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Office: FRNK 204, Fri 9 – 11 a.m.
LIBS 426, Wed 10 – 12

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- to provide students with an integrative overview of the field of abnormal psychology and major psychological problems and disorders;
- to familiarize students with the multiple causes of psychopathology as viewed from a number of different theoretical perspectives;
- to illustrate an integrative view of research in the area of abnormal behavior;
- to discuss intervention and prevention strategies for psychological disorders;
- to promote critical thinking skills in the area of abnormal psychology.

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Required Text & Readings

Text: Durand, V. M., & Barlow, D. H. (2014). *Essentials of Abnormal Psychology*, (7th ed.). Belmont, CA: Cengage Learning.

Readings are to be completed **BEFORE** the class meeting for which they are assigned. There is one required text book, available at the bookstore, along with online readings available on the BlackBoard website. This course has a considerable amount of reading and you will not be able to do well if you do not do the reading.

Grading

Your grade will be computed by combining your scores in the following overall categories:

Points	Course Work
100	10 Quizzes, 10 points each
70	Attendance & Participation (5 points per day, max 70)
80	Homework Assignments (4 * 20 points each)
400	Exams (4)
650	Total

Quizzes: 100 points (10 points each)

Eleven daily quizzes will be given, each worth 10 points. Your highest 10 quiz scores will be used for your final quiz score grade. Because of this, you cannot make up the quizzes **FOR ANY REASON**. The quizzes will be structured to assess your knowledge of the readings, in-class films and lectures, and class discussions. These may be multiple choice, matching, fill-in-the-blank and/or short answer questions that usually pertain to the material covered in the previous class meeting and/or readings for the current class meeting. Class attendance *and* participation, and completion of the readings will prepare you well for the quizzes.

Participation: 70 points

Participation includes points for attendance, preparing for class and contributing to group discussions. If you miss class *for any reason*, you cannot make up those points. You could miss up to 2 days of class and still earn maximum participation points (but see notes above re: missing class)

Homework: 80 points

During the term you will have four homework assignments, worth 20 points each. These assignments are designed to accomplish one or more of the following goals: provide an opportunity to experience clinical interventions; prepare you for the next class meeting; practice thinking critically about a class topic; apply research to a clinical problem; integrate knowledge across topics. If you are uncomfortable with providing personal information on an assignment you may either: 1) complete the assignment using information from a case study in the textbook (be sure to cite the text); or 2) propose an alternate assignment that accomplishes the same learning goals. Proposals must be submitted at least 1 week ahead of the due date. All assignments are available on BlackBoard. **Late work and e-mail submission are not accepted.**

Exams: 400 points (100 points each)

There will be four exams during the course of the term covering material as noted in the list of readings (i.e., not comprehensive). I neither endorse nor provide study guides. You are responsible for all material covered in the course. These exams are likely to contain matching, short answer, and multiple choice questions.

Extra Credit: 20 points

I neither endorse nor provide instructor-written study guides. The best way to prepare for exams is to create your own study guide. Each week, you can submit a study guide through BlackBoard Assignments covering material presented in the previous week. Your study guide should be different from everyone else's – its purpose is to individualize the ongoing learning experience in preparation for exams. **DO NOT** plagiarize content from the book, accompanying Web site, or provided lecture slides. It must be **TYPED**, minimum of 500 words, preferably single-spaced. It can be in the format most useful to you (e.g., bullet points). Points are awarded Pass/No Pass, 5 points per week (4 weeks).

Course Grade

Final grades will be based on percentage of total possible points earned, and distributed as follows:

A+	Reserved for exceptional performance, usually above 98%, maximum of 3 A+ grades		
A	93-100 Far exceeds expectations	D+	67-69.9
A-	90-92.9	D	63-66.9
B+	87-89.9	D-	60-62.9
B	83-86.9 Exceeds expectations; above average		
B-	80-82.9	N*	less than 70
C+	77-79.9	P*	70 or higher
C	73-76.9 Meets minimum expectations; average		*If taking Pass/Fail
C-	70-72.9		

Policy on Late Work / Missing Quizzes or Class / Missing Exams

No late work will be accepted. Unless otherwise noted, all work must be printed single-sided, double-spaced, using Times New Roman 12-point font (according to APA style). All papers should be turned in during the first five minutes of class, or via BlackBoard Assignments as specified. Do NOT e-mail me your papers. If you do not bring your paper to class, it is considered missing. In fairness to all students, you cannot make up quizzes or exams FOR ANY REASON.

Additional Notes

Using Blackboard: On BlackBoard, you will find general announcements for the class, all documents (including this syllabus), lecture notes, on-line discussions, links to relevant web sites, and more. If you need help logging in or using Blackboard, see <http://blackboard.uoregon.edu/local/usingbb/>. Check BlackBoard and your Uoregon e-mail often.

Academic Misconduct Policy: Academic misconduct includes cheating, plagiarism, and unauthorized collaboration. Don't do it. Always note the source of anyone else's ideas that you use, in this, and every, class. You can find clear guidelines for using several different citation formats properly, as well as very clear explanations of how to paraphrase correctly and avoid plagiarism here: <http://www.uwosh.edu/departments/lr/citing.html>. I take academic misconduct very seriously; it merits a zero for the particular assignment, and usually results in a grade penalty for the course. All incidences of suspected academic misconduct must be reported by me to the Office of Student Conduct. For details, see: <http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx>

Students with Disabilities: If you may need accommodations, please contact me in the first week of class, even if you are not sure that you will require accommodation this term (for example, if you have a physical disability that may require emergency attention, but you cannot predict when this might happen). Please request that the Counselor for Students with Disabilities send a letter verifying your disability. Contact the Accessible Education Center for more information (164 Oregon Hall; 346-1155; aec.uoregon.edu). Without documentation, accommodations are not guaranteed and will be made at my discretion.

Diversity and Respect for Others: It is the policy of the University to support and value diversity. To do so requires that we respect the dignity and essential worth of all individuals and promote a culture of respect throughout the University community. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you believe you have been the target of or a witness to harassment, bias, or a hate crime, you may report this (anonymously, if desired) to the Bias Response Team at 346-2037 or <http://bias.uoregon.edu>.

Mandated Reporting: Oregon law requires all University employees with credible evidence that any form of prohibited discrimination by or against students, faculty, or staff is occurring have a duty to report that information to the Office of Affirmative Action & Equal Opportunity. "Prohibited discrimination" includes discriminatory harassment, including sexual harassment and sexual assault. Oregon law also requires that all UO employees make a report to the Oregon Department of Human Services or a law enforcement agency when there is reasonable cause to believe any child with whom the employee comes in contact has suffered abuse, or that any person with whom the employee comes in contact has abused a child.

Weekly Schedule: Topics, Readings, Assignments, Deadlines

NOTE: Extra credit study guides are due on Fridays by @ 11:59 p.m. (submitted via BB)

Day	Reading
<i>Part One: Introduction</i>	
06/23	Ch. 1: Abnormal Behavior in Historical Context Schulze, B. (2007). Stigma and mental health professionals: A review of the evidence on an intricate relationship. <i>Intl Review of Psychiatry</i> , 19, 137-155. Ch. 2: An Integrative Approach to Psychopathology
06/24	Ch. 2 Cont' Tarrier, N., & Calam, R. (2002). New developments in cognitive-behavioral case formulation ... <i>Beh & Cog Psychotherapy</i> , 30, 311-328. Ch. 3: Clinical Assessment and Diagnosis Van Os, J. (2013). The Dynamics of Subthreshold Psychopathology ... <i>Am J of Psychiatry</i> , 170, 695-698.
06/25 HW #1	Ch. 16: Mental Health Services: Legal and Ethical Issues Magnavita, J., et al. (2010). Ethical Considerations in Treatment of Personality Dysfunction ... <i>Prof Psych: Res & Prac</i> , 41, 64-74.
06/26	Exam 1 Ch. 5: Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders Chamberlain, L. (2013). An Evaluation of the Effects of Diagnostic Composition on Indiv Treatment Outcome ... <i>Cog Beh Therapy</i> , 42, 56-63.
<i>Part Two: Your First Clients</i>	
06/30	Ch. 5 cont. Craske, M. et al. (2009). Treatment for anxiety disorders: Efficacy to effectiveness to implementation. <i>Beh Research & Therapy</i> , 47, 931-937.
07/01 HW #2	Ch. 7: Mood Disorders and Suicide Lewis, C., Simons, A. et al. (2009). The role of readiness to change in response to treatment of adolescent depression. <i>J Clin Cons Psy</i> , 77, 422-428.
07/02	Ch. 7 cont. Cuijpers, P. et al. (2012). Personalized treatment of adult depression: Medication, psychotherapy, or both? A systematic review. <i>Depr & Anx</i> , 1, 1 – 10.
07/03	Exam 2 Intro to sleep disorders (no reading!)
07/07	Ch. 8: Eating & Sleep-Wake Disorders Nguyen-Rodriguez, S. et al. (2010). Anxiety mediates the relationship between sleep onset latency and emotional eating in minority children. <i>Eating Behaviors</i> , 11, 297-300.
07/08 HW #3	Ch. 11: Substance-Related, Addictive, and Impulse Control Disorders Torrens, M. et al. (2011). Psychiatric comorbidity in illicit drug users: Substance-induced vs. independent disorders. <i>Drug Alc Depend</i> , 113, 147-156.
<i>Part Three: For the Advanced Clinician</i>	
07/09	Ch. 10: Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria Lev, A. I. (2013). Gender Dysphoria: Two Steps Forward, One Step Back. <i>Clin Soc Work J</i> , DOI 10.1007/s10615-013-0447-0.
07/10	Exam 3 Ch. 6: Somatic Symptom and Related Disorders and Dissociative Disorders; Film: <i>Numb</i> Daniels, J. et al. (2012). Neural and behavioral correlates of peritraumatic dissociation in an acutely traumatized sample. <i>J Clin Psychiatry</i> , 73, 420-427
07/14	Ch. 12: Personality Disorders Rossier et al. (2013). Personality and personality disorders in urban and rural Africa ... <i>Frontiers in Psychology</i> , 4, 1-11.
07/15 HW #4	Ch. 12 cont. K. M. Davidson, et al. (2009). Cognitive behaviour therapy for violent men with antisocial personality disorder in the community: an exploratory randomized controlled trial. <i>Psychological Medicine</i> , 39, pp 569-577
07/16	Ch. 13: Schizophrenia and Other Psychotic Disorders Preti, A. et al. (2010). Randomized-controlled trials in people at ultra high risk of psychosis: A review of treatment effectiveness. <i>Schiz Res</i> , 123, 30-36.
07/17	Exam 4