

TEXT: Nietzel et al. Abnormal Psychology, Allyn & Bacon 1998.

LECTURES & READING ASSIGNMENTS: The lectures will NOT duplicate the material presented in the text. Instead, the lectures will be used to present contrasting opinion, related materials, and information integration. For optimal preparation and maximal benefit from class attendance, you should read the assigned materials by the following dates (note that not every class day will have a new reading assignment):

March 31	Ch 1 Abnormal Behavior: Past and Present
April 2	Ch 2 Assessment and Diagnosis + the summary only (pages 586 - 587) of Chapter 16 Psychotherapy
April 7	Ch 7 Anxiety Disorders + Pages 543-546 of Ch 15 Biological Treatment of Mental Disorders
April 14	Ch 8 Dissociative and Somatoform Disorders (pages 251-272)
April 16	Ch 8 Dissociative and Somatoform Disorders (pages 273-295)
April 21	Ch 6 Psychological Factors and Health
April 23	Ch 4 Developmental Disorders and Learning Disabilities
April 28	Ch 3 Disorders of Infancy, Childhood, and Adolescence + pages 551-552
April 30	<b>Optional Midterm Exam</b>
May 5	Ch 12 Personality Disorders
May 12	Ch 9 Mood Disorders and Suicide + pages 529-543
May 19	Ch 10 Schizophrenia + Pages 546-549
May 26	Ch 11 Cognitive Disorders
May 28	Ch 14 Sexual and Gender Identity Disorders
June 2	Ch 18 Legal and Ethical Issues in Mental Disorders

**Evaluation: Several sources could be used in deriving your course grade: (1) the mandatory final exam; (2) the mandatory Critical Thinking paper (3) the optional midterm (4) the optional quiz/discussion groups; and (5) the optional course project.**

(1) The final exam will cover the ENTIRE course and will be aimed at assessing your comprehension of the ideas presented in the lectures, films, and text. Date: Tuesday, June 9 at 10:15 a.m.

(2) The mandatory Critical Thinking paper (APA style) requires that you integrate at least three recent scientific journal articles (1997-1998) or current information from the web in a paper responding to one of the following topics:

- The Status of Multiple Personality Disorder as a Legal Defense
- The World of Asperger's Disorder
- Treatment of Antisocial Personality Disorder
- Etiologies of Transsexualism
- Body Dysmorphic Disorder: Unique Disorder or Subset of Delusional Disorder or OCD?
- Neurological Similarities in OCD and Tourette's Disorder
- Incidence and Suspected Causes of Pedophilia in Females
- Connections Between Down Syndrome and Alzheimer's Disease
- Factitious Disorder and the Nation's Medical Costs
- Cross-cultural Studies of Personality Disorders
- Cross-cultural Differences in Dissociative Disorders
- Munchausen Syndrome by Proxy: Is it Really a "Mental Disorder"?
- Healthy Forms of Dissociation
- Recent Advances in the Treatment of Alzheimer's Disease
- "Sudden Death" or "Voodoo Death" (*not* SIDS)
- The "Battered Woman Syndrome" as a Legal Defense

● Sexism (or any other bias) in the DSM-IV

Please refer to the Publication Manual of the American Psychological Association (Fourth Edition), 1994 for stylistic policy, including writing style, grammar, guidelines to reduce bias in language, punctuation, spelling, capitalization, headings and series, quotations, reference citations in text, and reference list. Papers must be typed, double-spaced, with appropriate margins, headings, and complete references. Select a topic of interest, then develop a reasoned and consistent point of view based on your journal articles. Papers are due no later than May 26. Bonus points (half a letter grade) will be given for papers submitted by May 14. Suggested length: 4 - 7 pages. Think ten pages and carefully edit downward (and have a friend edit also) so that the paper is factual, concise, and clear.

(3) The optional midterm will be offered on Thursday, April 20. Since this is optional, **NO MAKE-UPS** will be given.

(4) Optional weekly quiz/discussion groups will meet on Wednesdays at 11:00 and 12:00 and Thursdays at 10:00 and 12:30 (choose one) beginning Week #3. Sign-up sheets will be available Thursday April 2 for those who elect to participate in this option. Weekly quizzes will be given in these groups and the points will be cumulative. Some take-home assignments may be included in the group structure. You will be graded on the quality of your group participation (60%) and on the cumulative quiz points (40%). One person will act as group facilitator and will meet with the instructor and TA each Tuesday at 1:30 to keep the groups coordinated, clarify expectations, report quiz scores, and give the instructor feedback about class presentations. Group facilitators will begin meeting on Tuesday, April 14. There will be **NO MAKE-UPS** for missed quizzes; after the second group meeting, this option becomes a commitment. ***NOTE: Do not elect the group discussion/quiz option unless you are confident you can be PRESENT and ACTIVE at every group meeting and can be CURRENT in your reading.***

The following are the topics covered by the quizzes:

- Quiz #1: Anxiety and dissociative disorders
- Quiz #2: Psychosomatic and somatoform disorders
- Quiz #3: Developmental disorders and disorders of infancy and childhood (Chs 3 & 4)
- Quiz #4: Personality disorders
- Quiz #5: Mood disorders
- Quiz #6: Schizophrenia spectrum disorders
- Quiz #7: Cognitive disorders
- Quiz #8: Legal issues

(4) The optional course project entails a class presentation, bringing in a guest speaker, or organizing some other activity that would enhance the educational experience of all class members. (Proposals must be submitted to the instructor for consideration and approval well in advance of the presentation date.)

**WEIGHTING OF SOURCES:** If you do none of the optional activities, the mandatory final will constitute 80% of your grade and the Critical Thinking paper will count 20% of your grade. If you elect to take the optional midterm and the optional discussion/quiz group, the final will count 30% of your grade, the Critical Thinking paper will count 20% of your grade and the midterm and the discussion/quiz group will each count as 25% of your grade. Other weightings can easily be calculated by knowing that none of these activities, except the final and the optional course project, will count for more than 25% of your course grade. The optional course project will be graded separately on the basis of quality of the presentation and enhancement of the course content.

To receive GRADUATE credit for the course, you will need to write a series of "one minute papers" in addition to the above options. Using the last minute of class time, you will jot down your spontaneous responses to the following two questions: "What was the most important concept of personal learning in today's class?" and "What is still missing or still confusing to you about today's topic?" These papers will be handed in as you leave the classroom on each of the designated days.

During the first week of class, each student should hand in a paper including the following bits of information:

- \* Name:
- \* Major:
- \* Year in school:
- \* Previous courses, if any, in related topics:
- \* Phone number:
- \* E-mail address:
- \* Something unusual about yourself:
- \* Hopes for and fears about this course:
- \* Experience, if any, in dealing with emotionally disturbed people:
- \* AND a current photograph of yourself (driver's license, student ID, other photo) that can be photocopied onto this piece of paper.

**Office hours:** *Carolyn Keutzer*, Thursday 12:30-1:20 and by appointment, Room 212 Straub.

Phone 346-5582; e-mail: keutzer@oregon.

*Pam Donegan*, Teaching Assistant. Call for appointment. Phone 465-8878.

E-mail: POD@gladstone.

FRANK AND ERNEST

DOCTOR, I'VE BEEN  
SITTING HERE TELLING  
YOU MY PROBLEMS  
FOR OVER A  
YEAR. WHY  
DON'T YOU TELL  
ME WHAT I'M  
DOING WRONG?

PSYCHIATRY

NO  
HABLO,  
INGLES.

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