Psychology 310  
Behavior Disorders  
Summer, 2010

Instructor: Sheila Grant, Professor
Classroom: Sierra Hall 342
Class Time: Tuesdays & Thursdays, 6:00 pm – 9:45 pm
Final Exam Date: Thursday (July 1st), 6:00 pm – 9:45 pm
Office Hours: Tuesdays & Thursdays 5:00 pm – 5:50 pm & by special appointment
Office Location: Sierra Tower 335
Office Phone: (818) 885-2983; Psychology Office Phone: (818) 885-2827
Teacher Assistant(s): TBA
Course Website Address: [http://www.csun.edu/%7Ehcpsy002/Psy310.htm](http://www.csun.edu/%7Ehcpsy002/Psy310.htm)
Moodle Website: [http://moodle.csun.edu](http://moodle.csun.edu) (To Access Moodle enter your CSUN Username & Password)
Email: sgrant@csun.edu

### Goals of this Course
The goals of the course are to examine the problems and dynamics of maladaptive behavior. The course will cover causative factors, symptomology, and psychotherapy, from historic to current issues.

### Course Requirements

**Attendance:**
You are encouraged to attend class, since some of the lecture material is not in the book, but will be covered on the exams. EXTRA CREDIT may be applied to your final exam for less than 3 absences (i.e., not more than 2) based on the professor’s discretion (see Grading Policy for more detail). The student is responsible for remembering to sign in each day of lecture.

**Make-up Exams:**
I understand that "LIFE" happens to all of us. And in life, unforeseen circumstances can prevent us from fulfilling our plans and obligations. Since the lowest of the three midterm exams can be dropped, there will be no make-up exams. The FINAL EXAM is NOT eligible for make-up. As a result, a missed FINAL will result in a zero grade earned (No exceptions!).

**Grading Practices and Policy.** Your grade for course will be based on the following:

<table>
<thead>
<tr>
<th>COURSE GRADE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1 Chapters 1-3, + in-class activities</td>
<td>125</td>
</tr>
<tr>
<td>Exam #2 Chapters 4-6, + in class activities</td>
<td>125</td>
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<tr>
<td>Exam #3 Chapters 7-9 + in-class activities</td>
<td>125</td>
</tr>
<tr>
<td>Exam #4 Chapters 10-13 + in-class activities</td>
<td>125</td>
</tr>
<tr>
<td>Final Exam Chapters 1-16 + in-class activities</td>
<td>125</td>
</tr>
<tr>
<td>The Class Presentation</td>
<td>100</td>
</tr>
<tr>
<td>The Written Paper (i.e., in-depth write-up of presentation)</td>
<td>200</td>
</tr>
<tr>
<td>Class Activities</td>
<td>150</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>50</td>
</tr>
</tbody>
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**TOTAL POINTS POSSIBLE** 1000 POINTS

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Attendance: less than 2 absences (i.e., no more than 1 day absence because summer school is accelerated) will NOT have points deducted from Attendance & Participation 50 Points; Leaving class early, Arriving to Class Late, & Going In & Out of Class ALL constitute ways in which you will receive deductions from the 50 Points! Please note, however, that Presentation Days count double (for attendance and for absences) as an incentive for you to attend the presentations of your fellow students!

♦ Four midterm exams (you drop the lowest) & final exam count for a maximum of 500 points or as 50% of your course grade.

♦ The written paper, class presentation, and class activities/participation account for a maximum of 500 points or as 50% of your grade.

♦ The total points possible are 1000 points and will be converted to the grading scale given below.

GRADING SCALE is as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>96-100%</td>
<td>960 to 1000</td>
<td>A</td>
</tr>
<tr>
<td>90-95%</td>
<td>900 to 959</td>
<td>A-</td>
</tr>
<tr>
<td>85-89%</td>
<td>850 to 899</td>
<td>B+</td>
</tr>
<tr>
<td>80-84%</td>
<td>800 to 849</td>
<td>B</td>
</tr>
<tr>
<td>75-79%</td>
<td>750 to 799</td>
<td>B-</td>
</tr>
<tr>
<td>70-74%</td>
<td>700 to 749</td>
<td>C+</td>
</tr>
<tr>
<td>65-69%</td>
<td>650 to 699</td>
<td>C</td>
</tr>
<tr>
<td>60-64%</td>
<td>600 to 649</td>
<td>C-</td>
</tr>
<tr>
<td>55-59%</td>
<td>550 to 599</td>
<td>D+</td>
</tr>
<tr>
<td>52-54%</td>
<td>520 to 549</td>
<td>D</td>
</tr>
<tr>
<td>50-51%</td>
<td>500 to 519</td>
<td>D-</td>
</tr>
<tr>
<td>Below 50%</td>
<td>0 to 499</td>
<td>F</td>
</tr>
</tbody>
</table>

Note: Since grades are often a source of anxiety for students, I urge you to consult with me individually if you do not understand a grade, or feel you haven't been treated fairly. Everyone is invited to make full use of my office hours for questions, clarification, or problems. I am here to share with you an adventure into the often mysterious world of psychology. But remember, I am only the guide and you are all scientists who must make your own investment of time, energy, and thought.

Exams: Once a student has received the exam in hand, leaving the classroom is NOT allowed until exam is turned in to professor/proctor. Due to this rule, I urge you to come to exams prepared (attending to bathroom needs, bringing necessary materials for exam, etc.), because you will not be able to leave the classroom once you begin the exam.

Academic Honesty: Cheating and plagiarism will not be tolerated. If you are caught cheating or plagiarizing in any form, you will receive a failing grade for the course and will be reported to the University for appropriate action. If you are unsure what constitutes cheating, consult the current University catalog, student handbook, or schedule of classes.

Preparation:
• All Exams and Final require a Scan-tron (form 882-ES)
• Bring lined paper for taking notes and for class activities.

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CLASS PRESENTATION and WRITTEN REPORT: Requirements

DIRECTIONS FOR YOUR PAPER

Select Movie CHARACTER:
Submit List of 5 See Schedule of Activities for exact date (LATE PENALTY = 1 PT / DAY)

OUTLINE: See Schedule of Activities for exact date (LATE PENALTY = 1 PT / DAY)

PAPER: See Schedule of Activities for exact date (LATE PENALTY = 10 PTS PER DAY)

• Choose a film on video (Each student will have a different movie). (also, have several alternative selections as back-up should film already be assigned to another student, used previously by another student in semesters past, or disqualified by instructor as inappropriate).
• Gain approval from Instructor or Teacher Assistant for the film you have selected BY THE FOLLOWING:
Select one (1) character from the movie and analyze them according to your diagnosis of their Abnormal Behavior per DSM-IV criteria (i.e., how would each criteria be met by character’s behavior patterns, including their feelings, thoughts, actions, habits, attitudes, duration, etc.
• PLEASE SUBMIT 5 MOVIE CHARACTERS THAT ARE NOT ON THE EXEMPT MOVIE LIST (FROM EITHER THE SAME OR A DIFFERENT MOVIE) IN RANK ORDER, FROM #1 (MOST DESIRED) TO #5 (LEAST DESIRED). WE WILL ATTEMPT TO GIVE EACH STUDENT THEIR HIGHEST PREFERRED CHOICE, DEPENDING ON MULTIPLE REQUESTS.

Exceptions: Any movie with an explicit psychological theme that gives you much of your answers, without your thoughtful interpretation. (e.g., One Flew Over the Cuckoo Nest, Sybil, What About Bob?, Nuts, Analyze This, Primal Fear, etc.)

• Stretch yourself. Really attempt to understand the abnormality of the character according to the APA DSM-IV criteria for the mental disorder you diagnosed. First introduce paper by giving a brief synopsis of movie and the character chosen (but not an Online nor Ebert & Roper Review). Then challenge yourself to hypothesize/extrapolate from theories of abnormality and it’s assumptions to your character’s development as evidenced in their behavior or emotions!
• Paper should include the following:
  An Introduction (TELL THEM WHAT YOU’RE GOING TO TELL THEM)
   1) Give a brief synopsis of movie and character’s portrayal.
  The Body (TELL THEM)
   2) Character’s diagnosis and DSM-IV criteria met re: signs and symptoms.
   3) Your hypothesized treatment method to remediate their disorder.
  A Conclusion (TELL THEM WHAT YOU TOLD THEM)
   1) Compare and Contrast adequacy of DSM-IV to capture this mental disorder vs. Other Alternatives (e.g., multicultural indigenous healing methods, etc.)
   2) Your opinion as to the validity of DSM-IV with regards to strengths and limitations it poses (e.g., power for self-fulfilling prophecy, etc.)
   3) An OUTLINE of your proposed paper will be required (please see schedule for due date). Turning in this preliminary outline in mid-semester, will allow you sufficient time to ask questions of / and receive feedback from instructor and/or Teacher’s Assistant. As a result, there should be ample time for you to develop and edit a thoughtful paper, which will truly reflect your intellectual insight.

• PAPER MUST INCLUDE: A full 5-axial DSM-IV Diagnosis AND a brief Treatment Plan.

• REFERENCES: A minimum of 7 references must be used. Be sure to follow APA-style format from Publishing Manual (or Class Handout). Three references must be from Peer-reviewed Psychology Journals, the DSM-IV can be used as an important resource, the text will count as one and the movie/video can be credited as one, and the balance can be from library books or textbooks from other classes. NO ONLINE MOVIE REVIEWS WILL BE ACCEPTABLE!

• LENGTH: A minimum of six (6) pages and a maximum of nine (9) pages (this DOES include the APA-style Cover Page, Abstract, and one page of References).

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