### SANTA CLARA UNIVERSITY
Psychology Department
Fall 2018
ADVANCED TOPICS IN ABNORMAL PSYCHOLOGY (PSYC 116)

**Instructor:** Thomas G. Plante, Ph.D., ABPP  
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**Website:** www.scu.edu/tplante  
**Office Hours:** Generally before class or by appointment  
**Course Meeting Room:** Daly 317  
**Course Meeting Times:** Tuesdays and Thursdays – 10:20am- 12:00pm

### Required Texts:


Additional readings may be provided during class.

### Course Evaluation:
You will be asked to complete several tasks. One task is to lead a class discussion on an abnormal psychology professional article of your choice from a top quality, peer reviewed, professional journal. Another task is to conduct a mental health behavior change project on yourself, someone else, or an organization/institution or, as an alternative, write a traditional term paper. A third task is to pass 7 of 10 weekly quizzes on the assigned readings. A fourth task is to give a 5-10 minute “elevator speech” on an abnormal psychology topic. A final task is to complete a final learning adventure with questions partially derived from student presentations. All of these tasks will be graded on a pass/fail manner. Pass+ or Pass- may also be used. Please be advised that performance on these tasks must be at a high level in order to pass. As a senior capstone course, expectations for performance should be higher than in other psychology courses you have taken.

Additionally, you are expected to attend 80% or more class sessions and behave appropriately (see additional items # 8 for details) to pass as well.
- Five tasks graded on a pass/fail basis. Note: two pass- grades will count as one fail grade.
- Class attendance/participation of > or = 80% is expected as well as appropriate classroom behavior
- Pass all tasks and get an A, fail one and get a B, fail two and get a C, etc.
- Class Participation and Scholarly Enthusiasm (+/- will be used to alter the letter grade)

### Course Description:
Advanced topics in abnormal psychology involve the discipline and principles of abnormal psychology in understanding the etiology, nature, development, and treatment of psychopathology. Class topics include theoretical models, assessment and intervention approaches, ethics, and current trends in the field. Prerequisites include PSYC 115. The course is designed for senior psychology majors interested in a career in clinical or counseling psychology or related fields. This is a capstone course in psychology.

### Course Goals
1. To provide an advanced and in depth overview of the field of abnormal psychology from a biopsychosocial perspective.
2. To provide a practical and experiential understanding of the challenges involved in abnormal psychology research, practice, and policy.
(3) To provide the foundation for students seeking careers in clinical/counseling psychology and related fields.

### Sequence of Topics and Readings

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topics</th>
<th>Volume</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>(Sep 18 &amp; 20)</td>
<td>History and Conceptualizations</td>
<td>Vol 1</td>
<td>1-5</td>
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<tr>
<td>2</td>
<td>(Sep 25 &amp; 27)</td>
<td>History and Conceptualizations, cont.</td>
<td>Vol 1</td>
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<td>3</td>
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<td>History and Conceptualizations, cont.</td>
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<td>4</td>
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<td>Disorders &amp; Treatments</td>
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<tr>
<td>5</td>
<td>(Oct 16 &amp; 18)</td>
<td>Disorders &amp; Treatments, cont.</td>
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<tr>
<td>6</td>
<td>(Oct 23 &amp; 25)</td>
<td>Disorders &amp; Treatments, cont.</td>
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<td>7</td>
<td>(Oct 30 &amp; Nov 1)</td>
<td>Trends &amp; Future Directions</td>
<td>Vol 3</td>
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<tr>
<td>8</td>
<td>(Nov 6 &amp; 8)</td>
<td>Trends &amp; Future Directions, cont.</td>
<td>Vol 3</td>
<td>6-10</td>
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<tr>
<td>10</td>
<td>(Nov 27 &amp; 29)</td>
<td>Ethics &amp; Professional Training/Credentialing</td>
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* Please have readings completed during the first class session of each week.

### Additional Items

1. **Laptops and cell phones.** Laptops and cell phones can be a significant distraction in class but many students who have a documented learning disability are allowed to use them as an educational accommodation. You’ll have to use your best judgement about using them in class and be mindful of the impulse and temptation to check email, Facebook, and watch cute kitten videos! We know that multitasking doesn’t work according to cognitive science research so be thoughtful about this issue if you want to get the most out of class and do well.

2. **Class Quizzes** will occur weekly on the reading material. They will generally include 3 questions asked in class. You are expected to answer 2 of the 3 correctly to pass the quiz. Less than 2 correct answers will result in a fail (10 point loss) for the week. Responses should be made on index cards and handed in to the professor. You should have about 10 index cards available for the class.

3. **Attendance.** You’ll be asked to sign in for each class period and attendance will be recorded. You are expected to be in class for at least 80% of the class sessions. Less than 80% (without doctor or coaches written statement) results in lower or failing grade.

4. **Expected classroom behavior.** Please note the following expectations regarding classroom behavior:
   a. Arrive on time.
   b. Don’t pack up books and such before class is completed.
   c. Consider turning off cell phones and laptops to stay focused.
   d. Use restrooms before and after class and during the mid-class break.
   e. Don’t leave class once started (if you do, please don’t return that day).
   f. If you miss class get notes from other students.
   g. Read the textbook as required.
   h. Participate in class discussions.
   i. Cheating in any form won’t be tolerated and will result in being failed from the class.

5. The mental health change project (written in APA style) requires that you work to improve your own mental health or the mental health of someone else or an organization/institution. For example, appropriate topics may include stress management, changing negative self-talk, reducing alcohol consumption, getting psychotherapy, increasing exercise, or other activities to improve mental health functioning. How to design such a project will be discussed in class. Grades for late papers will reflect a 10 point per day reduction. Note that the paper is due at the beginning of the last class. As an alternative to this assignment you may write a traditional term paper on a topic discussed with me.
6. The class presentation of a research topic should include a quality paper selected by you from one of the top journals in the field. Examples of appropriate journals include *Journal of Clinical and Consulting Psychology, Journal of Clinical Psychology, Abnormal Psychology, Journal of Abnormal Psychology*, among others. You should select and photocopy (or send via web link or email attachment) of your paper to submit to the class so that it can be passed out a week before your presentation. The presentations should be approximately 20 minutes.

7. The 5-10 minute elevator speech is a brief talk that you might give in an elevator to a stranger about an abnormal psychology topic of your choosing. It can be motivational, inspiration, informative, etc.

8. Please be prompt to class. We will make every effort to begin and end each class on time.

9. As a capstone course, you will be expected to integrate material from other courses and participate in a senior seminar style of class modeled after graduate school classes. It is critical that you complete the readings on time and fully participate in class discussions.

10. 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. Additionally, feel free to email me 24/7.

11. 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.

12. 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**!

**Other Matters from the University**

**Academic Integrity, Disabilities Resources, and Discrimination and Sexual Misconduct**

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**Academic Integrity**

The Academic Integrity pledge is an expression of the University's commitment to fostering an understanding of -- and commitment to -- a culture of integrity at Santa Clara University. The Academic Integrity pledge, which applies to all students, states:

> I am committed to being a person of integrity. I pledge, as a member of the Santa Clara University community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code.

Students are expected to uphold the principles of this pledge for all work in this class. For more information about Santa Clara University's academic integrity pledge and resources about ensuring academic integrity in your work, see [www.scu.edu/academic-integrity](http://www.scu.edu/academic-integrity).

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**Disabilities Resources**

If you have a disability for which accommodations may be required in this class, please contact Disabilities Resources, Benson 216, [http://www.scu.edu/disabilities](http://www.scu.edu/disabilities) as soon as possible to discuss your needs and register for accommodations with the University. If you have already arranged accommodations through Disabilities Resources, please discuss them with me during my office hours.

While I am happy to assist you, I am unable to provide accommodations until I have received verification from
Disabilities Resources. The Disabilities Resources office will work with students and faculty to arrange proctored exams for students whose accommodations include double time for exams and/or assisted technology. (Students with approved accommodations of time-and-a-half should talk with me as soon as possible). Disabilities Resources must be contacted in advance to schedule proctored examinations or to arrange other accommodations. The Disabilities Resources office would be grateful for advance notice of at least two weeks. For more information you may contact Disabilities Resources at 408-554-4109.

Accommodations for Pregnancy and Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors, supervisors, or departments. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through Disability Resources.

Discrimination and Sexual Misconduct (Title IX)

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment, and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell someone promptly. For more information, please consult the University’s Gender-Based Discrimination and Sexual Misconduct Policy at http://bit.ly/2ce1hBb or contact the University's EEO and Title IX Coordinator, Belinda Guthrie, at 408-554-3043, bguthrie@scu.edu. Reports may be submitted online through https://www.scu.edu/osl/report/ or anonymously through Ethicspoint https://www.scu.edu/hr/quick-links/ethicspoint/.

Wellness Statement

Santa Clara University is a Jesuit Institution wherein the value of cura personalis, translated to care for the whole person, holds a place of incredibly high importance. Caring for oneself in both a physical and mental sense is paramount to a student’s ability to live an enjoyable life at Santa Clara University, excel in academia, and reach their full potential in all aspects of their personhood.

• Students should always strive to get an appropriate amount of sleep each night; the recommended amount of sleep for adults ages 18-25 is 7-9 hours.

• Visit the Wellness Center’s (currently located at 852 Market Street) website to see what resources are available on campus to aid and promote student well-being at https://www.scu.edu/wellness/.

• Students are given six free counseling sessions with Counseling and Psychological Services — it is highly encouraged you utilize these sessions should you find yourself in need of someone to talk to about anything at all. The number to make an appointment with CAPS is (408) 554-4501. Visit the Counseling and Psychological Services website to learn more about these sessions and more at https://www.scu.edu/cowell/caps/.

• If you are sick, please check in with your professor regarding your ability to attend class or lack thereof. By continuing to attend class while feeling sick, you are not only harming your own health, but likely the health of those around you as well. If you are feeling ill, we advise you visit Cowell Health Center during the operating hours of 8:30 am to 5:00pm, Monday through Friday. Visit the Cowell’s center website to learn more about the various services this health center provides at https://www.scu.edu/cowell/.

Ad Majorem Dei Gloriam