Objectives: This course is a higher-level abnormal psychology course designed for psychology majors. By the end of the course, students should be able to:

1. Describe the main symptoms associated with major mental health diagnoses, use the DSM diagnostic system, and think critically about our current diagnostic system.
2. Explain each disorder from a biopsychosocial perspective, including genetic, neurobiological, behavioral, cognitive, cultural, emotional and environmental factors involved in the development of the disorder.
3. Demonstrate an understanding of empirically validated interventions for some of the disorders.
4. Discuss social, cultural, and gender contexts of etiology and diagnosis of various disorders.


There are a number of additional readings posted on D2L. Please read the assigned chapter/readings before attending lectures on the topic. Power point slides will also be available on D2L.

There is an additional list of movies and books to choose from to write your paper (described below). You will need to access those books and movies on your own, as each student will be choosing those materials individually.

Tests:
The will be three tests for this course, including the final exam, which will cover the book, readings and lectures. The tests will consist of multiple choice, matching, fill in the blank, short essay questions and case studies. If you miss one of the tests for any reason (the flu, your brother’s wedding, your great aunt’s funeral, stuck in traffic) your make-up opportunity will come at the end of the semester, when you will take two final exams: one covering the last third of the course, and another cumulative exam covering material from the entire semester in more detail. Each test will be worth 50 points. If you choose to take all 4 tests in addition to writing the paper (see below) the highest 3 test scores will be counted, along with the paper grade. Review sheets will be posted on D2L before the tests.

There will also be 5 5-point quizzes on D2L that will open on Fridays and will be due on Tuesdays by 10 am. Please pay attention to the dates of those quizzes on the syllabus and on D2L, and remember to click on “submit” when you finish a quiz – otherwise, it won’t be recorded.

Paper:
You may choose to write a paper for the class. If you do not write the paper, you will take three tests AND THE CUMULATIVE FINAL. You will choose a character displaying symptoms of a mental health disorder from one of the books or movies on our list (posted on D2L). The guidelines for the paper are already posted on D2L, along with further suggestions and guidelines relevant to writing style, references, citations and identification of appropriate articles from the research are posted as well.
under "paper guidelines" on D2L. If you want to write the paper, it is due April 7th NO EXCEPTIONS. If you can’t turn the paper in on time, you will need to choose one of the other grading options.

Grading Options:

<table>
<thead>
<tr>
<th>Option 1:</th>
<th>Option 2:</th>
<th>Option 3:</th>
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<tbody>
<tr>
<td>Quizzes (25)</td>
<td>Quizzes (25)</td>
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<td>Test 1 (50)</td>
<td>Test 1 or 2 (50)</td>
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<td>Test 2 (50)</td>
<td>Test 3 (50)</td>
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<td>Test 3 (50)</td>
<td>Paper (50)</td>
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<td>Cumulative exam (50)</td>
<td>Cumulative Exam (50)</td>
<td>Test 3 (50)</td>
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<td><strong>Total: 225 points</strong></td>
<td><strong>Total: 225 points</strong></td>
<td><strong>Total: 225 points</strong></td>
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Class Attendance

I do not take attendance in class except for the first week, though I am usually aware of who is here and who is not. Students who attend class do better on the tests, because I tend to formulate the majority (though not all) test questions based on what was discussed in lecture, so it is definitely advantageous for you to attend. If you miss class please take responsibility for getting lecture notes from one of your classmates (i.e., do not write me an email asking "Did I miss anything?").

I have posted some recommendations about email on D2L. Please read this document. Some students seem confused about how to address me, especially over email. In professional settings, such as this one, Dr. or Professor Pittman Wagers is appropriate. (Mrs. Wagers is my mother-in-law.)

Classroom Behavior

When you are here in class, I ask that you be present physically and intellectually. If you would rather be text messaging your friends, napping, studying for another test, or Facebooking, I would STRONGLY prefer that you not come to class. I find such behavior distracting and disrespectful for me and your classmates and unproductive for you. You’d also be amazed at what I notice from the front of the classroom. I cannot enforce this request 100% of the time, but if I am inclined to enforce this expectation with you one day, I may ask you to complete an extra assignment. For this assignment you will read and summarize several articles on the cognitive problems associated with multi-tasking.

The University of Colorado Boulder (CU-Boulder) is committed to maintaining a positive learning, working, and living environment. CU-Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU’s Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU-Boulder’s Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website.

The classroom environment should be characterized by mutual respect and courtesy between students and teacher. You do your part, I’ll do mine. Let me know if there are issues/preferences that would help me treat you in a respectful manner. 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. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, age, disability, religion, sexual orientation, gender identity, gender expression or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Judicial Affairs at
If you qualify for accommodations because of a disability, please see me right away and provide a letter from Disability Services so that your needs may be addressed. If you have a temporary medical condition or injury, see guidelines at
http://www.colorado.edu/disabilityservices/go.cgi?select=temporary.html

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.

**Academic Integrity**
It is expected that students will adhere to the Honor Code on lab assignment as well as the tests and paper. Adherence to the Honor Code on papers includes using your own words, and referencing, with appropriate citations, quotes that have come from another source.
All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible of violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at http://honorcode.colorado.edu.

**Religious Observance**
Please let me know if you anticipate a conflict with tests, assignments, or class attendance because of observance of a religious holiday or obligation and we will work something out.

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Dates</th>
<th>Topic</th>
<th>Assigned Readings</th>
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</table>
| 1    | Jan 12,14   | Intro/History | ➢ Butcher, pp. 1-14  
➢ Butcher, Chapter 2  
➢ Slate article on culture  
➢ Americanization of MI |
| 2    | Jan 19, 21  | Models & Research | ➢ Butcher, pp.14-26  
➢ Butcher, Chapter 3  
➢ What is CBT?  
➢ Beck Article  
➢ **Online Quiz due 1/26** |
| 3    | Jan 26, 28  | Assessment/Diagnosis | ➢ Butcher, Chapter 4  
➢ DSM Controversy article  
➢ **Online Quiz due 2/2** |
| 4    | Feb 2, 4    | Stress Disorders | ➢ Butcher, Chapter 5  
➢ Inheriting Stress article  
➢ PTSD in the Military article |
| 5    | Feb 9, 11   | Review and Test 1, 2/11 | ➢ Butcher, Chapter 6  
➢ Wish I Could Be There reading |
| 6    | Feb 16, 18  | Anxiety/Panic/Obsessions | ➢ Butcher, Chapter 7  
➢ 60 minutes episode |
<p>| 7    | Feb 23, 25  | Mood Disorders | ➢ Butcher, Chapter 7 |</p>
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<thead>
<tr>
<th>Date</th>
<th>Reading/Assignment</th>
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<tr>
<td>8 March</td>
<td>Eating Disorders</td>
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<tr>
<td>9 March</td>
<td>Schizophrenia</td>
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<tr>
<td>10 March</td>
<td>Review and Test 2, 3/17</td>
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<tr>
<td>11 March</td>
<td>SPRING BREAK</td>
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<tr>
<td>12 March</td>
<td>Personality Disorders</td>
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<tr>
<td>13 April</td>
<td>Development Disorders</td>
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<td>14 April</td>
<td>Substance Abuse Disorders</td>
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<td>15 April</td>
<td>Sexual Disorders</td>
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<tr>
<td>16 April</td>
<td>Review, FCQ’s</td>
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</tbody>
</table>

**Final Exams:**

Section 006 (12:30 class) Sunday May 1, 7:30-10
Section 005 (11 am class) Wednesday May 4, 1:30-4