

**Abnormal Behavior (W2620)**  
**Columbia University**  
**Course Syllabus, Fall 2015**

Course Instructor: E'mett McCaskill, Ph.D.

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Office Locations: 356 SchExt, Columbia and 415-O Milbank Hall, Barnard

Office Hours: Thursdays, 7:45-9:00 pm, confirm by appointment

Class Hours: TTH 6:10-7:25 pm

Teaching Assistants:

Kirsten Frazer	kmf2143@columbia.edu
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Course Description

This course presents an introduction to the study, diagnosis and treatment of pathological behavioral, cognitive and emotional patterns. Specifically, we will review psychopathology as presented in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> Edition (DSM-5). The course is comprehensive in scope and will incorporate diverse theoretical perspectives, scientific research and socio-cultural issues which inform the conceptualization and treatment of psychological/psychiatric disorders.

Course Format

Introductory class sessions will provide students with a foundation in significant historical and contemporary issues including: a discussion of definitions of abnormality, descriptions of theoretical orientations and a critical analysis of the categorical assumptions inherent in DSM-IV TR contrasted with the more recent, DSM-5. In this initial phase, students will also be introduced to the process of clinical assessment, diagnosis and empirical approaches to psychopathology and psychotherapy. In the following lectures/discussions the major categories of psychological disorders will be reviewed in depth. Each class session will begin with a Case Presentation. A patient's presenting symptoms will be described and the course of treatment reviewed. This clinical picture will serve to personalize the disorder and familiarize students with presenting symptoms. In addition, students will gain an appreciation for the complex and often subjective components of diagnosis. An overview of the core symptoms and current theory and research related to etiology, course and treatment interventions will then be provided. The Biopsychosocial Model will guide our understanding. Psychopathology in the adult is the central focus; however, child and adolescent disorders will be integrated throughout the course.

Course Readings

Three books are required for the course. The text and memoirs may be purchased at the Columbia Bookstore.

Butcher, J.N., Mineka, S. & Hooley, J.M. (2013). *Abnormal Psychology Edition, 16<sup>th</sup> Edition*. Boston, MA.: Pearson Education, Inc.

\*Earlier editions of this text are not updated with DSM-5. Do not use a previous edition.

Jamison, K.R. (1996). *An Unquiet Mind*. New York, New York: Vintage Books:

Schiller, L & Bennett, A. (1996). *The Quiet Room: A Journey Out of the Torment of Madness*. New York, New York: Warner Books.

**Additional readings will be distributed in class and/or posted on the Courseworks website. Listed below is a sampling of the texts from which readings will be taken.**

Barlow, D.H., Editor (2014). *Clinical Handbook of Psychological Disorders, Fifth Edition*. New York, New York: Guilford Publishers.

Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision. Washington, DC: American Psychiatric Association, 2000.

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Washington, DC: American Psychiatric Association, 2013.

Maddux, J.E. & Winstead, B.A., Editors (2012). *Psychopathology: Foundations for a Contemporary Understanding, Third Edition*. New York, New York: Taylor & Francis Group.

*DSM-5 Clinical Cases*. Washington D.C.: American Psychiatric Publishing, Inc.

### Course Requirements

#### *Examinations*

Students will complete two midterms and a final examination. The final exam is cumulative. If a student is unable to take an exam due to illness or emergency, notify me prior to the exam if at all possible; as soon as you are able, you should present documentation certifying the legitimacy of your absence. In no circumstances will an exam be administered early. A make-up exam may be taken only under these conditions. A zero grade for the missed exam will be calculated in the final average without such documentation.

#### *Final Examination Conflicts*

The final exam is rather late this year, scheduled for **December 22<sup>nd</sup>, 7:10-10:00 pm**. We cannot schedule alternative exam times for students due to travel plans. Note that Columbia strictly limits situations in which an Incomplete can be granted. Your bulletin provides details. The final exam schedule is posted. In evaluating whether you remain in the course, please review your final exam schedule for all of your courses and speak to me during the first week of class if you anticipate a problem.

#### *University Policy on Final Exam Conflicts*

“Students will occasionally have two exams scheduled for the same time. If one of the exams is a departmental exam for a class with several sections, the student should contact the department to arrange a make-up exam. Similarly, no student is obliged to take three exams on any given calendar day. Students with three exams on the same day should visit the Office of the University Registrar in 210 Kent Hall to fill out a form which can then be submitted to each instructor or department. An attempt will then be made to arrange for one of the instructors to schedule a make-up exam on a different day. Examinations are not rescheduled to accommodate travel plans.”

### *Book Reviews*

In an effort to better comprehend the subjective experience of mental disorders two memoirs have been assigned. Students are required to submit two reviews on these memoirs. The details of this assignment will be discussed further in class.

Book Reviews must be submitted by the following deadlines, no late papers will be accepted. Hard copies must be submitted in class. Emailed copies will not be accepted.

Book Review 1 (The Unquiet Mind): Due October 15  
Book Review 2 (The Quiet Room): Due December 8

Your final average will be calculated as follows:

Midterm 1 (25%)  
Midterm 2 (25%)  
Final Examination (30%)  
Book Reviews (10% each, 20% total)

### Conflicts due to Religious Observance, Athletic Competition and Significant Life Events

I am highly respectful of religious and cultural observances which may conflict with class attendance and/or exams. Please inform me of any conflicts and we will discuss accommodation arrangements. If you must miss a lecture and want it audiotaped, I would prefer if you arranged this on your own, perhaps by asking a classmate to tape the lectures for you. In the past, it has been difficult to arrange this on my end with AV staff.

I am a dedicated fan and in full support of our university athletes! Please inform me of any competition days which may require travel and conflict with the exam schedule so that we can arrange a different date.

Finally, there are many meaningful life events-ex. Weddings, Graduate School interviews, etc. which may also conflict with our schedule. Let's discuss to determine if it is appropriate to arrange a make-up date.

As previously discussed, we are unable to make accommodations for the final exam.

### Course Support /Extra Help

I am available for extra help during office hours. Please do not hesitate to ask for assistance if you are experiencing difficulty with the course material. I thoroughly enjoy talking with students about life at Barnard and Columbia and/or future career interests. Feel free to contact me for any advice, guidance or support you may need.

We are privileged to have four Teaching Assistants assigned to the course. The TAs will be available for individual tutoring during their office hours. If you wish to meet with a TA, you must email the TA to confirm. Our Teaching Assistants will also facilitate a review session before the exams. I encourage you to take advantage of their support throughout the semester.

### *Emails*

If you have a question about the course, please email one of your TAs first. If your TA is unable to answer your question, she/he will forward your question to me. In a class this large, I'm unable to

respond to all emails as promptly as I would like and I don't want you to wait on my response.

### Academic Integrity

"The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. . . . In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent."

From the Faculty Statement on Academic Integrity - [www.college.columbia.edu/academics/integrity-statement](http://www.college.columbia.edu/academics/integrity-statement).

Students are expected to do their own work on all tests and assignments for this class and act in accordance with the Faculty Statement on Academic Integrity and Honor Code established by the students of Columbia College and the School of General Studies. Because any academic integrity violation undermines our intellectual community, students found to have cheated, plagiarized, or committed any other act of academic dishonesty can expect to receive a zero for the work in question and may fail the class. Students will also be referred to the Dean's Disciplinary Process, described here: [www.college.columbia.edu/academics/disciplinaryprocess](http://www.college.columbia.edu/academics/disciplinaryprocess)

It is students' responsibility to ensure their work maintains expected standards. Should you have any questions or concerns regarding these expectations, please:

- Talk with your TA
- Ask the instructor
- Refer to the Columbia University Undergraduate Guide to Academic Integrity: [www.college.columbia.edu/academics/academicintegrity](http://www.college.columbia.edu/academics/academicintegrity)

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<u>DATE</u>	<u>LECTURE/DISCUSSION TOPIC</u>
September 8	<b>THE FIRST SESSION</b> Welcome, Introductions and Course Overview
September 10	<b>Contemporary and Historical Conceptualizations of Abnormality</b>  <i>Reading Assignment:</i>  Butcher, Chapter 1: Abnormal Psychology: An Overview Butcher, Chapter 2: Historical and Contemporary Views of Abnormal Behavior
September 15-17	<b>Etiological Perspectives and Theoretical Orientation</b>  <i>Reading Assignment:</i>  Butcher, Chapter 3: Causal Factors and Viewpoints Butcher, Chapter 16: Therapy
September 22	<b>The Psychotherapeutic Process: Assessment, Diagnosis and Treatment</b>  <i>Reading Assignment:</i>  Butcher, Chapter 4: Clinical Assessment and Diagnosis
September 24, 29, Oct 1	<b>Anxiety Disorders</b> <b>Obsessive-Compulsive and Related Disorders</b> <b>Trauma and Stressor Related Disorders</b>  <i>Reading Assignment:</i>  Butcher, Chapter 5: Stress and Physical Mental Health Butcher, Chapter 6: Panic, Anxiety, and Obsessive Compulsive Disorder  <b>Spotlight: Theoretical Conceptualization and Treatment Approach</b>  <i>Cognitive Behavioral therapy for Anxiety Disorders</i> <i>Cognitive Behavioral Therapy for Obsessive Compulsive Disorder</i>
October 6	<b>Review Session with TAs</b>
October 8	<b>EXAMINATION ONE</b> Chapters 1, 2, 3, 4, 5, 6, 16



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December 1, 3                      **Schizophrenia and Other Psychotic Disorders**

*Reading Assignment:*

Butcher, Chapter 13: Schizophrenia and Other Psychotic Disorders

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December 8                      **Substance-Related Disorders**

*Reading Assignment:*

Butcher, Chapter 11:                      Substance-Related Disorders

**BOOK REVIEW 2 DUE DECEMBER 8**

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December 10                      **THE FINAL SESSION AND THE TERMINATION PROCESS**

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December 22, 7-10 pm                      **FINAL EXAMINATION (Cumulative)**

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*“How we conceive of psychopathology and related terms has wide-ranging implications for individual, medical and mental health professionals, government agencies and programs, and society at large.”*

*Maddux, J.E., Gosselin, J.T. & Winstead, B.A. (2009)*

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***WELCOME TO ABNORMAL BEHAVIOR!!!!***

***We look forward to a wonderful, exciting semester!***

***Professor McCaskill  
Avinash, Emily, Kenzie and Kirsten***