Psychology 561
Psychopathology and Behavior Deviations (3 credits)

Spring, 2008    Dr. Norman Scott
W271 Lagomarcino
294-1509
E-mail: nascott@iastate.edu

Course Description: This department core course is designed to provide broad exposure to current research and theoretical perspectives on the major forms of maladaptive behavior. It will focus on adult psychopathology. Diverse theories pertinent to abnormal psychology, including psychodynamic, learning, and biological perspectives, will be presented. The course will acquaint the student with the complexities of classifying, describing, and investigating maladaptive behavior. In addition, the course will foster the student's awareness of the multiple determinants of maladaptation and its development, and will provide an overview of treatment approaches for the disorders presented in the course.

Prerequisite Education: It will be assumed that the student has completed an undergraduate abnormal psychology course, preferably in addition to or combined with a personality theories course. Students who have not had this undergraduate foundation would be well advised to acquire such an exposure prior to attempting this course, or to comprehensively read the text listed at the end of this paragraph. Those students who may have completed an undergraduate abnormal psychology course some time ago, or those who are not currently able to describe the characteristics of the major forms of maladaptations (various types of anxiety disorders, mood disorders, schizophrenia, etc.), may find it helpful to review an undergraduate abnormal psychology text such as:


Course Goals:

1. To introduce current research methods and findings pertinent to the development, maintenance, description, and understanding of behavior deviations;
2. To provide information pertaining to description, origin, and diverse theoretical views of major areas of psychopathology;
3. To foster student understanding of the DSM-IV-TR classification system including its application, development, limitations, critiques, and alternative perspectives;
4. To introduce the student to the multiple and complex determinants and developmental antecedents of behavior deviations;
5. To provide an overview of approaches to treating the behavior disorders presented in the course.

Required Paper: A major integrative review paper is one of the required work tasks and learning opportunities associated with this course. A description of paper expectations is included in this syllabus. Points accorded to the paper will comprise thirty (30) percent of the course grade.

Grading: Grades will be determined on the basis of number of points acquired during the course. Points will be distributed among tasks as follows:

Points/Percentages of Grade

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1 (In class)</td>
<td>20</td>
</tr>
<tr>
<td>Exam 2 (In class)</td>
<td>20</td>
</tr>
<tr>
<td>Exam 3 (Take home final)</td>
<td>20</td>
</tr>
<tr>
<td>Research Paper</td>
<td>30</td>
</tr>
<tr>
<td>Reactions To Readings</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Examinations will be of an essay format with integrative discussion questions, as well as briefer descriptive, comparative, or identification items. In addition, each examination will include a diagnostic section which will involve application of DSM-IV-TR diagnostic criteria to a case description.
The University's plus/minus grading system will be used. In general, it will be necessary to master a minimum 90% of the course points to achieve a grade in the A range, at least 80% of the points for a B range grade, and at least 70% of total possible points for a grade in the C band. The full range of grades A through F is potentially possible, as enrollment in this graduate course does not restrict the potential grade distribution to any given segment of the grade scale.

Attendance at all classes, and active participation in class discussions and learning activities, are assumed and expected. Participation and completion of all scheduled examinations is a requirement for successful completion of this graduate course. Make-up exams will not be given unless there has been contact and discussion with the instructor prior to the scheduled examination. Due dates for the paper and take-home final are firm expectations. Late submissions, without prior discussion with the instructor, may result in forfeiture of all points associated with the assignment.

Relevant examination and task due dates are as follows:

- Exam 1 - Thursday 2/21
- Exam 2 - Tuesday 4/08
- Exam 3 - Take Home Final distributed, Thursday 4/24
- Paper Due – Tuesday 4/29
- Exam 3 - Take Home Final due, Tuesday, 5/06

Reading Materials and Text:

There are two required texts:


Supplementary Texts: There is a supplementary edited text. It contains selected chapters and required readings as noted on the course schedule. The book is in the reserve room of Parks Library. It is designated as LR on the schedule. The edited text is:


In addition, lecture presentations and class discussions of cultural influences on abnormality will utilize as a source:


Journal Readings: In addition, the course will require reading selected journal articles, which are found on the attached reading list. They are available for purchase in a Copyworks reading packet listed under the course number. A list of topics and reading assignments is provided on a separate course schedule.

Expectations for Research Paper

General Expectations: The research paper is your opportunity explore in depth a topic in abnormal psychology that is of interest to you. Moreover, it is an opportunity to foster your knowledge of current empirical research. In addition, it is expected that you will critically evaluate findings, identify future research needs, and reflect on the methods used in the research you have chosen to review.

Your paper should emphasize current empirical, journal based research, of the last five (5) years. The paper should integrate and synthesize what is known and/or has been investigated with respect to your topic. Your final and carefully edited product should be a highly focused, 15-20 page (excluding
references), version of a Psychological Bulletin or a Clinical Psychology Review article, or a component of a major contribution theme article in The Counseling Psychologist. It is expected that your paper will provide a critical and integrative summary of the findings pertinent to a well-defined topic or issue.

Follow the style guidelines presented in the American Psychological Association, Publication Manual (5th ed.) (2001). Examples of this format and writing style can be found in any recent Psychological Bulletin. Note, in particular, the general absence of footnotes and the division of review articles into sections, clearly labeled by section headings.

Your paper will be evaluated on four equally weighted dimensions. These dimensions, and the kinds of questions I pose in evaluating your work, are as follows. They may aid you in preparation of the review.

1. **Content**: Does the paper present recent information, based on empirical research, pertinent to the chosen topic? Is the paper sufficiently focused so that a thorough review can be achieved within the specified length? Are multiple original sources used and cited? Does the content match the stated topic and purpose of the paper?

2. **Organization-Extensity**: Does the paper have an introduction and statement of purpose? Is it logically divided into sections with appropriate transitions? Does it contain a conclusion, a summary, and an integrative critique section?

3. **Style and Format**: Is the paper free of grammatical and spelling errors? Is the writing clear? Are references appropriately used and cited? Is the paper written in a manner consistent with current APA format and style?

4. **Synthesis and Integration**: Does the author tie together and/or contrast or critique findings, methods and research directions? Does the paper suggest new directions for investigation? Are there explicit and successful efforts to summarize, critique, and integrate the material presented?