

SANTA CLARA UNIVERSITY
Psychology Department
Fall, 2004

ABNORMAL PSYCHOLOGY (PSYC 115)

Instructor: Thomas G. Plante, Ph.D., ABPP
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Office Hours: Tuesdays and Thursdays: 11:40am - 12:00pm and 12:45pm - 1:15pm (or by appointment)
Course Meeting Room: Alumni Science 220
Course Meeting Times: Tuesdays and Thursdays: 1:45pm – 3:30pm

Required Text: Davison, G.C., Neale, J.M., & Kring, A.M. (2004). Abnormal Psychology (9tyh edition). NY: Wiley.

Optional/Suggested Additional Texts:

American Psychiatric Association (1994). Diagnostic and Statistical Manual of Mental Disorders (Fourth Edition; DSM-IV). Washington, DC: American Psychiatric Association.
Plante, T.G. (2005). Contemporary Clinical Psychology, Second Edition. New York: Wiley.
Yalom, I. (1990). Love's Executioner. New York: Basic Books.

Course Evaluation:

Midterm Learning Probe 1:	October 21	100 points
Midterm Learning Probe 2:	November 18	100 points
Final Learning Probe:	December 7	200 points
Arrupe Center Reaction Paper or Term Paper:	December 2	100 points
Class Participation and Scholarly Enthusiasm		+

+ can improve your course grade.

Course Description: Abnormal psychology involves the discipline and principles of psychology and human behavior in understanding the etiology, nature, development, and treatment of mental illness. Class topics include models of abnormal behavior, research, diagnosis, and assessment of abnormal behavior, affective disorders, personality disorders, sexual disorders, substance abuse disorders, childhood disorders, etc. Prerequisites include PSYC 1 or 21, and 40 or 43. The course is primarily designed for psychology majors.

Course Goals:

- (1) To provide a basic and broad based overview of the field of abnormal psychology from a biopsychosocial perspective.
- (2) To provide a practical and experiential understanding of the challenges involved in mental illness.
- (3) To provide the foundation for students taking additional courses and advanced training in abnormal psychology.

Sequence of Topics and Readings:

Week 1 (Sep 21 & 23):	Introduction to Course & Abnormal Psychology	Chapters 1 & 2*
Week 2 (Sep 28 & 30):	Assessment and Research Methods	Chapters 3, 4, 5
Week 3 (Oct 5 & 7):	Anxiety and Somatoform Disorders	Chapters 6 & 7
Week 4 (Oct 12 & 14):	Mood & Sexual Disorders	Chapters 10 & 14
Week 5 (Oct 19 & 21):	Substance Abuse Disorders	Chapter 12
	Midterm Learning Probe 1: Thursday, Oct 21	
Week 6 (Oct 26 & 28):	Psychological Factors Affecting Health & Eating Disorders	Chapters 8 & 9
Week 7 (Nov 2 & 4):	Personality Disorders & Schizophrenia	Chapters 13 & 11
Week 8 (Nov 9 & 11):	Childhood Disorders & Psychotherapies	Chapters 15 & 17
Week 9 (Nov 16 & 18):	Psychotherapies, cont. & Midterm Learning Probe 2, Nov 18	
Week 10 (Nov 30 & Dec 2):	Legal & Ethical Issues, Career Issues, Future Trends, Conclusions	Chapter 18
	Arrupe Center Reaction Paper/Term Paper Due: Thursday, Dec 2 at 1:45pm	

- Please have readings completed during the first class session of each week.
 - Final Learning Probe: Tuesday, Dec 7th, 1:30-4:30pm
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Additional Items:

1. Please note that make-up examinations are not possible. If you miss one of the midterm learning probes (note: an excused missed only. Unexcused missed exams will result in a failing grade), the final learning probe will count for 300 rather than 200 points (400 points if both midterms are missed). Missing the final or failing to submit the reaction/term paper will result in being failed from the course. According to university policy, the final exam schedule cannot be altered. If you plan to leave town etc. before our exam you should not enroll in this class. Learning probes will primarily be multiple choice and perhaps short essay and will be graded using a curve if necessary. Learning probes are meant to encourage critical thinking and will require that you stretch. They will hopefully challenge even the best students.
2. The Arrupe Center Reaction Paper or Term Paper may be one of the following two types of projects. First, you may choose to volunteer in the ArrupeCenter (Julian Street Inn or other appropriate placement) and write a 3-5 page reaction paper to your experience with mentally ill persons. You may also choose to write a 15ish page paper in APA style on an abnormal psychology topic of your choice. However, your topic should be discussed with me prior to your work on the paper. The paper is due at the beginning of the last class. Note that grades for late papers will reflect a 10 points per day reduction.
3. We will review learning probe answers immediately following each probe. They will provide you with an opportunity to learn how you did and provide you with your chance to ask questions about the probes.
4. Please be prompt to class. We will make every effort to begin and end each class on time. It is very disruptive to everyone and not appreciated when students come to class late.
5. If you would like to speak with me individually, please feel free to do so. Please try to schedule your visit during scheduled office hours. If it is impossible for you to attend office hours due to a class conflict, then please make an appointment rather than an unscheduled visit.
6. In keeping with the mission of the university, relating the course material to the "greater glory of God and to the common good" as well as helping to educate leaders with competence, compassion, and conscience will be integrated into class material where appropriate. Integrated learning as an emphasis on critical thinking will also be highlighted.
7. In order to make the most of this course (and your tuition dollar) please attend each class session, keep up with the assigned reading, and participate in class activities and discussions with scholarly vigor. To help you further in this noble endeavor, the following list of "Top 10 Ways to do Well in Abnormal Psych" are offered for your consideration.

Top 10 Ways to do Well in Abnormal Psych

10. Start your volunteer work and/or papers early! Remember, all papers must be written in APA style.
9. Try to apply the material to your life and the lives of your loved ones. Make it come alive.
8. Review the book chapters and your notes on a regular basis. Even 5 - 10 minutes each day to keep the material fresh is very helpful and minimizes stressful studying right before learning probes.
7. Be a practicing clinical psychologist and take care of your mind and body. Don't cram or abuse caffeine (or other substances) and get enough sleep and food prior to learning probes.
6. Don't even think of cheating (especially at a fine Jesuit university). Academic honesty and integrity is fundamental to our mission. Cheating (including plagiarism) will result in being dropped or failed from the course and will be referred to the university at large for disciplinary action.
5. For each topic, concept, highlighted issue, etc. ask yourself the questions, "What's the bottom line? Why is this important? What's the big picture here? If I were the professor, why would I want students to know this?"
4. Write organized, readable notes in class highlighting the major points and concepts. Consider rewriting your notes to help with reinforcing the material.
3. Keep up with the readings. Mass learning (i.e., cramming) just doesn't work (remember the memory chapter in Intro Psych?). Reading and studying a little at a time works in the long run. Besides, you'll be way ahead of the game if you have done the assigned reading before class.
2. Be an active learner. It pays off. Participate in class discussions, ask questions freely, engage in the process. There is no such thing as a "dumb question" if it is sincere.
1. Attend class! Don't be tempted to skip class and just photocopy someone's notes. There is no substitute for being there.

Ad Majorem Dei Gloriam

DISABILITY ACCOMMODATION POLICY:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahnann Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.