

BLOOMSBURG UNIVERSITY
Department of Psychology
Course Syllabus

Course: Psychological Disorders (3 credit hrs.)

Instructor: Jeffrey D. Leitzel, Ph.D.

Catalog # Psych 335.01 (1781)

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Spring 2019

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Course Schedule: M W 4:30-5:45 pm

Office: McCormick 2116

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

Description: Surveys the description, causation, prevention and treatment of maladaptive behavior and psychological disorders. Considers biological, psychological and social factors.

Prerequisites: Psych 101, Psych 160, Psych 281, all with minimum grade of C, Psych 282, or consent of the instructor.

Course Objectives: After successfully completing this course, the student should be able to:

- Identify major symptoms and diagnostic criteria, and research findings about these;
- Define psychological, biological and social etiological factors, and research findings about each;
- Define effective methods of treatment and prevention, and research findings about each;
- Define relevant research methods for understanding these issues;
- Critically analyze the diagnostic, etiological, treatment, prevention, and research issues above, and define ethical issues involved;
- Articulate some of the shortcomings of the DSM classification system;
- Articulate the ethical and legal issues involved in mental health treatment;
- Apply the learning above in a critical conceptual paper;
- Communicate ideas clearly in writing and speaking.

Required Materials:

1. Lyons, C. A. & Martin, B. (2014). *Abnormal Psychology: Clinical and Scientific Perspectives* (5th 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, 10% 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, 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 journals and books 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 make 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 DSM-5 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, based on the reading. 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 clicker with you, you will be unable to answer the questions. It is your responsibility to have your device 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.

5. Learning project: Each student will be responsible for the completion of a learning project. This assignment will comprise 15% of the final grade. It is expected that the written product will include both the fruit of the references one has read and the distillation of this information into a product of one's own synthesis. This is to say that papers that consist entirely of summaries of the work of others will receive minimal grades. If you are uncertain about the appropriateness of your plan, discuss it with me first. You **may not** do this project on the same disorder that you covered in your oral presentation. All learning projects should be 6-8 pages long (not including any title or reference page), typed, double spaced with left and right margins no greater than 1.25", and font no larger than 12 point (Note: I hate to have to be this specific). Appropriate reference citations should be provided for all sources utilized. Papers should be prepared according to APA Style, covered in the 6th edition of the Publication Manual of the American Psychological Association. You do not need to bother with a cover page or abstract for this paper. You can just put your name and the title at the top of the page and move right into your text, otherwise, APA format should be followed for reference citations, preparation of your reference list, page numbering and running head. There are links to the Andruss Library Research Guide and an APA style guide on my homepage. Papers must be turned in on or before the due date in paper form AND submitted via BOLT to the "Learning Project" Turnitin assignment. Failure to submit the electronic copy to the turnitin assignment on BOLT will result in a 50% reduction of your grade for the project. Topics for the project will be discussed and selected in class.

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. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

An outline of your planned learning project must be submitted at least three weeks prior to the project due date (actual date is listed in course schedule). Submission of this outline by the deadline is a part of the learning project assignment, failure to do so will result in a 1.5 point (10%) reduction in your grade for the project. This should be a topical outline including a listing of the key references that you plan to utilize in writing your paper. The references must be in an appropriately (APA) formatted reference list which follows your outline.

Papers must be turned in on or before the due date listed on this syllabus. **Papers turned in after the beginning of class on the due date will be penalized, which means that arriving to class late on the due date means your paper is one class meeting late. The reduction for late papers is 10% per class meeting late.** Plan ahead; expect printer problems, empty ink jet and toner cartridges, computer viruses, pets destroying papers, etc. If you are sick or your car dies on the day the paper is due submitting it to me via the BOLT turnitin assignment dropbox will be sufficient. I will be happy to read and return to you with comments, papers **submitted by two weeks prior to the due date on the syllabus.** This will give you an opportunity to make changes prior to a final grade being assigned.

Evaluation/grading (no, I do not use any + or – grades)

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

Grade Ranges

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

Course Schedule (all dates are “week of” and subject to change. Any changes will be discussed in class):

Date	Topic	Reading
1-21	No class 1-21 – MLK Day Course introduction/overview – Introductions – Overview of Psychopathology/Personal Experiences	
1-28	Select presentation partners/topics Must have Turning point response card registered no later than 8 pm on Tuesday, 1-29, 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. Turning point response card overview Perspectives on Abnormality-Research Methodology	Ch. 1
2-4	2-4 Class meets in Andruss library Rm 243, for presentation by Katie Yelinek, – Reference Librarian, Social Sciences Subject Specialist Continue Ch. 1	
2-11	Historical Perspectives	Ch. 2
2-18	Models of Abnormality	Ch. 3
2-25	DSM 5 medical model - Assessment, diagnosis, and treatment	Ch. 4
3-4	Finish Ch. 4 Discuss Rosenhan/Spitzer articles (see below)	
3-18	No classes week of 3-11 - Spring Break Exam #1 this week (exact date TBA)	
3-25	Stress/Trauma-Related Disorders Outline of learning project due 3-27	Ch. 5
4-1	Anxiety/Obsessive-Compulsive Disorders Mood Disorders/Suicide	Ch. 6 Ch. 11
4-8	Personality Disorders (Not discussed in class)	Ch. 8
4-15	Exam #2 this week (exact date TBA) Learning projects due no later than beginning of class on 4-17	
4-22	Substance-Related Disorders	Ch. 12
4-29	Psychotic Disorders (Carson article see below)	Ch. 10
5-6	Legal, Ethical, and Professional Issues (Chapter not discussed in class) (Szasz article see below) Wrap up	Ch. 16

Final Exam: Wednesday, May 8, 2:45 pm

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.

University Tutorial Services - 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 or go to their website to apply for a tutor as soon as possible. The UTS office is located in Warren Student Services Center, Room 13.

BU's Writing and Literacy Engagement Studio (WALEs) Support for Writing and Reading

The Writing and Literacy Engagement Studio (WALEs), supports students' growth as writers and readers. We enjoy both easing the writing process for all students of every major and also helping students develop strategies to help them read and make sense of course and research material. We are a free resource for undergraduate and graduate students. Our diverse staff of WALEs consultants represent a variety of majors and share the common goal of working with students to develop skills and strategies that help them grow as readers and writers. Students set the agenda for each appointment - whether they're concerned about getting started on a writing project, or about improving clarity, grammar, organization, citations or any other aspect of writing or the English language. Appointments are highly recommended, but walk-ins are welcome.

WALEs consultants are also available to conduct sessions **online**. Commuting students or any student who wants to work with a consultant but cannot get to one of our locations will be able to reach us online through a link we will provide. Students will be able to speak with consultants and share their documents, usually without having to download any new software. We will be offering workshops and individual tutorials for students who are interested in working with us online.

Modified WALEs hours for Fall 2018

- In Bakeless 206, Mon.—Thurs. from 9:00 a.m. to 7:00 p.m. and Fridays from 9:00 a.m. to 4:00 p.m.
- In the Elwell lobby area, WALEs hours are Sun.—Thurs. from 9:00 pm to 11:00 pm.
- In Andruss (Schweiker Room), WALEs hours are Sun.—Thurs. 7:00 pm to 9:00 pm

You can drop in to Bakeless 206 or request an appointment through email: wales@bloomu.edu. Visit their website (<http://www.bloomu.edu/wales>) for more information.