Course Title and Number
EDU 666
Abnormal Psychology

Instructor:
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838-4565
Seton Hall

Office Hours:
By Appointment

SYLLABUS POLICY: This syllabus is a guideline. It is subject to changes and adjustments. The syllabus may be altered by the instructor to meet the needs of individual students and events that occur during the semester. Please review the assignments and grading policy for further details.

Prerequisite: EDU 655 Life Span Development and Behavior
Corequisite: none

Course Description:

Understanding abnormal psychology and the Diagnostic Statistical Manual of Mental Disorders-IV will be the focus of this course. Some prior knowledge of the etiology of behavioral disorders and the impact of these disorders upon society is assumed. Developing differential diagnostics skills through the analysis of case material will be emphasized.

World Wide Web

Allyn and Bacon provide a nice web page of supporting materials for this book. The address is:

http://www.abcacon.com/nietzel

Methods

Lectures and class discussion will be the primary methods used by the instructor. There will be class exercises and/or handouts. It should be noted that the instructor tends to use a modified Socratic method. This will be explained and discussed in further detail during our first few class meetings.

Required Reading: (available at Campus BookStore)
Optional Texts: DSM IV and APA Manual of Style

**Learning Objectives:**

1. Knowledge of the basic concepts, diagnoses, and theories of abnormal psychology;
2. Basic knowledge and understanding of the DSM IV, including the ability to critique its usefulness;
3. Ability to observe and categorize behaviors;
4. Ability to critically evaluate evidence and draw appropriate conclusions;
5. Development of written and oral communication skills;
6. Development of cultural competencies

**Expectations of Students, Attendance Policy, Written Assignment Policy, and Participation**

**General expectations:** Students are expected to act in a professional manner. This expectation carries with it significant responsibilities in the areas of class participation, completion of assignments, and carrying out the duties of a student and learner.

Classes are to be thought of as professional meetings. Students are to come to the meetings having properly prepared themselves and it is expected that they will *actively* participate in the meeting.

**Expectations for the Instructor:** These professional expectations apply to your instructor as well as to you. It is expected that I will be properly prepared and well organized. Further, it is expected that I will teach useful and, to the best extent possible, interesting knowledge and skills. Assignments must be useful learning tools and not simply obstacles blocking your path to a "good" grade.

**Attendance Policy:** If you are going to miss class- or any professional meeting, you are required to have a solid reason for doing so and to inform the instructor about the need to be absent. **Because this class meets only once per week, more than One unexcused absence will result in a reduction of your grade.**

**Reading:** Reading is the major preparatory task for students. As you read I advise you to pull out the major concepts in each chapter, write them down, and develop definitions for them.

**Participation:** you are expected to actively participate in each and every class. To participate, you must be present and properly prepared. It is the expectation of the University and the
instructors that we will work together in the process of mutual learning. Participation implies involvement beyond merely attending class sessions. Students are expected to have completed assigned readings prior to each class and to be able to contribute to discussions relating that content to their field experience and/or group project.

**Policy on Late Work:** Students who without permission miss an examination will not be allowed to retake the exam at a later time. Unexcused late assignments will be penalized 3 points for each day they are late. Authorization to turn an assignment in late may be granted by the instructor only to the student who requests permission prior to the due date of the assignment. Excuses for missing a class, an exam and assignments will be granted only for the reasons of major illnesses, accidents or a death in the family.

Students who request an extension must do so in writing and must obtain the signature of the instructor (i.e., asking me at the end of class to have an extension and my saying “O.K., but put it in writing.” will only count if you actually put it into writing and get my signature!). The written request must include the reason for the extension and a firm date for when the assignment will be turned in.

**Policy on Missing Work:** Students must complete all assignments. Failure to complete all required assignments will result in either significant reduction in your final grade or in a failing grade for the course.

**Policy on Turning in Assignments:** Students must give completed assignments to the instructor in class on the date that they are due. It is the student’s responsibility to make sure the assignment reaches the professor (ask me for a receipt if you want absolute proof that you’ve turned something in and I’ve got it). Sliding assignments under office doors, giving it to the Social Work Department office staff, having a friend drop it off, etc. will not be considered as arriving on time (i.e., students will lose at least 3 points from their grade for giving the assignment to anyone other than the instructor in class on the date it is due). The bottom line here: if you slide something under the door, give it to a student aid, etc. and it gets lost (i.e., I never receive it) then you get a zero for your grade on that assignment.

**Policy on Presentation of Written Work.** The ability to express yourself completely, appropriately, and accurately is essential to success in any field. That is particularly true in fields such as counseling and social work where your ability to communicate often directly effects others including clientele, co-workers, and your profession generally. Please review your written work to see if you have:

a. Used complete sentences, avoiding sentence fragments;
b. Eliminated run-on sentences, and comma splices;
c. Used correct forms of verbs;
d. Used pronouns correctly;
e. Spelled correctly;
f. Broken your work into appropriate paragraphs;
g. Understood the assignment and directed your response toward required elements.
h. Integrated concepts from class discussions, required readings, and other related subject areas into your response.
i. Properly cited the sources both in the text and in a reference section to each paper.

Students must use APA style unless they have permission from the instructor to use another reference style (e.g., MLA, Chicago, etc.)

Students are expected to prepare college level written work. This includes typewritten papers, double-spaced with normal margins. **All sources must be properly identified using APA reference style.** As EDU 666 is a Graduate level course, students are allowed a maximum of 5 "typo," grammar, syntax, errors per assignment. Students who exceed the permissible number of errors will experience a reduction of grade. Your work must represent a capacity for critical thought and analysis of the issues at hand.

**Learning and Other Disabilities**

I would appreciate hearing from anyone in this class who has a special need which may be the result of a disability. With the assistance of the Learning Center, I am sure we can work out whatever arrangement is necessary, be it special seating, testing or other accommodation. Please see me after class, or during office hours, as soon as possible if you have such a need.

**Assignments and Exams**

There will be two take home exams: a mid-term and a final. There will be one major paper. See the attached outline for more details. We will discuss the paper at length in class.

**Grading**

The following weighted percentages will be used in grading:

- Take Home mid-term: 40% of final grade
- Final Paper/Exam: 45% of final grade
- Class Participation: 15% of final grade

--Class participation grade is determined by the instructor based on his observations of students during the course of the semester.

**Grading Scale**

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<th>Letter Grade</th>
<th>Weighted Average</th>
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Course Outline

I am planning to focus on chapters 3-12 in class. We will include material from chapters 13 & 14, if time permits. Chapters 15-18 are worthy of your attention, especially if you plan to continue on for graduate work in a Ph.D. program.

Class one (5/23) Introduction
Handouts and material from the instructor will be used
We will essentially review chapters 1 & 2 from the book

Class two (5/25) Disorders of Infancy, Childhood, and Adolescence
Class three (5/30) Developmental Disorders and Learning Disabilities
Class four (6/1) Stress, Sleep, and Adjustment Disorders
Class five (6/6) Psychological Factors and Health

Mid term passed out

Class six (6/8) Anxiety Disorders

Mid Term due

Class seven (6/13) Dissociative Disorders and Somatoform Disorders
Class eight (6/15) Mood Disorders and Suicide
Class nine (6/20) Schizophrenia
Class ten (6/22) Catch up Day-- We will see how we’re progressing and decide how to best use this day

Class eleven (6/27) Cognitive and Personality Disorders

Paper Due

Class twelve (6/29) Cognitive and Personality Disorders (cont.)

Paper Outline

This paper should be approximately 10-12 pages long.
Review the criteria for written work in the policy sections of this syllabus.
1. Select one of the major diagnoses from the DSM IV.
   1. Explain why you selected this particular diagnosis.
   2. Review and explain the diagnostic criteria for the diagnosis.

2. Review the history and development of the diagnosis
   1. Your goal is to explain how the diagnosis came to be in its current form.
   2. Be sure to include issues of cultural competence, e.g., how does this diagnosis stack up in terms of its use in working with minority groups such as women or Native Americans? Both of these groups have suffered significantly via the use of “scientific” diagnoses.
   3. Discuss any “politics” that may be a part of the diagnosis, especially as it relates to payment for treatment.

3. Review the current research--medical, biological, psychological, social work, counseling, etc.--regarding the diagnosis.

4. Review the suggested methods of treatment and intervention. Be sure to discuss the extent to which the recommended methods of helping have been empirically demonstrated to be effective.

5. Pull the paper together in a final conclusion that discusses what you have learned and your opinions on the diagnosis and intervention strategies.

**Important! Read and Heed the following:**

This paper must make appropriate use of social, medical, and physical science literature (i.e., magazines such as Psychology Today are not the best and definitely should not be the primary source of your information.) In addition, all work must be properly cited using APA guidelines from the *Publication Manual of the American Psychological Association, fourth edition*. 