

**Abnormal Psychology Syllabus  
Psych 220**

Time: 9:30 & 11:00 AM, Tues. & Thurs. Place: Wister 303  
Professor: Dr. Lynn Collins Phone: 215-951-5046  
Office: Wister M-17 E-mail: Collins@lasalle.edu  
Faculty web page: <http://www.lasalle.edu/~collins/>  
**Psychology web page:** <http://www.lasalle.edu/schools/sas/psychology/>

**Office hours:** Tuesday, 3:30 – 5:30 PM; Wednesdays: 3:30-5:30 PM and by appointment. **Please note:** I am on campus at other times as well. If you stop by during office hours and I am not seated in my chair, I may have gone to get coffee, may be in the copy room, etc., and will be back soon. Students who come to my office take precedence over concurrent incoming phone calls (I won't pick up the phone if I already have a student in my office, but will return the call later). I respond quickly to e-mail messages, unless you ask me a relatively complex question.

**In case of *instructor* illness or bad weather:** If illness or bad weather results in class being cancelled, I will post a narrated outline online via Blackboard sometime that week. *Individual students who miss class due to illness, etc., should get copies of the notes from two students to help ensure sufficient coverage.*

**Texts:** Nolen-Hoeksema, S. (2007). *Abnormal Psychology* (with MindMap CD-ROM and PowerWeb). New York: McGraw-Hill Humanities/Social Sciences/Languages. (ISBN: 0073228737)

**Optional:** Workbook to accompany text.

Nolen-Hoeksema, S. (2003). *Student Study Guide to accompany Nolen Abnormal Psychology*. New York: McGraw-Hill Humanities/Social Sciences/Languages. (ISBN: 0073191426)

**Very important: To get a better grade in ANY class, do these things.**

1. Outline the chapters. Split up the chapters among classmates or do it on your own.
2. Always check to make sure the outlines are complete yourself.
3. Make vocabulary lists, paying close attention to words in the text that are in bold or italicized print.
4. Devise ways to remember the concepts ("mnemonic devices").
5. Later, when you study for tests, review both the class notes (which some students also outline) AND your chapter outlines.
6. Team up with other classmates for study sessions and quiz each other. Better to find out what you don't know BEFORE the test than after it.

Although I can't offer any guarantees, some students have raised their test scores 20-30 points by using these techniques, and have been known to go from a D- to a B+ in the class. One student started using these techniques in all of her classes and went from barely making it in college to graduating with honors. These things, when done in earnest, can potentially make a huge difference in any class.

**Course Description:**

This course is designed to teach students about the different kinds of problem behaviors that people develop. This course covers most of the major psychological disorders. Lectures will only partially cover the material presented in the text. Class time may be used for lectures, case

presentations, illustrative movies, discussion, and experiential exercises. Ethical issues and limitations related to current diagnostic systems will be discussed.

### Course Objectives:

1. To expose students to a wide variety of behavior problems and their causes.
2. To provide students with an understanding of abnormal behavior that includes empathy for the patient's experience of the problems.
3. To encourage students to critically evaluate the research and theory associated with diagnosis.

### Course Requirements:

**1. Attendance AND participation in class discussion.** This is a discussion class and your input and ideas are important. Brainstorming with peers/colleagues and seeking feedback on ideas is a major part of becoming a responsible psychologist.

**2. Completion of three exams.** Exams will be multiple choice and based on the text and lectures. I recommend banding together with other students to study and share the outlining of chapters. The chapter outlines are valuable if you later decide to attend graduate school and have to study for the GRE.

**How to study for my tests:** My tests are characterized as comprehensive, but fair. Learn the material well! The outlines that I just mentioned are a great way to study for my tests. Studying with other students (even over the phone!) is also a good idea. It is better to get that uncomfortable feeling when a peer asks a question you can't answer than during the exam. The more ways your peers ask you questions, the more likely it is that you will come across an item that will be on the exam. **ALSO! Please check out the extra credit options below. They can be used to increase test scores, and are especially helpful for those who tend to do better on essay tests and papers.**

**3. Optional final:** During final exam week an optional, comprehensive exam will be given. If you do better on this exam than on one of the tests, it will replace that grade. It will only replace one test grade, however. This exam cannot hurt your grade - it can only help. Students who are satisfied with their grades are not required to take it.

**4. Extra credit.** Maximum: 4 points per exam. Students can earn extra credit by:

**A. Critiquing (summarizing, then giving their own opinion) on an article from a professional journal in psychology.** The critique should be 3-4 pages long, 12-point times roman or 11 point Arial, and double-spaced. The reference (authors, date, title of article, journal, volume, pages) for the article must be included. The journal must be a journal listed in PsycInfo, an online database used by the university. Journals that are not listed in PsycInfo are NOT acceptable. The librarian can help you use PsycInfo if you have trouble. One summary can be used for each test and counts for a maximum of 4 points (range is 0 to 4), for a total maximum of 12 points for the semester. Critiques are due one week after each exam.

**B. Participating in ongoing psychology research projects.** Students can earn 4 points by participating in ongoing research projects. Students or faculty will visit the class to describing opportunities for participation. One experiment or study can be used for each test and counts for as 4 points for a total maximum of 12 points for the semester.

**C. Attend Grimes Lecture** for 4 bonus points each, for a maximum of 12 points this semester.

### Tutoring

Tutoring for various subject areas is available free of charge for La Salle undergraduates. General Subject Tutors help students identify what to learn as well how to learn, clarify course content and assignments, assist in learning and practicing the concepts necessary for success in a course, and help students understand their strengths and weaknesses regarding the subject matter. Students should take advantage of tutoring at the first indication of experiencing difficulty in a course or whenever they wish to improve their performance or knowledge in a course, for example, to improve B grades to A grades or to maintain high grades. Students can schedule appointments with General Subject Tutors through TutorTrac, located on the Student Services page of La Salle's portal.

**Grading:**

Exam I	25%
Exam II	35%
Exam III	35%
<u>Attendance &amp; discussion</u>	<u>5%</u>
Total	100%

**Grades:**

A	94+%	A-	90-93%
B+	87-89%	B	84-86%
B-	80-83%	C+	77-79%
C	74-76%	C-	70-73%
D+	67-69%	D	64-66%
D-	60-63%	F	59 and below

**Psych 220, Abnormal Psychology**

**Day:   \*Chapters:           \*Topic:** \_\_\_\_\_

Please note that I cover the first several chapters out of order. As in real life, we will conceptualize generally, diagnose, and then examine the theories of pathology and health, as well as the treatment forms that rose from them.

1/20 & 22	1	Looking at abnormality
1/27 & 29	4	Assessing and diagnosing abnormality
2/3 & 2/5	2 & 5	Contemporary theories and treatments for abnormality
2/10 & 2/12	7	Anxiety Disorders
2/17		<b>Exam I (on Ch. 1, 2, 4, 5)2/19</b>
2/19, 2/24, & 2/26	9 & 10	Mood Disorders
3/3 & 3/5	8	Somatoform and Dissociative Disorders

The 30th Annual Grimes Lecture on March 5, 2009. *“The Theory of Multiple Intelligences: Past, Present, and Future”* by Howard Gardner. Write a 3 page summary for a possible 4 extra credit points!

**3/10 & 3/12                           SPRING BREAK**

3/17 & 3/19	15	Eating Disorders
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3/24 & 3/26	17	Substance-related Disorders
3/31		Catch up
<b>4/2</b>		<b>Exam II (on Ch. 7, 8, 9, 10)</b>
4/7 & 4/9	12	Personality Disorders:
4/14 & 4/16	11	Schizophrenia
4/21 & 4/23	13	Disorders of Childhood (April 23 lecture will be delivered via Blackboard)
4/28		More Disorders of Childhood
4/30		<b>Exam III (on Ch. 11, 12, 13, 15)</b>
<b>Week of May 3</b>		<b>Exam Week: Optional final - day and time to be announced.</b>

**Note:** Syllabus may be changed at discretion of professor - changes will be announced in class.

\*If you choose to use a different edition despite my warning, please read the chapters that correspond to the topics.