriateness of your source(s) or what constitutes a professional journal, please see me. Be sure to carefully **review the checklist I have made available for this assignment** (can be accessed at the course web page) to be sure you are meeting all requirements.

Need help with some library research? Katie Yelinek is the librarian assigned to our department. She can help you find articles and books, cite information, or track down material not held in the library. Feel free to stop by her office (Andruss Library 241), send her an email (kyelinek@bloomu.edu), or give her a call (570-389-4228). Her office hours vary, but generally she's in the library Monday-Wednesday & Friday from 8-4 and on Thursdays from 1-9pm.

**3. Examinations** - There will be two examinations during the course of the semester and a comprehensive final exam, given during finals week. The exams will cover all assigned readings, class discussion, lecture, videos we watch in class and DSM5 criteria for disorders. Format will be objective test items and short answer/case diagnosis. If you miss an exam due to an illness or serious family emergency you must contact me to arrange to take the exam prior to the next regular class meeting. Failure to follow this procedure will result in a grade of zero for that exam, it is your responsibility to contact me to arrange to take the exam.

**4. Quiz Questions** - At the beginning of the coverage of most chapters, we will start things off with three quiz questions. You will need to be sure that you have your turning point device with you in order to respond to these questions. There will usually be a total of about five questions per chapter, the other two will be interspersed throughout our coverage of the chapter. I anticipate giving at least 40 quiz questions, possibly more during the course of the semester. Students can earn the full ten points, by answering 80% or more of the total number of these questions correctly, students answering less than 80% of the questions correctly will receive a prorated portion of the 10 points. Absolutely no make ups of the reading checks will be given for any reason. If you arrive late for class and a question is in progress you will not have "extra time" to answer. These questions will be discussed immediately. If you do not have your response card with you, you will be unable to answer the questions. It is your responsibility to have your response card with you for every class meeting. We will most likely have the first quiz questions on the second day of the second week of class. You will need to have completed the registration process for your clicker on BOLT by the previous afternoon. If you have not registered your clicker you will be unable to answer the quiz questions.

**Course Schedule (all dates are "week of" any changes will be discussed in class):**

Date	Topic	Reading
1-20	<b>No class 1-20 – MLK Day</b> Course introduction/overview – Introductions	
1-27	Presentation partner/topic selection <b>Must have Turning point response card registered no later than 8 pm on Tuesday, 1-28, see directions on BOLT. If you have not CORRECTLY registered your clicker before the deadline, you will be unable to answer the first set of quiz questions.</b> Turning point response card overview/test Perspectives on Abnormality-Research Methodology	Ch. 1
2-3	<b>2-3 Class meets in Andruss library Rm 243, for presentation by Katie Yelinek, – Reference Librarian, Social Sciences Subject Specialist</b> Continue Ch. 1	
2-10	Historical Perspectives	Ch. 2
2-17	Models of Abnormality	Ch. 3
2-24	DSM 5 medical model - Assessment, diagnosis, and treatment	Ch. 4
3-2	Finish Ch. 4 Discuss Rosenhan/Spitzer articles (see below)	
3-16	<b>No classes week of 3-9 - Spring Break</b> <b>Exam #1 this week (exact date TBA)</b>	
3-23	Stress and Trauma-Related Disorders	Ch. 5
3-30	Anxiety and Obsessive-Compulsive Disorders <b>No class meeting on 4-1-2020 away at a conference</b>	Ch. 6
4-6	Mood Disorders/Suicide Personality Disorders (Not discussed in class)	Ch 11 Ch 8
4-13	<b>Exam #2 this week (exact date TBA)</b>	
4-20	Substance-Related and Addictive Disorders	Ch. 12
4-27	Psychotic Disorders (Carson article, Szasz article see below)	Ch. 10
5-4	Wrap up	

**Final Exam:** Friday, May 8, 2:45 pm

**Evaluation/grading**

Attendance/participation	15 points	Final Exam	25 points
Exam #1	15 points	Oral presentation	15 points
Exam #2	20 points	Quiz questions	10 points

**Grade Ranges (no, I do not use any + or - grades)**

A = 90-100    B = 80-89.99    C = 70-79.99    D = 60-69.99    E = <60

**Additional Readings (can be accessed at course page):**

Carson, R. C. (1996). Aristotle, Galileo, and the DSM taxonomy: The case of schizophrenia. *Journal of Consulting and Clinical Psychology, 64*, 1133-1139.

Rosenhan, D. L. (1973). On being sane in insane places. *Science, 179*, 250-258.

Spitzer, R. L. (1975). On pseudoscience in science, logic in remission, and psychiatric diagnosis: A critique of Rosenhan's "On being sane in insane places". *Journal of Abnormal Psychology, 84*, 442-452.

Szasz, T. S. (1969). Interview: Thomas S. Szasz, M.D. *The New Physician, 18*, 453-476.

If you feel you need extra help to improve your academic performance in this course or any of your courses, please consider requesting a tutor in University Tutorial Services (UTS). UTS offers peer tutoring at no charge to Bloomsburg University students. Because it may take some time to match you with a tutor that works with your subject and your schedule, please stop by the office to apply for a tutor as soon as possible. The UTS office is located in Warren Student Services Center, Room 13.

Bloomsburg University is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook (PRP3512). Academic dishonesty of any sort can result in both a zero for the assignment in question and a failing grade for the course.