

**Abnormal Behavior (PSYCUN2620)**  
**Columbia University**  
**Course Syllabus, Fall 2019**

Course Instructor: E'mett McCaskill, Ph.D.  
Email: e.mccaskill@columbia.edu  
Office Locations: 356 SchExt, Columbia and 404 Milbank Hall, Barnard  
Class Hours: TTH 6:10-7:25 pm

Teaching Assistants:

*Graduate Students:*

Morgan Firestein	mrf2138@columbia.edu
Anna Vannucci	anna.vannucci@columbia.edu

*Undergraduate Students:*

Clare Patricia Bradley	cpb2144@columbia.edu
Beatrice Marcinkeviciute	bm2634@columbia.edu
Nora May Margaret McSorely	nmm2178@columbia.edu

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 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. The following lectures/discussions will address major categories of psychological disorders 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 complexity of the diagnostic process. An overview of the core symptoms, current theory and research related to etiology, course and treatment interventions will then be provided. The Biopsychosocial Model will guide our understanding. Adult psychopathology 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.

Hooley, J.M., Butcher, J.N, Nock, M.K, Mineka, S.M. (2016). *Abnormal Psychology Edition, 17<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 CANVAS 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: Guildford 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, Professor McCaskill must be notified prior to the exam. Documentation certifying the legitimacy of the absence must be provided as soon as possible. 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 and Incompletes*

The final exam is scheduled for **Tuesday, December 17<sup>th</sup>, 7:10-10:00 pm**. We cannot schedule alternative exam times for students due to travel plans. When 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. If a student meets the acceptable final exam conflict criteria, a make-up may be scheduled on **Monday, December 16<sup>th</sup>**.

Note that Columbia strictly limits situations in which an Incomplete can be granted; the college bulletin provides details.

### *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 felt experience of mental disorders, two memoirs are 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. **Late papers will not be accepted.** Please post papers to CANVAS.

Book Review 1 (The Unquiet Mind): Due October 22  
Book Review 2 (The Quiet Room): Due December 5

Final averages 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 due to the time of the class in the evenings.

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.

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 described, we are unable to make accommodations for the final exam unless the conflict meets university requirements.

### 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 five 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, they 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 3	<b>THE FIRST SESSION</b> Welcome, Introductions and Course Overview
September 5, 10	<b>Definitions of Abnormality</b>
<i>Reading Assignment:</i>	
Hooley, Chapter 1: Abnormal Psychology: An Overview Hooley, Chapter 2: Contemporary and Historical Conceptualizations of Abnormality	
September 12	<b>DSM 5: Assessment and Diagnosis</b>
<i>Reading Assignment</i>	
Hooley, Chapter 4: Clinical Assessment and Diagnosis Additional Readings from Introductory Chapters in DSM-5 and the APA Ethics Code	
September 17, 19	<b>Etiological Perspectives and the Psychotherapeutic Process</b>
<i>Reading Assignment:</i>	
Hooley, Chapter 3: Causal Factors and Viewpoints Hooley, Chapter 16: Therapy	
September 24, 26 October 1	<b>Anxiety Disorders</b> <b>Obsessive-Compulsive and Related Disorders</b>
<i>Reading Assignment:</i>	
Hooley, Chapter 6: Panic, Anxiety, Obsessions and their Disorders	
<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 3, 8	<b>Trauma and Stressor Related Disorders</b>
<i>Reading Assignment:</i>	
Hooley, Chapter 5: Stress and Physical Mental Health	
Tuesday, October 8 <sup>th</sup>	<b>Last Day to Drop A Class</b>

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**October 10**                      **EXAMINATION ONE**  
**Chapters 1, 2, 3, 4, 6, 16 (selected sections)**

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**October 15, 17, 22**            **Mood Disorders**

*Reading Assignment:*

Hooley, Chapter 7: Mood Disorders and Suicide

**Spotlight: Theoretical Conceptualization and Treatment Interventions**

*Psychopharmacology for Mood Disorders and Cognitive Behavioral Therapy for Depression*

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**OCTOBER 22-BOOK REVIEW 1 DUE 11:59 pm post to CANVAS**

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**October 24, 29**                      **Somatic Symptom and Dissociative Disorders**

*Reading Assignment:*

Hooley, Chapter 8: Somatic Symptom and Dissociative Disorders

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**October 31**                      **Eating Disorders**

*Reading Assignment:*

Hooley, Chapter 9: Eating Disorders and Obesity

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**November 5**                      **ELECTION DAY HOLIDAY-NO CLASS**

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**November 7**                      **EXAMINATION TWO**  
**Chapters 7, 8, 9**

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**November 12, 19**                **Personality Disorders**

*Reading Assignment:*

Hooley, Chapter 10: Personality Disorders

**Spotlight: Theoretical Conceptualization and Treatment Interventions**

*Dialectical Behavioral Therapy (DBT) for Borderline Personality Disorder*  
*Psychoanalytic Theory and Personality Structure*

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**November 14**                      **Professor McCaskill Away at Conference-No Class**

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**November 14**                      **Last Day P/D/F**

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November 21

THANKSGIVING HOLIDAY

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November 26, 28,

Schizophrenia and Other Psychotic Disorders

*Reading Assignment:*

Hooley, Chapter 13: Schizophrenia and Other Psychotic Disorders

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December 3

Substance-Related Disorders

*Reading Assignment:*

Hooley, Chapter 11: Substance Related Disorders

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December 5

THE FINAL SESSION AND THE TERMINATION PROCESS

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DECEMBER 5-BOOK REVIEW 2 DUE 11:59 pm post to CANVAS

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December 17, 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 an exciting semester!!!!***