



PSY 210-Abnormal Psychology  
Mercer County Community College  
Fall 2014

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**Required Textbook:**

**Halgin & Whitbourne (2013) Abnormal Psychology: Clinical Perspectives on Psychological Disorders, 7/e.**

**Welcome to Abnormal Psychology!**

This class will explore that fascinating world of abnormal behavior...but what is that exactly? By the end of this course you WILL be able to answer that question! We will focus on the elements of psychopathology and mental disorders, as well as the history and classifications of various disorders.

This class will discuss a variety mental illnesses, such as, depression, schizophrenia, bipolar disorder, PTSD, anxiety disorders, eating disorders, personality disorders and other intriguing ailments that so many people endure on a daily basis; Posing the question, "How abnormal is it really?" This class is great for anyone interested in understanding those "abnormal" behaviors seen very often within our society. This class will also examine the tremendous impact mental illness has on the person living with abnormality.

When examining the behavior of another, we can see many things both normal and abnormal. This is not to think everyone has a diagnosable disorder! As this class progresses, you will learn many tell-tale indicators of mental illness and psychopathology. It is a common practice for us to enjoy analyzing people and placing them into neat little categories, but please refrain from diagnosing yourself, your friends, your parents and family, your classmates, your professors or anyone else ☺

**This class will be interesting and fun, but it will not make you a psychologist!**

**Course Objectives:**

This course is an introduction to the field of abnormal psychology. It is designed

(1) to provide students with an integrative overview of the field of abnormal psychology and major psychological problems and disorders;(2) to familiarize students with the multiple causes of psychopathology as viewed from a number of different theoretical perspectives;(3) to illustrate an integrative view of research in the area of abnormal behavior; (4) and, to discuss intervention and prevention strategies for psychological disorders.

**Academic Integrity**

The work a student produces must be their own and should result solely from their own efforts. Plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Student's who violate this policy will receive **an "F" for the course**. Please refer to the Mercer County Community College Academic Integrity Handbook, or request one from the professor.

**Accessibility Statement**

Mercer County Community College is committed to ensuring the full participation of all students in its programs. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 [stinsona@ccc.edu](mailto:stinsona@ccc.edu) for information regarding support services.

- If you do not have a documented differing ability, remember that other support services are available to all students on campus including the Learning Center located in LB 214. For more information regarding accommodations, you may visit the Office of Academic Support Services in FA129 or contact them at 609.570.3422 or [urbanb@mccc.edu](mailto:urbanb@mccc.edu).

It will be the student's responsibility to arrange an accommodation. If you are a student with a disability or special need, please advise me within **the first 2 weeks** of the course so appropriate accommodations can be made.

### **Attendance and Conduct**

As college students you choose to be here. You have elected to register for this course and **YOU** will determine your overall experience in this class. Although I do not expect students to attend every class due to demands of life, attendance is very important and required. If you miss class, it is **YOUR RESPONSIBILITY** to get the information you have missed. Do not expect or request the notes to be supplied by me if you did not attend lecture. Attendance and lecture notes are crucial to success in this class.

Without question, students who attend class perform better than those who do not...make sure you get to class. If you are often absent, it should lead you to ask the question, "**Why did I register for this course?**"

You will not hurt my feelings if this class is not for you, but please don't just disappear- **drop** the class as soon as you realize you don't want to be here. If you choose to not return without officially dropping the course, you will receive an "F" on your transcript. **I will NOT drop you from the course- YOU must withdraw!**

### **Texting Policy:**

As a student in this class you are expected to maintain college-level etiquette, which includes respectful conduct inside and outside the classroom. Texting or use of phone during this class will not be tolerated by any student, there are NO exceptions. Should any student violate this policy the following penalties will be enforced:

1. The first time you are seen texting in class **20 points** will be taken from your final grade.
2. If you are seen texting a second time **50 points** will be taken from your final grade.
3. If you are seen texting a third time **you will be dropped** from the course. If the drop period has passed, you will receive an F for the class.

### **Attendance Bonus**

Students who attend every class will receive a **4 point bonus**. If you miss only one class, you will receive a **2 point bonus**. Lateness is not acceptable from college students; therefore two lates will be equal to one absence. If you arrive to class after I have taken role, it is **YOUR** responsibility to advise me that you arrived late otherwise you will be marked as absent. All absences without a doctor's note will be considered unexcused. It is at my discretion to add additional points for active participation.

### **Exams**

Your final grade will be based, in part, on **THREE** 50 question multiple-choice/true-false exams, each question worth 1 point. All exams will be administered in class on designated testing days provided in the course schedule (See below). It is the student's responsibility to take the exam on time. Make-up exams are not an option in this course.

- Should you miss an exam, you will have the option of taking **EXAM 4**, a cumulative final exam, which will replace your lowest exam grade. Exam 4 will be available during the final exam period.

### **Quizzes (30 points)**

There will be three (3) in-class quizzes this semester, dates for these quizzes are provided in the course calendar (see pg. 7). Each quiz will consist of 10 multiple choice questions, each worth 1 point, and will cover material presented in class.

### **Online Quizzes via Connect (45 points)**

Each student must register for and use Connect which comes with the purchase of a new textbook. Connect is an all-digital learning platform for students in higher education. This program is designed for students to connect with the course material through engaging, interactive content for more effective learning. You will be assigned various activities throughout the semester. Each graded activity will have a due date, see calendar below. Once the deadline has passed, you will not be able to earn points for that assignment. You are responsible for logging into the following your online class section and completing the provided assignments. Each chapter is worth 5 points.

### **Registration link (also sent to your Mercer email account):**

[http://connect.mheducation.com/class/h-jennings-abnormal-psychology\\_fall\\_2014\\_face-to-face](http://connect.mheducation.com/class/h-jennings-abnormal-psychology_fall_2014_face-to-face)

<b>CONNECT Assignments (45 points)</b>		<b>Points</b>	<b>Deadline</b>
<b>Chapter 1</b>	Overview to Understanding Abnormal Behavior	/5	8/31
<b>Chapter 3</b>	Assessment	/5	9/07
<b>Chapter 2</b>	Diagnosis and Treatment	/5	9/14
<b>Chapter 8</b>	Anxiety, Obsessive-Compulsive, and Trauma-and Stressor-Related Disorders	/5	9/28
<b>Chapter 7</b>	Depressive and Bipolar Disorders	/5	10/12
<b>Chapter 9</b>	Dissociative and Somatic Symptom Disorders	/5	10/26
<b>Chapter 14</b>	Personality Disorders	/5	11/09
<b>Chapter 11</b>	Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria	/5	11/23
<b>Chapter 6</b>	Schizophrenia Spectrum and Other Psychotic Disorders	/5	12/07

### **Writing Assignments**

Recalling and memorizing concepts about abnormal psychology is the easy part, but evaluating and analyzing concepts regarding is far more challenging. Each student must submit **2** writing assignments this semester, for a total of **75 points**. **Each student must submit (1) Film Critique and (1) Case summary**. Each writing option has individual instructions and due date attached below.

#### **Ψ Hollywood Film Critique- (25 points)**

Select **ONE** of the following films and review the film as an Abnormal Psychology student, not just a movie-watcher. You will provide a summation of the selected movie and discuss it from a psychological perspective. You should explain and discuss the mental illness depicted in the film. Based on your knowledge from class and your text, determine if the film accurately depicts the disorder identified or if it is flawed. Several of the movies are available at the MCCC library. The movies available cannot be checked out, but you can watch them in the library. Please refer to the rubric presented below before beginning this assignment.

#### **Required elements of the paper:**

- You are providing a diagnosis for a character in the movie, be sure to discuss the observable behaviors that support this diagnosis. The questions assigned to each movie are not the only questions that should be addressed; these are only to guide you in the writing process.
- This paper should be essay-style and **not bulleted** answers to the assigned questions.
- The only source required for this paper is the textbook. Other sources may be used if you feel they are appropriate and SCHOLARLY. Websites are neither of these things. ANY reference used in this assignment **MUST** be cited in APA style and listed both within the body of the paper AND on a reference page.

Ψ **Anxiety, Obsessive-Compulsive, and Trauma-and Stressor-Related Disorders**

Select **one** of the following movies and answer the discussion questions that follow:

- **The Aviator** (2004; Drama; Leonardo DiCaprio; Cate Blanchett, Kate Beckinsale)
- **As Good as it Gets** (1997; Drama, Romance; Jack Nicholson, Helen Hunt, Greg Kinnear)
- **Reign over Me** (2007; Drama; Adam Sandler, Don Cheadle)
  - What disorder was depicted in the movie?
  - How did this disorder impact the character's relationships with others? Did the disorder impact the character's overall level of function?
  - Identify and discuss symptoms displayed in the movie. Do these symptoms present an accurate picture of the disorder? Explain.
  - Did the movie portray treatment of the disorder? Was the treatment successful? Was the treatment accurate?

**Due September 23<sup>rd</sup>**

Ψ **Depressive and Bipolar Disorders**

Select **one** of the following movies and answer the discussion questions that follow:

- **Silver Linings Playbook** (2012; Comedy/Drama; Bradley Cooper; Jennifer Lawrence)
- **Revolutionary Road** (2008; Leonardo DiCaprio; Kate Winslet; Drama)
- **The Legend of Bagger Vance** (2000; Matt Damon; Will Smith; Drama)
- Identify the character and the psychological disorder they display.
- Did the movie accurately portray the symptoms of the disorder? Was this an accurate clinical picture? Explain in detail and provide examples from the movie.
- How did this disorder impact the character's relationships with others? Did the disorder impact the character's overall level of function?
- Discuss any inaccuracies and misconceptions perpetrated of the disorder in the movie. If the disorder was misrepresented explain how this could be misleading to a typical movie-goer. Is there another disorder that would be a more appropriate depiction or diagnosis?

**Due October 14<sup>th</sup>**

Ψ **Dissociative and Somatic Symptom Disorders**

Select **one** of the following movies and answer the discussion questions that follow:

- **Primal Fear** (1996 Drama/Suspense; Richard Gere, Edward Norton)
- **Me, Myself And Irene** (2000 Comedy; Jim Carey, Renee Zellweger)
- **Identity** (2003 Thriller; John Cusack, Ray Liotta, Amanda Peete)
- **Fight Club** (1999 Action/Drama; Brad Pitt, Edward Norton)
- **Black Swan** (2010 Drama/Thriller; Natalie Portman; Mila Kunis)
- Identify the character and the psychological disorder they display.
- Did the movie accurately portray the symptoms of the disorder? Was this an accurate clinical picture? Explain in detail and provide examples from the movie.
- Discuss any inaccuracies and misconceptions perpetrated of the disorder in the movie. If the disorder was misrepresented explain how this could be misleading to a typical movie-goer. Is there another disorder that would be a more appropriate depiction or diagnosis?

**Due October 23<sup>rd</sup>**

Ψ **Personality Disorders**

Select **one** of the following movies and answer the discussion questions that follow:

- **Girl Interrupted** (1999 Drama; Angelina Jolie, Winona Ryder, Whoopie Goldberg)
- **Fatal Attraction** (1987 Thriller/Drama; Glenn Close, Michael Douglas)
- **Natural Born Killers** (1994 Thriller/Drama; Woody Harrelson, Juliette Lewis)
- **American Psycho** (1999 Drama/Suspense; Christian Bale)
- Identify the character and the psychological disorder they display.
- How is a personality disorder different from an Axis 1 disorder?

- Did the movie accurately portray the symptoms of the disorder? Was this an accurate clinical picture? Explain in detail and provide examples from the movie.
- Discuss any inaccuracies and misconceptions perpetrated of the disorder in the movie. If the disorder was misrepresented explain how this could be misleading to a typical movie-goer.

**Due November 6<sup>th</sup>**

Ψ **Schizophrenia Spectrum and Other Psychotic Disorders**

Select **one** of the following movies and answer the discussion questions that follow:

- **Shutter Island** (2010 Thriller/suspense; Leonardo DiCaprio, Mark Ruffalo)
  - Identify the character and the psychological disorder they display.
  - Did the movie accurately portray the symptoms of the disorder? Was this an accurate clinical picture? Explain in detail and provide examples from the movie.
  - Discuss any inaccuracies and misconceptions perpetrated of the disorder in the movie. If the disorder was misrepresented explain how this could be misleading to a typical movie-goer.
  
- **A Beautiful Mind** (2001 Drama/Mystery; Russell Crowe, Jennifer Connelly).
- **The Soloist** (2009 Drama; Robert Downey Jr., Jamie Foxx)
  - Identify and discuss a scene that depicts the “positive symptoms” of schizophrenia. Identify and discuss a scene that depicts the “negative symptoms.” Are these depictions accurate to the disorder?
  - What does the film imply about recovery from this disorder? Based on your knowledge of this disorder, is this a realistic depiction? Explain and justify your answers.
  - Discuss any inaccuracies and misconceptions perpetrated of the disorder in the movie. If the disorder was misrepresented explain how this could be misleading to a typical movie-goer.

**Due December 2<sup>nd</sup>**

**Film Review Rubric**  
**Please refer to this guide BEFORE writing your paper**

**An “A” level paper will receive 23-25 points:**

The student provides a comprehensive psychological evaluation the selected film. A synthesis of course knowledge and film review is displayed. In this review the student correctly identifies the psychological disorder by providing a detailed description to support the accuracy of the diagnosis. The student successfully examines the features of the disorder and the accuracy of the disorder in terms of presentation to the audience by the actor. The student thoughtfully evaluates the film and identifies any inaccuracies and/or misconceptions of the disorder in the movie. All additional film-specific questions are comprehensively addressed. Student correctly provided an APA-style citation and reference. The paper has less than two spelling errors, is grammatically correct and clearly written.

**A “B” level paper will receive 20-22 points:**

The student provides a less comprehensive psychological evaluation of the selected film. The student correctly identifies the psychological disorder presented in the film, but does not provided a detailed description of the disorder and/or does not provide characteristics displayed by the character. The student provides an evaluation of the film. The student evaluates the film and identifies some inaccuracies and/or misconceptions of the disorder in the movie. Additional film-specific questions are addressed, but paper lacks complete answers to provided questions. Student correctly provided an APA-style citation and reference and/or less than one mistake. The paper has less than four spelling errors, is grammatically correct and clearly written.

**A “C” level paper will receive 18-19 points:**

The student submits a paper that meets the requirements of the assignment. Students provided a review of the film, but may not have discussed the film from a psychological perspective. Paper may not have accurately identified the psychological disorder and/or provided evidence to support this disorder. Questions not fully answered which limited to detailed information necessary for thorough review. Paper did not provide a synthesis of course material with the film content. Student paraphrased source(s) but incorrectly cited source(s) or source(s) missing; more than one mistake or textbook missing The student has done a satisfactory job with the assignment, but the paper is not as clearly written as an “A” or “B” level paper.

**A “D” level paper will receive 15-17 points:**

The student provided an unacceptable or irrelevant review of the film. Student demonstrated poor knowledge of the psychological disorder. Paper did not identify the psychological disorder and/or discuss the features of this disorder or identified the wrong disorder. Film-specific questions were not answered which limited to detailed information necessary for thorough review. Review was inappropriate or not related to psychological disorders. Student may have paraphrased both sources but incorrectly cited source(s) within body of the paper or directly quoted and/or incorrectly cited the source(s) or no in-text citations provided in body of the paper. The paper is poorly written and/or contains many grammatical errors.

**An “F” level paper will receive 0-14 points**

The student provided an unacceptable or irrelevant review of the film. Student did not demonstrate knowledge of the psychological disorder. Paper did not identify the psychological disorder and/or discuss the features of this disorder. Film-specific questions were not answered which limited to detailed information necessary for thorough review. Student may have paraphrased both sources but incorrectly cited source(s) within body of the paper or directly quoted and/or incorrectly cited the source(s) or no in-text citations provided in body of the paper. The paper is poorly written and/or contains many grammatical errors.

**Late Assignments**

All assignments must be completed by the due date listed below in the course schedule. If you miss a due date please do not attempt to submit the assignment, **I will not accept late papers**. However, you may submit ONE late writing assignment during the course. The ONE late assignment MUST be submitted with a “late pass” which was sent to your Mercer email account on the first day of class.

This late pass will allow a **ONE day extension...not one class...one day only**. For example, if the assignment is due on October 1<sup>st</sup>, you can submit the assignment by 11:45 am on October 2<sup>nd</sup> without penalty. Once the one day extension has passed the assignment will not be accepted. Therefore, if you want to earn extra credit in this course **YOU MUST PLAN AHEAD**.

**Extra Credit Opportunities**

Students will have the option of submitting an additional one page, type-written journal summary paper (Instructions included at the end of the syllabus). This paper can be submitted at any time during the semester however, it MUST be submitted by December 2<sup>nd</sup>. This paper will be worth a maximum of **10 extra credit points**.

### **Flash cards**

To encourage good study habits, I will give 4 extra credit points per exam to students who make flash cards of the chapter material. It may not sound like much, but that adds up to **12 extra credits points** which will be added to your overall final points. Take advantage of this opportunity!

### **Course Grading**

Your final grade for this class will be calculated on a point system. Your grade will be based on exam totals for a **total of 300 possible points for the course**. Use the chart below to keep track of your cumulative points from the exams, paper, writing assignments and extra credit:

<b>Course Cheat Sheet (use this!)</b>		
<b>Required Assignments</b>	<b>Possible Points</b>	<b>Earned Points</b>
Exam 1	50	
Exam 2	50	
Exam 3	50	
Quiz 1	10	
Quiz 2	10	
Quiz 3	10	
Film critique	25	
Case Summary	50	
Online Activities via Connect	45	
<b>Extra Credit Assignments</b>	<b>Possible Points</b>	<b>Earned Points</b>
Total Flashcards	0-12	
Journal Article Review	10	
Attendance Bonus	0-4	
<b>Total Points:</b>	<b>300</b>	<b>Total Earned Points:</b>

Final grades can be computed as follows:

<b>Points</b>	<b>Letter Grade</b>	<b>Percentage</b>
279 +	A	93%
270	A-	90%
261	B+	87%
249	B	83%
240	B-	80%
231	C+	77%
210	C	70%
180	D	60%
Below 180	F	



## Helpful Tips for Success

Student success is not given at the end of the semester as a letter grade, begins on the first day of the semester and earned through persistence. Will you be successful in this class? Each semester many students register for this class and fail...why? Mostly because they did not come to class understanding what it takes to be successful. High school is over...you will not pass this class just by showing up, it will take effort. YOU must care about your success in this class from the very beginning.

### How can I succeed in this class?

1. Read the syllabus!!
2. Read the syllabus!!
3. Take responsibility for your performance. YOU will determine your success in this class, not me.
4. Come to class with a good attitude...(or stay home)
5. Come to class on time, prepared and ready to participate.
6. Ask questions and get involved.
7. Complete all assignments on time
8. Take advantage of the extra credit opportunities.
9. Attend office hours if you are having trouble
10. Be proactive...don't wait until the end of semester to get involved!

The following are behaviors and attitudes not associated with successful college students. I encourage questions of all kinds, both inside and outside of the class, but the following are exceptions. None of your Professors enjoy questions such as these, don't be that student 😊

### Advice from my former students

- Read the syllabus!
- Avoid procrastination...Don't save everything for the last minute!
- Pay attention in class...it helps a lot!
- Organize your calendar and keep track of everything that is due to succeed in this class!
- Do the CONNECT assignments- it makes a difference!
- Come to class
- Learn to manage your time
- Do ALL of the extra credit!
- Take school seriously



<b>The Top Ten Questions You Shouldn't Ask Professor Jennings!</b>	<b>Top Ten Answers You will Receive if you do:</b>
1. I wasn't here last class...Did I miss anything important?	No, we waited for to show and when you didn't we all left.
2. When are your office hours?	Read the Syllabus
3. Where is your office?	Read the Syllabus
4. What chapters are on the exam(s)?	Read the Syllabus
5. When is that paper due?	Read the Syllabus
6. Do you have a stapler I can borrow?	No.
7. Are the exam questions HARD...are you trying to trick us?	No.
8. I forgot to take the test...can I have a make-up?	No, take the optional final at the end of the semester.
9. Do I have to buy the book?	No, but you are setting yourself up for failure if you do not have all the course materials.
10. Do we really need to cite our sources?	No, you are special. Everyone else must cite, except for you. Of course you need to cite your sources!

**I sincerely hope that you find this subject to be interesting and enjoy this psychology course. It is my goal for each of you to successfully learn in this class, as well as, think critically about issues related to Psychology. Please feel free to contact me at any time during the semester in class, during office hours, by phone or email with any questions.**

## PSY 210 Course Schedule

<b>August 26<sup>th</sup></b>	-----	Course Introduction
<b>August 28<sup>th</sup></b>	Chapter 1	Overview to Understanding Abnormal Behavior
<b>September 2<sup>nd</sup></b>	Chapter 3	Assessment
<b>September 4<sup>th</sup></b>	Chapter 3	Assessment
<b>September 9<sup>th</sup></b>	Chapter 2	Diagnosis and Treatment <span style="float: right;"><b>(QUIZ #1)</b></span>
<b>September 11<sup>th</sup></b>	Chapter 8	Anxiety, Obsessive-Compulsive, and Trauma-and Stressor-Related Disorders
<b>September 16<sup>th</sup></b>	Chapter 8	Anxiety, Obsessive-Compulsive, and Trauma-and Stressor-Related Disorders
<b>September 18<sup>th</sup></b>	Chapter 8	Anxiety, Obsessive-Compulsive, and Trauma-and Stressor-Related Disorders
<b>September 23<sup>rd</sup></b>	Chapter 8	Anxiety, Obsessive-Compulsive, and Trauma-and Stressor-Related Disorders
<b>September 25<sup>th</sup></b>	<b>Exam 1 (Chapters 1, 2, 3 and 8 )</b>	
<b>September 30<sup>th</sup></b>	Chapter 7	Depressive and Bipolar Disorders
<b>October 2<sup>nd</sup></b>	Chapter 7	Depressive and Bipolar Disorders
<b>October 7<sup>th</sup></b>	Chapter 7	Depressive and Bipolar Disorders <span style="float: right;"><b>(QUIZ #2)</b></span>
<b>October 9<sup>th</sup></b>	Chapter 7	Depressive and Bipolar Disorders
<b>October 14<sup>th</sup></b>	Chapter 9	Dissociative and Somatic Symptom Disorders
<b>October 16<sup>th</sup></b>	Chapter 9	Dissociative and Somatic Symptom Disorders
<b>October 21<sup>st</sup></b>	Chapter 9	Dissociative and Somatic Symptom Disorders
<b>October 23<sup>rd</sup></b>	Chapter 9	Dissociative and Somatic Symptom Disorders
<b>October 28<sup>th</sup></b>	<b>Exam 2 (Chapters 7 and 9)</b>	
<b>October 30<sup>th</sup></b>	Chapter 14	Personality Disorders
<b>November 4<sup>th</sup></b>	Chapter 14	Personality Disorders
<b>November 6<sup>th</sup></b>	Chapter 14	Personality Disorders <span style="float: right;"><b>(QUIZ #3)</b></span>
<b>November 11<sup>th</sup></b>	Chapter 11	Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria
<b>November 13<sup>th</sup></b>	Chapter 11	Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria
<b>November 18<sup>th</sup></b>	Chapter 11	Paraphilic Disorders, Sexual Dysfunctions, and Gender Dysphoria
<b>November 20<sup>th</sup></b>	Chapter 6	Schizophrenia Spectrum and Other Psychotic Disorders
<b>November 25<sup>th</sup></b> (Thursday Schedule)	Chapter 6	Schizophrenia Spectrum and Other Psychotic Disorders
<b>November 27<sup>th</sup></b>		<b>THANKSGIVING RECESS- NO CLASSES 11/27-11/30</b>
<b>December 2<sup>nd</sup></b>	Chapter 6	Schizophrenia Spectrum and Other Psychotic Disorders <b>Case Summary Assignment Due</b>
<b>December 4<sup>th</sup></b>	<b>Exam 3 (Chapters 6, 11, and 14)</b>	
<b>December 9<sup>th</sup></b>	Final class meeting!! Return of graded assignments.	