Course Description:

This course is designed to provide descriptive, theoretical and research information pertinent to the major forms of maladaptive behavior including the varieties of anxieties, psychoses, depression, and personality disorders. In addition, it will introduce the student to factors that likely contribute to the development and maintenance of abnormal behavior. Current research findings, methods, and trends will be presented. This course will provide an overview of treatment.

Prerequisite Education:

The prerequisites are introductory psychology and two other psychology courses.

Text:


Course Goals:

1. To provide information concerning the description, origins and societal implications of the major forms of maladaptation,
2. To provide an introduction to diverse theoretical views of abnormal behavior, including behavioral, psychodynamic, and biological perspectives,
3. To introduce the student to the multiple probable causes and correlates of behavior deviations,
4. To foster awareness of behavioral classification and diagnostic systems such as the DSMIV-TR; and to present critiques, limitations, and implications of diagnoses and classification,
5. To introduce current research findings and trends pertinent to the development and description of maladaptive behavior, as well as sociocultural and gender influences on the prevalence of abnormality,
6. To provide an overview of treatments relevant to the disorders presented in the course.

Evaluation and Grades:

Grades will be determined on the basis of total number of points acquired in the course. Point acquisition will result from summation of numerical scores on three equally weighted combination multiple choice and short essay tests, scores from a multiple choice format final examination, points from periodic in-class quizzes, and points from a short paper based on an Internet, World Wide Web (WWW) information search. The final examination will have a cumulative aspect that is up to forty percent of the questions will cover lecture material from the entire domain of the course, while the remaining portion of the questions will focus on material since the third examination. The allocation of points to course activities and tasks is presented on the next page.

Test score and letter grade correspondence will be determined by the instructor, consistent with departmental standards of achievement, and by examination of class test score distributions. Course grades will be accorded by use of the University’s plus and minus letter grade system.
Test Policy:

Students are expected to be present at all scheduled examinations. Presentation of picture identification at the exam site will be required (driver's license or student identification card). Under extenuating and exceptional circumstances, with prior notification and permission of the instructor, make up examinations may be scheduled if the student is unable to be present for a scheduled examination.

Web Site Search and Paper

You will have the opportunity to gain increased familiarity with and use the Internet to explore a variety of web sites pertinent to the area of abnormal psychology, and from these search activities to obtain information about a topic in abnormal psychology. In addition, you will learn how to critically evaluate web sites. Based on your web search (a variety of reliable and established sources/addresses will be suggested) you will write a focused, word processed, brief paper summarizing current findings or trends pertinent to a specific topic, and will critically evaluate the web sites you have chosen to explore. The paper is due Friday, November 09. Additional information about the task will be provided. You will be asked to provide voluntary, written, anonymous reactions to what you have learned and ratings of the usefulness of the web task, once the paper has been handed in.

Graduate Students:

In addition, to all other course requirements graduate students will be required to write an integrative review paper for this course, one worth 50 points or the point equivalent of one exam. Graduate students should confer with the instructor during the first week of the course to ascertain expectations for the paper. The paper is due on Monday, December 03. Anonymous evaluation procedures will be used to score papers.

Extra Credit Paper:

Undergraduate students may elect to do a focused research paper, the same task but a briefer and less comprehensive version of the paper required for graduate students. The paper will critically examine a classic or current controversy, or provide a focused review of a current topic in abnormal psychology. This optional activity will provide an opportunity to examine and synthesize research literature and to foster an awareness of findings and controversies in the field. Paper topics will need to be approved by the instructor by September 26, and the paper is due on December 03. The instructor will meet with students who wish to consider this option and convey additional expectations and guidance for this task. Anonymous evaluations procedures will be used to score papers.

This research review paper could yield up to 24 additional points, or approximately an additional total of 10% of exams plus quiz points. Extra credit from the paper could raise a grade no more than one fraction of a grade, for example from a B to a B+ or C+ to B-.

Course task and point allocation:  

<table>
<thead>
<tr>
<th>Points</th>
<th>%</th>
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<tbody>
<tr>
<td>150</td>
<td>50.8</td>
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<tr>
<td>65</td>
<td>22.0</td>
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<tr>
<td>40</td>
<td>13.6</td>
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<tr>
<td>40</td>
<td>13.6</td>
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</tbody>
</table>

Each quiz is composed of 5 to 10 questions and 4 of the quizzes are tabulated for a grade.

Total possible points = 295
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS/CHAPTER</th>
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<tbody>
<tr>
<td>Mon 08/20</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Wed 08/22</td>
<td>Concepts, and criteria for normality and abnormality</td>
<td>1, pp. 1-5</td>
</tr>
<tr>
<td>Fri 08/24</td>
<td>Implications and critiques of criteria</td>
<td></td>
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<tr>
<td>Mon 08/27</td>
<td>Theoretical perspectives and models of psychopathology</td>
<td>3</td>
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<tr>
<td>Wed 08/29</td>
<td>History of abnormal psychology</td>
<td></td>
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<tr>
<td>Fri 08/31</td>
<td>Deinstitutionalization and managed care-continuing controversies and implications</td>
<td>1, pp.6-25</td>
</tr>
<tr>
<td>Mon 09/03</td>
<td><strong>NO CLASS-UNIVERSITY HOLIDAY</strong></td>
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<tr>
<td>Wed 09/05</td>
<td>Causal factors: biological, psychosocial and cultural</td>
<td>3</td>
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<tr>
<td>Fri 09/07</td>
<td>Classification of abnormal behavior; rationale for diagnostic and classification systems; basic definitions and terminology; evaluation and development of the DSMIV-TR; critiques and implications of classification.</td>
<td>4, See especially pp.103-107</td>
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<tr>
<td>Mon 09/10</td>
<td></td>
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<tr>
<td>Wed 09/12</td>
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<tr>
<td>Fri 09/14</td>
<td>Assessment of abnormality - individual approaches; extent and distribution of maladaptive behavior; methods of estimating incidence and prevalence; findings and critiques.</td>
<td>4 and Lecture</td>
</tr>
<tr>
<td>Mon 09/17</td>
<td>Research methods in psychopathology, and implications for treatment interventions and their evaluation.</td>
<td>2, and Lecture</td>
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<tr>
<td>Wed 09/19</td>
<td></td>
<td></td>
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<tr>
<td>Fri 09/21</td>
<td>Introduction to stress coping styles, defense mechanisms and psychological adjustment; adaptive and maladaptive stress reactions—the person and environment interaction; anxiety as contributing factor to the development and maintenance of abnormal behavior.</td>
<td>6, pp. 155-167 and Lecture</td>
</tr>
<tr>
<td>Mon 09/24</td>
<td><strong>Examination 1 -- Covers all readings and notes to date</strong></td>
<td></td>
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<tr>
<td>Wed 09/26</td>
<td>Topic—Reactive disorders and the psychological effects of extreme stress—current concepts and research findings Introduction to anxiety related disorders (the neuroses).</td>
<td>6, pp. 167-188</td>
</tr>
<tr>
<td>Wed 09/26</td>
<td><strong>Graduate students, and undergraduates who choose to do so, Indicate topic for review paper</strong></td>
<td></td>
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<tr>
<td>Fri 09/28</td>
<td>Varieties of anxiety disorders</td>
<td>5</td>
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<tr>
<td>Mon 10/01</td>
<td>Theoretical perspectives on the development and persistence of Anxiety disorders.</td>
<td>5</td>
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<tr>
<td>Wed 010/03</td>
<td>Treatment of anxiety</td>
<td>5</td>
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<tr>
<td>Fri 10/05</td>
<td>Research trends with respect to anxiety disorders.</td>
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<tr>
<td>Mon 010/08</td>
<td>Somatoform disorders</td>
<td>7, pp. 189-201</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Wed</td>
<td>10/10</td>
<td>Factitious and Somatoform disorders</td>
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<tr>
<td>Fri</td>
<td>10/12</td>
<td>Dissociative disorders.</td>
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<tr>
<td>Mon</td>
<td>10/15</td>
<td>Mood disorders - varieties and intensities of mood</td>
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<tr>
<td>Wed</td>
<td>10/17</td>
<td>disturbances; theoretical perspectives - research</td>
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<tr>
<td>Fri</td>
<td>10/19</td>
<td>and treatment implications: psychodynamic, learning, cognitive, and biochemical approaches.</td>
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<tr>
<td>Mon</td>
<td>10/22</td>
<td>Suicide and suicide prevention</td>
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<tr>
<td>Wed</td>
<td>10/24</td>
<td>Examination II - Covers all readings and notes since Exam I</td>
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<tr>
<td>Fri</td>
<td>10/26</td>
<td>Introduction to Psychoses; Schizophrenia - descriptive concepts and varieties of disorder.</td>
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<td>Schizophrenia - vulnerability and risk concepts.</td>
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<tr>
<td></td>
<td></td>
<td>Theoretical perspectives and their research and treatment implications: genetic-risk studies; biochemical notions; cognitive, learning, and psychosocial approaches.</td>
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<tr>
<td>Fri</td>
<td>11/02</td>
<td>Schizophrenia - biological concepts and treatment approaches; social and community treatment approaches.</td>
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<tr>
<td>Mon</td>
<td>11/05</td>
<td>Personality disorders; basic concepts; revisions of traditional notions in the DSM IV; antisocial and criminal behavior; conceptual issues, research trends and treatment approaches.</td>
</tr>
<tr>
<td>Wed</td>
<td>11/07</td>
<td>Special Topic--Dangerousness, its assessment and prediction; societal, legal and ethical Issues and their and lecture implications.</td>
</tr>
<tr>
<td>Fri</td>
<td>11/09</td>
<td>Web site evaluation paper due</td>
</tr>
<tr>
<td>Mon</td>
<td>11/12</td>
<td>Eating Disorders.</td>
</tr>
<tr>
<td>Wed</td>
<td>11/14</td>
<td>Substance use, abuse and addictions; characteristics and theoretical perspectives on drug and alcohol abuse and addiction. Alcohol abuse and addiction --research trends and challenges to traditional notions of dependence, development, and maintenance.</td>
</tr>
<tr>
<td>Fri</td>
<td>11/16</td>
<td>Examination III – Covers all readings and notes since Exam II</td>
</tr>
</tbody>
</table>
Mon- Fri 11/19 – 11/23          THANKSGIVING BREAK No Classes

Mon 11/26   Variations in human sexual behavior, types and varieties 13
Fri 11/30   Organic brain dysfunctions and related disorders 18, pp.536-552

Aging, age changes, and psychopathology 18, pp. 553-557

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Mon 12/03  Graduate papers due; undergraduate optional extra credit papers due

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Mon 12/03   Developmental and child disorders 17
Wed 12/05   Implications for preventions of adult disorder.
Fri 12/07   Community psychology and prevention strategies: Lecture
            Contemporary issues.

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Mon-Fri  FINAL EXAMINATION          -- Final Examination, Examination IV:
Final 12/10- Administered as indicated by University Finals Schedule.
Exam 12/14  Examination IV covers all readings and notes since
            Examination III, plus cumulative lecture based questions
            from the entire course. Up to forty percent of Examination IV is
            cumulative with respect to class notes.

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NOTE: Due dates for the web, extra credit, or graduate papers are firm
      expectations. The papers are due at the indicated class times. Late papers,
      without prior notification and discussion with the instructor, will not be
      accepted, and all points associated with the activity will be forfeited.

Disability Accommodations: If you have a disability and require accommodation, please contact the instructor
      during the first week of the semester and indicate your need for accommodation so that your learning needs
      may be appropriately met. You will also need to obtain a Student Academic Accommodation Request (SAAR),
      a form to be presented to the instructor that describes the needed accommodation. It can be obtained from the
      following resource:

Student Disability Resources      Phone: 515-294-7220  E-mail: disabilityresources@iastate.edu
Dean of Students Office
Academic Success Center
1076 Student Services Building
Ames, IA 50011-2222