

**Washington & Lee University**  
**Introduction to Clinical Psychology (PSYC 210)**  
**Course Syllabus Fall 2015**

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 Class Meetings: MWF 9:05 – 10am Reed 211

It is a thorny undertaking, and more so than it seems, to follow a movement so wandering as that of our mind, to penetrate the opaque depths of its innermost folds, to pick out and immobilize the innumerable flutterings that agitate it.

Michel Eyquem de Montaigne (1533-1592)  
 Essays, II (1580), 6

## INTRODUCTION

Welcome! We have an exciting semester ahead of us as we explore the depths of the human mind and the “flutterings that agitate it”. I will ask you all to be active learners in this class – to go beyond rote memorization of terms, symptoms, and theories. Our class meetings will consist of a combination of discussions, activities, lectures, films, and writing exercises, all of which will encourage and require you to think *critically* about how we conceptualize, assess, and address abnormal behavior.

It will be essential for you to complete reading assignments BEFORE class, because the activities of each class meeting will revolve around them. You will be bored, lost, and potentially embarrassed if you aren't prepared.

## COURSE GOALS

There is a basic body of information about psychopathology that will be covered in this course. That information will be emphasized in the tests, and it generally relates to these issues:

- Research methods used to investigate psychological and behavioral functioning
- Risk factors (e.g., social experiences, biological makeup, environmental characteristics) and protective factors affecting trajectories of psychopathology
- Clinical presentation, assessment, and diagnosis of psychological disorders as they are currently defined
- Conceptualizing the multiple facets and entire range of human functioning, including psychopathology and flourishing

Another important goal for this course is for us to contemplate questions that are more subjective in nature. We will use group discussions, writing projects, and classroom activities as ways to explore questions such as:

- What constitutes abnormal behavior?

- What are the strengths and drawbacks of current methods of research, classification, and treatment of mental illness?
- What are our personal, cultural, and social biases regarding individuals coping with a mental illness?
- What does it feel like to experience a mental illness or support someone who is coping with psychological stresses?

### **READING MATERIALS**

Kring, A., Johnson, S., Davison, G., & Neale, J. (2014). *Abnormal psychology (13<sup>th</sup> edition)*. New Jersey: John Wiley & Sons.  
ISBN: 9781118-85909-4

*Note: This textbook is produced in a binder format, so you will need to purchase a 1.5- or 2-inch binder to store it.*

Journal articles (see schedule below)

Jamison, K. R. (1997). *An unquiet mind*. New York: Alfred A. Knopf.  
ISBN: 0679763309

Wilensky, A. (1999). *Passing for normal: A memoir of compulsion*. New York: Broadway Books.  
ISBN: 076790186X

### **GRADED ACTIVITIES**

#### **CLASS PARTICIPATION            5%**

Your class participation grade will be generated on the basis of your engagement and involvement in each class meeting. Writing Portfolio entries (see below) will give you good material to draw from in class discussions. This is a process-oriented course, so attendance is necessary and unexcused absences will negatively impact your grade.

#### **WRITING PORTFOLIO            15%**

The writing portfolio (WP) is a tool for enhancing your cognitive engagement with course information and ideas. At several points during the semester (indicated by **WP** on the schedule below) you will prepare a typed WP entry to bring to class. Some WP entries are free-form responses (e.g., points for discussion about the reading, well-elaborated and thoughtful questions about it). In other cases, a specific prompt or structure will be provided for the WP entry (e.g., Empirical Article Outline; see syllabus page 8). Although WP entries should average about one typed page in length, it is most important that they reflect a thoughtful consideration and analysis of the relevant issues (see evaluation criteria below).

Please be prepared to discuss WP entries in class and then turn them in. Only partial credit will be awarded to entries that are submitted after the relevant class period for any reason.

The WP will serve four functions. It will:

- Help you to read materials with a more critical eye and process content more actively
- Provide me with a frequent measure of your engagement with the material

- Provide a ready supply of intriguing discussion topics within each class meeting
- Provide a summary of your intellectual and creative development from the beginning to the end of the course

Your writing portfolio will be evaluated as a **complete body of work** at the end of the term based on the degree to which it reflects:

- Consistent effort
- Mastery of concepts
- Clarity and sophistication of analysis
- Thoughtfulness, creativity, and originality
- Polish and professionalism

### **THEMES ESSAY                      20%**

This is a formal essay and your final synthesis of material from this class. It is essentially a secondary final exam. Details about this assignment are provided on page 8 of the syllabus.

### **EXAMS                      60%**

Three non-cumulative exams will include objective items and essay questions.

### **LATE ASSIGNMENT POLICY**

Assignments are due on the designated date at 9:05am. Assignments received after this point will receive a 10-point deduction. An additional 10-point deduction will go into effect at 9:05am on each subsequent day. An assignment will not be accepted more than one week past its deadline.

### **EXTRA CREDIT**

You may earn four points of extra credit to be added to your final exam score by participating in a Psychology Department study. One point of extra credit will be awarded for every 30 minute unit of participation time. No extra credit can be earned if you have received monetary compensation for your participation. Please turn in a copy of the consent form in order to verify your voluntary participation. If you would prefer not to participate in a study, you may propose an alternative method of earning extra credit to me, but please wait for my approval before you engage in the extra credit project.

### **A NOTE ABOUT THIS COURSE**

In this course we will be discussing a wide range of behaviors and psychological symptoms. You should not be alarmed if you begin to recognize some of these symptoms in yourself or someone you know – this often happens when students first learn about illness (it is sometimes called *Medical Student Syndrome*). However, if you are experiencing symptoms that are causing you distress or getting in the way of your life, it may be helpful to make an appointment at the University Counseling Center (<http://www.wlu.edu/x37761.xml>). It is located on the first floor of the Early-Fielding University Center in room 129, and it is open from 8:30 to 4:30 when undergraduate classes are in session. If you are interested in making an appointment, call (540) 458-8590 or send an email to [counseling@wlu.edu](mailto:counseling@wlu.edu). Emergency walk-in times are available at

11:00 am Monday through Friday when undergraduate classes are in session. There will also be a counselor on-call after hours in the event of an emergency. If you need to get in touch with the counselor on-call, please contact Student Health after hours at x8401. Students can also contact the Rockbridge Community Services Board at 463-3141, call 911, or go to the emergency room at Stonewall Jackson Hospital in the event of an emergency.

### SEMESTER SCHEDULE

<b>CLASS MEETING</b>	<b>Class meeting</b>	<b>TOPIC</b>	<b>READING / PAGES</b>
Fri Sept 11	<i>Grey Gardens</i>	Introduction	Clips: <a href="https://www.youtube.com/watch?v=uhVNR4B1zZo">https://www.youtube.com/watch?v=uhVNR4B1zZo</a> Film: <a href="https://www.youtube.com/watch?v=GP2KjNge1FY">https://www.youtube.com/watch?v=GP2KjNge1FY</a>
Mon Sept 14	WP: What do you see as the three most pressing scientific, policy, and/or intervention issues regarding mental illness and/or mental health in the United States today?	Introduction & Concepts	KJDN Chapter 1
Wed Sept 16		Paradigms	KJDN Chapter 2  Fredrickson, B. L. (2003). The value of positive emotions. <i>American Scientist</i> , 91, 330-335.
Thurs Sept 17	4:30-6pm Stackhouse Theater	Barbara Fredrickson, Ph.D. "On Positivity and Love"	
Fri Sept 18	WP: Fredrickson	Paradigms Diagnosis & Assessment	KJDN Chapter 3
Fri Sept 18	11:15 – 11:45am IQ Center	Meet and greet with Barbara Fredrickson, Ph.D.	
Mon Sept 21	WP: What does the story of 81 Words contribute to your understanding of the conceptualization and classification of psychopathology?	Diagnosis & Assessment	81 Words: <a href="http://www.thisamericanlife.org/radio-archives/episode/204/81-words">http://www.thisamericanlife.org/radio-archives/episode/204/81-words</a>
Wed Sept 23		Mood Disorders	KJDN Chapter 5 (up to p. 165)
Fri Sept 25		Mood Disorders Suicide	KJDN Chapter 5 (pp. 165-171)

Mon Sept 28	WP: Develop a thoughtful, concise <b>essay question</b> regarding <i>An Unquiet Mind</i> , and answer it. <b>Meet in IQ Center</b>	Mood Disorders	<i>An Unquiet Mind</i>
Wed Sept 30	WP: Anderson	Suicide	Anderson, S. (July 6, 2008). The urge to end it all. <i>New York Times Magazine</i> .
Fri Oct 2	<b>PARENT/FAMILY WEEKEND</b>	Positive Psychology	Seligman, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i> , 55(1), 5-14.
Mon Oct 5		Positive Psychology Dual Continuum Model Exam Review	
Wed Oct 7	<b>Exam #1</b>		
Fri Oct 9		Anxiety Disorders	KJDN Chapter 6
Mon Oct 12		Anxiety Disorders Research Methods	Review KJDN Chapter 4
Wed Oct 14	WP: Olatunji et al. (Empirical Article Outline)	Anxiety Disorders	Olatunji, B., Moretz, M., & Zlomke, K. (2010). Linking cognitive avoidance and GAD symptoms: The mediating role of fear of emotion. <i>Behaviour Research and Therapy</i> , 48, 435-441.
Fri Oct 16	<b>READING DAYS</b>		
Mon Oct 19		Obsessive-Compulsive-Related and Trauma-Related Disorders	KJDN Chapter 7
Wed Oct 21	WP: Moses & Barlow	Intervention	Moses, E. & Barlow, D. (2006). A new unified treatment approach for emotional disorders based on emotion science. <i>Current Directions in Psychological Science</i> , 15, 146-150.
Fri Oct 23	WP Prompt: Amy Wilensky writes, "It had occurred to me that, if released from all my rituals—the deeply engrained counting, sorting, hoarding, and checking that were as much a part of my life as		<i>Passing for Normal</i>

	<p>getting dressed in the morning, eating dinner at night—I actually became someone else, someone who might resemble me, share defining aspects of me, but who was, when it came down to it, not really me at all."</p> <p>Kay Jamison writes, "Which of my feelings are real? Which of the me's is me?"</p> <p>How does the experience of psychiatric symptoms relate to a person's "real self"? How did reading PFN and/or AUM affect your beliefs about how mental illness is connected to who a person really is?</p> <p><b>Meet in IQ Center</b></p>		
Mon Oct 26		Schizophrenia	KJDN Chapter 9
Wed Oct 28		Schizophrenia	Elyn Saks TED Talk: <a href="http://www.ted.com/talks/elyn_saks_seeing_mental_illness">http://www.ted.com/talks/elyn_saks_seeing_mental_illness</a>
Fri Oct 30	WP: Lysaker (Empirical Article Outline)	Schizophrenia  Exam Review	Lysaker, P., Ringer, J., Maxwell, C., McGuire, A., & Lecomte, T. (2010). Personal narratives and recovery from schizophrenia. <i>Schizophrenia Research</i> , 121, 271-276.
Mon Nov 2	<b>Exam #2</b>		
Wed Nov 4		Personality Disorders	KJDN Chapter 15  <b>Psychopathy assessment:</b> <a href="http://www.npr.org/2011/05/27/136723357/creator-of-psychopathy-test-worries-about-its-use">http://www.npr.org/2011/05/27/136723357/creator-of-psychopathy-test-worries-about-its-use</a>
Fri Nov 6	Johanna Arenaza, Psy.D. 11:15 – 12:10pm <b>Meet in Commons 214</b>	Personality Disorders	Case study to be provided
Mon Nov 9	<i>Mental Illness on Trial</i>	Legal and Ethical Issues	KJDN Chapter 16
Wed Nov 11	<b>Eagle's Nest Visitors</b> <b>Meet in Commons 214</b>		
Fri Nov 13	WP: Eagle's Nest Visit	Substance Use Disorders  Path Modeling	KJDN Chapter 10

Mon Nov 16	WP: Steinberg	Substance Use / Risky Behavior	Steinberg, L. (2007). Risk taking in adolescence: New perspectives from brain and behavioral science. <i>Current Directions in Psychological Science</i> , 16, 55-59.
Wed Nov 18	Jean Kilbourne, <i>Slim Hopes: Advertising and the Obsession with Thinness</i>	Eating Disorders	KJDN Chapter 11
Fri Nov 20	WP: Kilbourne	Dissociative Disorders and Somatic Symptom-Related Disorders	KJDN Chapter 8 DID debate: <a href="http://www.npr.org/templates/story/story.php?storyId=120387129">http://www.npr.org/templates/story/story.php?storyId=120387129</a>
Nov 23 - 27	THANKSGIVING BREAK		
Mon Nov 30	WP: Wong	Ethics	Wong, P., & Hui (2005). I can put the medicine in his soup, doctor! <i>Journal of Medical Ethics</i> , 31(5), 262-265.
Wed Dec 2	<b>Western State Hospital Visit</b> 9am – 12:30pm		
Fri Dec 4	WP: WSH visit	Ethics	Kaminsky, A., Roberts, L., & Brody, J. (2003). Influences upon willingness to participate in schizophrenia research: An analysis of narrative data From 63 people with schizophrenia. <i>Ethics &amp; Behavior</i> , 13(3), 279-302.
Mon Dec 7	<b>Themes Essay Due</b> <b>Meet in Commons 214</b>	Themes Essay Discussion	
Wed Dec 9		Exam Review	
Fri Dec 11	WP (Critically analyze the field of clinical psychology. What troubles you about it? What inspires you about it? How do you expect to use what you have learned in this class?) <b>Writing Portfolio due</b>	Conclusion	

	Meet in IQ Center		
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## WP Prompt: Empirical Article Outlines

The following framework should be used for your outlines of the *Olatunji, Moretz, & Zlomke (2010)* and *Lysaker, Ringer, Maxwell, McGuire, & Lecomte (2010)* articles this term. You may summarize the information using bullet points, as indicated below. Type this outline in preparation for the relevant class meeting, bring it to class, and then include it in your portfolio.

### 1) General purpose and empirical context

- ◆ Rationale/importance
- ◆ Conceptual foundations (define primary constructs/ideas)
- ◆ Theoretical framework
- ◆ Empirical foundations (key studies leading up to this one)

### 2) Hypotheses

### 3) Variables

- ◆ Clearly label the independent/predictor variable(s) and dependent/outcome variable(s)
- ◆ Olatunji et al.: Identify the mediator variable

### 4) Participants

- ◆ Unique characteristics / Inclusion criteria
- ◆ Age, gender, SES, race/ethnicity, place of residence, education, occupation, etc.

### 5) Methods and procedures

- ◆ How was each variable measured?
  - Measure names are not as important as descriptions of the type of measure (e.g., self-report, physiological measure, interview, behavioral observation, computer task)
  - Include information such as the #items, response format, coding scheme
  - Include information about the validity/reliability of measures
- ◆ Recruitment & assessment procedures

### 6) Findings / Support for hypotheses

- ◆ Type of statistical analyses used to test hypotheses
- ◆ Focus on *central* results/findings, specifically those pertaining to hypotheses
- ◆ Remember to describe the direction and/or nature of results (higher levels of variable X were associated with lower levels of variable Y)

### 7) Evaluate one strength and one weakness of the methodology of the study

- ◆ Use terms and concepts from the **Review of Research Design** handout (e.g., threats to internal validity & external validity)

## Themes Essay

Due via email at 9:05am on Monday, December 7<sup>th</sup>

Identify and explain *three* major themes that have cut across the material we have discussed in Principles of Abnormal Behavior. In a final conclusions section of this essay, discuss *two* primary take-home message(s) with which you will leave this course.

- Themes = objective and evidence-based observations that are supported by facts and information contained in class readings and/or discussions
- Take-home messages = subjective statements reflecting personal perspectives or opinions

### Grading criteria:

**Creativity:** Themes and take-home messages reflect a thoughtful approach, originality, and insight.

**Organization:** Themes are clearly stated and defended in a logical progression of ideas.

**Explanation:** Themes are fully developed through description and evidence.

**Synthesis / Integration:** Themes are supported with information taken from multiple class topics. Effective connections are made within and between ideas.

**Conclusions:** Take-home messages are clearly stated and explained.

**Polish:** Essay has been edited and proofread into a polished and professional final product.

### Format:

- 900 - 1000 words
- double-spaced
- 12-point font
- APA formatting and referencing not required