ABNORMAL PSYCHOLOGY: PSYC 3303.003
Spring 2016
Vyga G. Kaufmann, PhD
MWF 10-10:50am / Muenz E431

Instructor: Vyga G. Kaufmann, PhD
Vyga.Kaufmann@colorado.edu
Office hours: Wed 9:15-9:45, 12-12:30, Fri 9:15-9:45am
*Feel free to email for appointments outside these hours
Office location: Muenzinger E230

Teaching Asst.: Andrea Pelletier, MA
Andrea.Pelletier@colorado.edu
Office hours: Mondays 12-1:00pm
Office Location: Muenzinger D213C

Book/Case study: Cahalan, S (2012). Brain on Fire: My Month of Madness

Description: This course will focus on some of the psychological, biological, and experiential factors influencing the etiology, symptom presentation, course/prognosis, and treatment of various mental disorders. Students can expect to gain information and an understanding of the rationale about: the spectrum of what is currently considered abnormal behavior, the clinical signs and symptoms accompanying the major DSM-5 classifications of disorders, causal and maintenance factors of disorders, and examples of empirically supported treatments. This course focuses on adult psychopathology.

Objectives: By the end of the course, students should be able to:

1. Recall and apply terminology presented in lecture and associated readings (e.g., text, research articles, etc)
2. Identify and recall symptoms associated with major mental health diagnoses, demonstrate a broad understanding of the DSM-5 classification system, and provide critique about the advantages and drawbacks of diagnosis of mental disorders and of the existing diagnostic system.
3. Explain each disorder from an integrative perspective, including a working knowledge of some of the basic biological, behavioral, cognitive, emotional and environmental factors involved in the onset and trajectory of the disorder.
4. Propose rationale for differential diagnoses.
5. Discuss in broad terms the risk factors and protective factors related to mental health issues; discuss risk factors in the context of specific mental disorders, including the rationale as to why certain risk factors may enhance the vulnerability to specific mental disorders.
6. Demonstrate an understanding of some of the treatments currently in use for each disorder, with an emphasis on empirically supported treatments.
7. Discuss existing knowledge of individual differences in the diagnosis and treatment of mental health issues.

Executive Summary of Grading
• There will be 3 exams each worth 100 points
• You must take all 3 exams
• Course grade is calculated by dividing the points you earned by 300
• An optional paper can take the place of your lowest exam grade under these conditions:
  1. You have taken all 3 exams
  2. The exam grade being dropped is a 60 or higher
  3. Your paper grade is 60 or higher
**Exams:** There will be three non-cumulative exams. Exams will cover reading and lecture material as well as ideas generated from class discussions. A common question is “will this be on the exam?” Please presume the answer is yes. The exams will consist of a variety of multiple-choice, short answer, essay, and case study questions. No make-up exams will be administered without documentation of a serious illness, death in the family, or other event of similar magnitude that precludes your attendance at a scheduled test.

Each exam will be worth 100 points (total of 300 points)

**Optional Case Study/Book Review:** Detailed instructions for this optional assignment will be provided separately. We suggest reading the assignment for the book review within the first 2 weeks of the semester so that you can allocate enough time to read/research/write.

In brief, you will write a case study of Susannah Cahalan that includes a brief description of her demographic and psychosocial history along with a description of symptoms indicative of a DSM-5 disorder. What diagnoses did various health professionals arrive at based on her symptom presentation? This case study addresses what they THINK she had rather than what her final diagnosis was — you have a few options here because they misdiagnosed her several times. Pick one misdiagnosis to discuss. Write the paper as if the misdiagnosis was in fact correct. In some ways this paper is arguing for a particular diagnosis. This way you have an opportunity to explore in-depth a diagnosis that interests you.

From the perspective of this (mis)diagnosis, address the factors that may have caused the disorder (etiology from an integrative perspective) as they related to Sussanah and recommend and provide a rationale for one empirically supported psychosocial treatment and one empirically validated pharmacological treatment.

You will need to reference at minimum (a) two treatment articles (review papers or randomized clinical trials), (b) the DSM-5, and (c) two research articles on the etiology (cause) of the disorder. Turn in with your paper the hard copies of the four articles for me to review. Write the references and in-text citations in APA format.

If you do not know what an APA formatted paper looks like then please make time to come to office hours and/or explore this link that has detailed examples: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

*Superb resource for help with writing your paper: [http://www.colorado.edu/pwr/writingcenter.html](http://www.colorado.edu/pwr/writingcenter.html)*

The paper should be 10 pages in length, double-spaced, not including the cover sheet, abstract, and reference page. Graded papers will be returned after you complete your final exam.

Keep in mind the high standards for this assignment. Points will be awarded for compelling case studies, well-reasoned explanations of causality embedded in an integrative perspective, and presentation of a rationale for the treatments of choice, and accompanying empirical support. Spelling and grammar errors will significantly lower your grade. A hard copy of your paper will be **due at the beginning of class on MONDAY, APRIL 11, 2016.** Assignments that are turned in late (after the first 10 minutes of class) will be dropped one letter grade per day (starting on the due date, 4/11/2015, if turned in after the first 10 minutes of class) for the first 2 days. After 2 days, assignments will not be accepted (no assignments accepted after class on Friday, 4/15/2016). I encourage you to present a draft of your paper in advance of the due date for feedback about how the paper may be revised to maximize points earned.

**Final grades will be assigned as follows (points earned/300):**

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>100-94%</td>
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<tr>
<td>A-</td>
<td>93-90%</td>
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<tr>
<td>B+</td>
<td>89-87%</td>
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<tr>
<td>B</td>
<td>86-84%</td>
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<tr>
<td>B-</td>
<td>83-80%</td>
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<tr>
<td>C+</td>
<td>79-77%</td>
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<td>C</td>
<td>76-74%</td>
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<tr>
<td>C-</td>
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<td>D+</td>
<td>69-67%</td>
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<td>D</td>
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<tr>
<td>D-</td>
<td>63-60%</td>
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**Class Materials:** I will be using the Desire2Learn website to post test scores, lecture notes (see Lecture and Discussion section, below) and supplemental class materials (articles and videos). Any class updates will be posted as “news items” on D2L. It is your responsibility to monitor D2L for news items.

**Lecture and Discussion:** Lecture notes are posted as a courtesy and are not always available prior to class. Be prepared to take notes in class as notes are not always posted in advance of class time. Importantly, during the first week of class it is a good idea to acquaint yourself with a few of your classmates and to exchange email addresses with them. Your classmates are your best resources for you should you have to miss class. Do not email the instructor or the TA asking for lecture notes or posing the general question “what did I miss?” It is your responsibility to gather this information from your fellow students or to make arrangements to attend office hours. We encourage you to use our office hours to clarify concepts or to answer whatever questions/concerns or to talk about the ideas you may have about course content.

Classes will be structured to accommodate individual and group participation, creative discussions, and lectures. At any time during class meetings, students are encouraged to ask relevant questions to promote educational growth and collegial participation.
**Personal Use of Technology in the Classroom:** Classroom meetings are an important opportunity for students to extend learning beyond assigned readings. **Class time is most compelling when students are prepared to engage with ideas presented during class.** Use of personal technology, such as mobile phones, laptop computers, and tablet (e.g., iPad) computers may be distracting to individuals or the class as a whole. To minimize these distractions, use of mobile phones (we can see you texting) is not permitted during class. Phones should be turned off or silenced (we can hear the vibrate mode). Laptops and tablet computers may be permitted only to the extent they are used in pedagogically (ie., of, relating to, or befitting education) purposeful ways (i.e., note taking); this policy may be amended if students are found using personal technology in ways that are not productive or relevant to the course.

**PAPER MONDAYS:** No computers or computer-like devices are to be used during lecture on Mondays. Please come prepared to take written notes.

*You would be amazed by what we notice/see/take note of while we are teaching this course. Sending emails, checking Facebook or other social media, reading the news, or surfing the web all interfere with your ability to engage with the course and are especially distracting to the people sitting around you. Help foster an exciting classroom experience by engaging with the class rather than with the internet!*  

**Extra Credit:** There will always be extra credit questions on the exams. There are no other extra credit opportunities offered for this course.
IMPORTANT UNIVERSITY POLICIES

DISABILITIES: If you qualify for accommodations because of a disability, please submit to your professor a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu.

If you have a temporary medical condition or injury, see Temporary Injuries under Quick Links at Disability Services website (http://disabilityservices.colorado.edu/) and discuss your needs with your professor.

RELIGIOUS OBSERVANCES: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, we ask that you let us know 2 weeks in advance of any religious observances that will conflict with attendance, assignment due dates, or scheduled exams. We will come up with an alternative due date or exam date based on your schedule and the flow of the course. In some cases, an alternative equivalent assignment may be agreed upon in lieu of the original requirement.

See full details at http://www.colorado.edu/policies/fac_relig.html

CLASSROOM BEHAVIOR: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran’s status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. See policies at http://www.colorado.edu/policies/classbehavior.html and at http://www.colorado.edu/studentaffairs/judicialaffairs/code.html#student_code

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. The University of Colorado does not discriminate on the basis of race, color, national origin, sex, age, disability, creed, religion, sexual orientation, or veteran status in admission and access to, and treatment and employment in, its educational programs and activities. (Regent Law, Article 10, amended 11/8/2001). CU-Boulder will not tolerate acts of discrimination or harassment based upon Protected Classes or related retaliation against or by any employee or student. For purposes of this CU-Boulder policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status. Individuals who believe they have been discriminated against should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies, and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at http://hr.colorado.edu/dh/

HONOR CODE: All students of the University of Colorado at Boulder are responsible for knowing and adhering to the academic integrity policy of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). Other information on the Honor Code can be found at http://www.colorado.edu/policies/honor.html and at http://honorcode.colorado.edu
**Course Outline and Schedule**

*Note:* This class/exam schedule may change to accommodate the cadence and interests of the class. We will try to adhere as closely as possible to this outline and changes will be announced as soon as they are determined.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Readings:</th>
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<tbody>
<tr>
<td>Mon, 1/11</td>
<td>Welcome/Syllabus</td>
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<tr>
<td>Wed, 1/13</td>
<td>Abnormality Defined/Models Chapters 1/2</td>
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<tr>
<td>Fri, 1/15</td>
<td>Models of Causality Chapter 2</td>
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<tr>
<th>Week 2</th>
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<tr>
<td>Mon, 1/18</td>
<td>MLK, Jr Holiday (no class meeting)</td>
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<tr>
<td>Wed, 1/20</td>
<td>Models of Causality Chapter 2</td>
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<tr>
<td>Fri, 1/22</td>
<td>Models of Causality Chapter 2</td>
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<th>Week 3</th>
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<tbody>
<tr>
<td>Mon, 1/25</td>
<td>DSM issues Chapter 3</td>
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<tr>
<td>Wed, 1/27</td>
<td>Research Chapter 4</td>
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<tr>
<td>Fri, 1/29</td>
<td>Anxiety Disorders Chapter 5</td>
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<th>Week 4</th>
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<tbody>
<tr>
<td>Mon, 2/1</td>
<td>Anxiety Disorders Chapter 5</td>
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<td>Wed, 2/3</td>
<td>Anxiety Disorders Chapter 5</td>
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<td>Fri, 2/5</td>
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<tr>
<td>Mon, 2/8</td>
<td>Anxiety Disorders/OCD Chapter 5</td>
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<td>Wed, 2/10</td>
<td>Stress Disorders (PTSD) Chapter 5</td>
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<tr>
<td>Fri, 2/12</td>
<td>Stress Disorders (PTSD) Chapter 5</td>
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<th>Week 6</th>
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<tr>
<td>Mon, 2/15</td>
<td>Catch-up</td>
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<td>Wed, 2/17</td>
<td><strong>EXAM 1</strong></td>
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<tr>
<td>Fri, 2/19</td>
<td>Mood Disorders Chapter 7</td>
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<th>Week 7</th>
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<tbody>
<tr>
<td>Mon, 2/22</td>
<td>Mood Disorders Chapter 7</td>
</tr>
<tr>
<td>Wed, 2/24</td>
<td>Mood Disorders Chapters 7</td>
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<tr>
<td>Fri, 2/26</td>
<td>Eating Disorders Chapter 8</td>
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<th>Week 8</th>
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<tbody>
<tr>
<td>Mon, 2/29</td>
<td>Eating Disorders Chapter 8</td>
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<tr>
<td>Wed, 3/2</td>
<td>Eating Disorders Chapter 8</td>
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<tr>
<td>Fri, 3/4</td>
<td>Substance Use Disorders Chapter 11</td>
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<th>Week 9</th>
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<tr>
<td>Mon, 3/7</td>
<td>Substance Related Disorders Chapter 11</td>
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<tr>
<td>Wed, 3/9</td>
<td>Substance Related Disorders Chapter 11</td>
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<tr>
<td>Fri, 3/11</td>
<td>Substance Related Disorders Chapter 11</td>
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<th>Week 10</th>
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<tbody>
<tr>
<td>Mon, 3/14</td>
<td>Wrap-up/ Schizophrenia Chapter 13</td>
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<tr>
<td>Wed, 3/16</td>
<td><strong>EXAM 2</strong> Chapter 13</td>
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<tr>
<td>Fri, 3/18</td>
<td>Schizophrenia Chapter 13</td>
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**Week 11**

| Monday, 3/21 | SPRING BREAK |
| Wednesday, 3/23 | SPRING BREAK |
| Friday, 3/25 | SPRING BREAK |

**Readings:**

| Monday, 3/28 | Schizophrenia |
| Wednesday, 3/30 | Schizophrenia |
| Friday, 4/1 | Schizophrenia |

**Week 12**

| Monday, 3/28 | Schizophrenia |
| Wednesday, 3/30 | Schizophrenia |
| Friday, 4/1 | Schizophrenia |

**Readings:**

| Monday, 3/28 | Schizophrenia Chapter 13 |
| Wednesday, 3/30 | Schizophrenia Chapter 13 |
| Friday, 4/1 | Schizophrenia Chapter 13 |

**Week 13**

| Monday, 4/4 | Personality Disorders |
| Wednesday, 4/6 | Personality Disorders |
| Friday, 4/8 | Personality Disorders |

**Readings:**

| Monday, 4/4 | Personality Disorders Chapter 12 |
| Wednesday, 4/6 | Personality Disorders Chapter 12 |
| Friday, 4/8 | Personality Disorders Chapter 12 |

**Week 14**

| Monday, 4/11 | Sleep/Wake |
| Wednesday, 4/13 | Sleep/Wake |
| Friday, 4/15 | Aging |

**Readings:**

| Monday, 4/11 | Sleep/Wake Chapter 8 |
| Wednesday, 4/13 | Sleep/Wake Chapter 8 |
| Friday, 4/15 | Aging |

**BOOK ASSIGNMENT DUE BEGINNING OF CLASS MONDAY, 4/11**

**Week 15**

| Monday, 4/18 | Special Topic |
| Wednesday, 4/20 | Aging |
| Friday, 4/22 | Aging |

**Readings:**

| Monday, 4/18 | Special Topic Chapter 18 |
| Wednesday, 4/20 | Aging Chapter 18 |
| Friday, 4/22 | Aging Chapter 18 |

**Week 16**

| Monday, 4/25 | Legal and Ethical Issues |
| Wednesday, 4/27 | Legal and Ethical Issues |
| Friday, 4/29 | Wrap-up/Catch-up |

**Readings:**

| Monday, 4/25 | Legal and Ethical Issues Chapter 16 |
| Wednesday, 4/27 | Legal and Ethical Issues Chapter 16 |
| Friday, 4/29 | Wrap-up/Catch-up |

*If a change of schedule for topics/readings a news item will be posted on D2L*

**FINAL EXAM:** Tuesday, May 3, 1:30-4pm