

Abnormal Psychology - Writing

Syllabus – Updated 8/23/10; retrieved 8/23/10

Course & Section #: PSYC-716-01 (CRN: 83974)	Instructor: Dominicus So, Ph.D.
Semester: Fall 2010	Time & Place: TR 8:10-9:30am; Chem G06
Office: CB Powell N-269	Office hours: TR 10a-12pm & by appt M-F
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Important Support Services:

Course website (or TBA): <http://blackboard.howard.edu/> (use your BISONWEB username but without @ sign, & your BISONWEB password to login)

Book resources: http://college.cengage.com/psychology/sue/abnormal/9e/student_home.html

Howard University: <http://www.howard.edu/>

HU Writing Resources/WAC: <http://www.cetla.howard.edu/wac/students.aspx>

HU Founders Library: <http://www.founders.howard.edu>

HU Acad. Computing Services: <http://www.howard.edu/technology/students.htm>

Links to electronic databases: <http://www.howard.edu/asp/keywordsearch/resourcesondemand.asp>

Off-campus access to restricted databases: <http://www.howard.edu/library/Search/Proxy.htm>

APA Style resources: <http://www.apastyle.org/>

Texts:

- Required (or the most recent edition if newest editions are not available yet)
 - Sue, D., Sue, D.W., & Sue, S. (2010). *Understanding abnormal behavior* (9th ed.). Boston, MA: Wadsworth. (ISBN-13: 9780547154411) ([click embedded hyperlink here](#) or [in above section](#))
 - American Psychological Association (2009). *Concise rules of APA Style, sixth edition*. Washington, DC: Author. (ISBN-13: 978-1-4338-0560-8) ([click embedded hyperlink here](#))
 - American Psychological Association (2009). *Mastering APA Style: Student's workbook and training guide, sixth edition*. Washington, DC: Author. (ISBN-13: 978-1-4338-0557-8) ([click embedded hyperlink here](#))
 - any Freshman English 003 handbook (egs. *Little, Brown* or *Allyn & Bacon*).
- Recommended:
 - American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN-13: 978-1-4338-0561-5) ([click embedded hyperlink here](#))
 - Halgin, R.P. (2006). *Taking sides: Clashing views on controversial issues in abnormal psychology* (4th ed.). Guilford, CT: Dushkin/McGraw-Hill.
see <http://www.dushkin.com/catalog/0073514985.mhtml>

Credits:

- This **3-credit** course is only open to students who have NOT taken the non-writing-intensive version of the course. You will NOT get credit for both this course and for the non-writing-intensive version of Abnormal Psychology (without the WRITING suffix, ie **PSYC 116**).
- It fulfills the **third writing requirement in COAS**. It may fulfill the technical writing requirement of other colleges or divisions (subject to the approval of that division and your advisor).
- It satisfies the same requirements as other non-writing-intensive sections of the course.

Course Pre-Requisites:

- completion of **Freshman Writing** courses: "C" or better in Freshman English 003 or 004 for COAS students; a passing grade in 003 for other students
- **computer literacy**: working knowledge and experience with MS Word & an internet browser such as Internet Explorer; consistent use of email communications, and internet bulletin boards
- frequent (at least daily) **internet access**: If you do not yet have internet access, go immediately to the [i-Lab](#) on Bryant Street to activate your student email account. Most assignments require Internet access, and are only available on the web; some announcements may only be made on the Internet between classes and require your immediate response. You will be stressed out if you do not feel comfortable about using the computer to word-process, communicate via email, post on e-bulletin boards, and surf the internet, or if you are slow in learning how

to use the computer. In such a case, you should consider the other section of Abnormal Psychology being offered this semester, or the non-writing section of future semesters.

General Course Goals:

The goals of this course are to help you:

- learn the facts about psychopathology: the major diagnostic categories in DSM-IV, distinguish between them, know major theories of causation, and be familiar with the major treatment approaches
- enhance your thinking skills: think as health care consumers, researchers, or clinicians do
- change your misconceptions about mental disorders
- brush up your professional writing skills and may fulfill a writing requirement of your college
- improve your learning and critical thinking skills through the practice of writing and peer review
- collaborate up with other students in the writing, review, and rewriting of a library research paper

Student learning objectives:

- Describe the major historical development of mental health treatment
- Recognize the biomedical model used to define, assess, and intervene psychopathology
- State the theoretical assumptions, treatment foci, treatment methods, pros and cons of the psychodynamic, cognitive-behavioral models of assessing and treating abnormal behavior
- Identify and understand the pros and cons of the basic methodological procedures for studying psychopathology
- Compare the educational and legal requirements of various mental health professions
- Recall and describe examples from the 2 major types of psychological testing and assessment tools used to understand psychopathology
- Outline and explain the major categories, causal theories, and treatment of anxiety disorders
- Define and discuss the major categories, causal theories, and treatment of mood disorders and suicide
- Label and summarize the major categories, causal theories, and treatment of schizophrenia and psychotic disorders
- Identify and relate the major categories, causal theories, and treatment of childhood disorders
- Organize and differentiate the major categories of personality disorders
- Recognize the major categories, causal theories, and treatment of sexual disorders
- Apply the specific rules of a firsthand empirical research report using APA writing style
- Compose a literature review report using APA writing style
- Evaluate own understanding and experience of dreams, behavioral modification, and cognitive restructuring
- Manage group division of labor, task management, and collaboration issues

Instructional Methods:

The **format** of the class will include lectures, writing workshops, class discussion, experiential activities, student conference, peer reviews, TA tutorials, videos, instructional games, library visits, and group presentations.

General Grading Criteria for Writing Assignments

1. Adherence to standard English grammatical rules
2. Compliance of APA Style when necessary
3. Clarity of language
4. Organization and flow of written material
5. Depth of observations, reflections, and discussions
6. Punctuality. Late papers will not be accepted.
7. Adherence to the writing instructions of additional specifics of grading criteria for each assignment can be found in the attached documents:
 - Behavioral change with positive reinforcement
 - Cognitive therapy: Cognitive restructuring & triple-column technique
 - Dream analysis
 - Group Project Instruction
 - Group Project Checklist and Timeline
 - Criteria for an "A" (from WAC)

- Proofreading Evaluation Sheet (from WAC)

Other Student Evaluation Issues:

- **Class participation and attendance** is crucial in a good grade for this class. Being absent or late for class means you run the risk of missing important lectures, instructions for course requirements, class participation, conference with classmates, delaying peer-review and group decisions, and jeopardizing your and others' timely completion of course assignments. **Five undocumented absences will automatically result in an F.**
- No undocumented excuses for **late papers, exams or assignments** will be accepted. Students with medical problems and other personal issues that hinder class attendance, completion of assignments, internet access, library research, active and frequent participation in class, and involvement with group project will be encouraged to drop the course and retake in a future semester. Students must present to instructor the substantial, original documentation.
- All grades will be reported to the enrollment management within a few days after the final. **Partial fulfillment** of course requirements, and assignments turned in after the final exam, may result in a failing grade depending solely on the portions of the course requirements completed before the final exam, with no points for incomplete and overdue assignments. **Incomplete grades** are rare, not automatically assigned, and require a written and signed agreement between a student and the instructor.
- **Grade cutoffs/lowest points: A (185); B (165); C (145); D (140)**
- **Extra credit** opportunities on research and other topics may be available during the semester.

Course Requirements: (max points 200)

Participation: 16 points

- You need to participate in class to get these points. Attendance will be taken fairly regularly.
- There will be numerous in-class activities and discussions.
- Lectures will highlight the more important topics and frequently asked questions in exams.
- You can also earn points for online participations via Blackboard, remedial assignments, such as documented use of the WAC writing center or tutorial assistance, online grammar interactive quizzes, and so forth. Details will be discussed later.

Exam 1: 40 points

- Matching, fill-in-the-blanks, identifications, multiple choice, and short questions

Exam 2: 40 points

- Matching, fill in the blanks & identifications, multiple choice, and short questions
- **not a final comprehensive exam; only covers chapters not included in Exam 1**

Experiential Writing Assignments & Peer Review Comments: 54 points total (12 points x 3 writing assignments, plus 3 points x 6 Peer Review Comments; online posting required; due dates are on course schedule)

- These writing assignments are very structured. Instructions will be available on the course web site. They involve using one of the three therapeutic approaches discussed to understand or improve your own mental illness/health. You will be given detailed instructions later. Each assignment involves a final writing product of about 3 pages. General grading criteria include adherence to instructions, level of reflection, style, and grammar. The topics are:
 - **(1) Dream analysis** ([see course website](#)): A 1000-word journal-type report of a recent dream and interpretation using particular format and worksheet provided.
 - **(2) Behavioral change with positive reinforcement** ([see course website](#)): A 1000-word single-subject experiment of a behavioral change research project using a worksheet provided.
 - **(3) Cognitive therapy: Cognitive restructuring & triple-column technique** ([see course website](#)): A 1000-word journal-type report of reflections of a recent event using a particular theoretical orientation and worksheet provided.
- For each of these writing assignments, you are required to post your draft on the discussion board via the course website. Go to the Communication Center; then click discussion board. You are also required to

read the writing assignments of two writing buddies that I assign you. After you read their assignment, you are to write a brief (minimum 50 word) **peer-review comment** regarding the author's adherence to instructions, level of reflection, writing style, and grammar. You must include (a) at least one positive comment, (b) at least one negative comment, and (c) at least on a constructive suggestion. Throughout the semester, you will have to write a total of 6 comments, and post them under the same discussion thread via the course website by the respective due dates. Further instructions will be given later.

- General **grading criteria** include your adherence to the instructions, clarity, level of reflection, and grammar. Other specific criteria are listed on the instruction of each assignment.

<p>Group research project: 50 points; broken down as follows; due dates are on course schedule</p>

- | |
|---|
| <ul style="list-style-type: none"> • Group topic (hardcopy): 2 points • Group outline (hardcopy): 3 points • Individual bibliography (hardcopy): 2 points • Individual 1st draft (to be posted on course website) : 7 points • Individual peer review (to be posted on course website) : 3 points • Group revised paper (2 hardcopies) with full bibliography & 1st page xeroxed from cited readings: 30 points • Individual presentation: 3 points |
|---|
- You choose a topic of your interest. It has to be focused on **psychopathology or treatment** issues. Some health psychology topics are acceptable. When in doubt, please ask.
 - This is a **library research / literature review**: it is a **secondary** research involving the gathering of information from “second-hand”, archival sources found in **professional journals and books**. Exclusive use of the publications on the internet and web pages are NOT encouraged as those sources include lots of information that is not adequately-reviewed and/or scientifically-gathered. You are NOT expected to collect first-hand data by interviews or surveys.
 - This research paper should consist of a clear **description of your topic as found in the literature, and your comments and conclusions**. It should be more than just listing of facts or symptoms. It should NOT be just a compilation of your lecture notes and textbook information. We will discuss in class how to write this paper. Please also ask me and the TA.
 - You are to **collaborate with 1 or 2 other students** in this class in the research, writing and oral presentation of this project. Exceptions may be made if you can only conduct and write the research paper on your own due to special situations. But please discuss with me and obtain my prior approval before the due date of your topic selection & group formations. **Individuals are to turn in the 1st draft** of their own portion of the paper, on the course website. After turning in their individual drafts, **they post on the discussion board their Peer Review Comments**. Using the peers' comments, all members should rewrite their portions and then merge them into one revised paper. **All group members share the same grade/points for the written form of the revised paper. Your oral presentation will, however, be graded separately. Do not email your drafts or papers unless previously arranged with the instructor or TA, or they will likely be overlooked by the instructor.**
 - approximately **7-8 pages** of text, double-spaced, font 10 or 12, 1 - 1.5” margins
 - bibliography expected to include **at least 7-10 professional journal articles or book chapters**
 - Observation of **APA writing style** required. Excessive personal narration is discouraged. You may consult the Publication Manual of the American Psychological Association (6th ed.), or look up the WAC website for that information.
 - **Topic selection** is very crucial for a good research paper, which can be theoretical, empirical, or both. For your benefit, submit a preliminary topic (in about 50 words) and names of group members on time.
 - Many opportunities will be given in class to discuss topic selection, group formation, and format, etc.
 - **Sample** topics for research paper (not exhaustive):
 - Inner city violence and Post-Traumatic Stress Disorder
 - Racial biases against diagnosing African-Americans with mental illnesses
 - Depression and suicide among college students
 - Homosexuality, heterosexism and psychopathology
 - Spiritual and religious coping of people living with HIV or AIDS
 - Gender differences in depressive disorders

- Psychological adjustment & maladaptation among interracial families & immigrants
- Prevention of child abuse, maltreatment and neglect
- Spiritual strategies in psychotherapy with adolescents and adults
- Families coping with the members' schizophrenic disorder
- Efficacy of cognitive-behavioral techniques for treating depression
- Relaxation and use of imagery techniques for anxiety disorders
- Community interventions & prevention for childhood psychopathology in Baltimore City
- Problems of psychopharmacological approach for treating ADHD
- Use of mental techniques/art therapy/music therapy for treating cancer
- Efficacy of acupuncture/yoga/spiritual healing/other alternative medicines for mental illnesses
- **Group Revised Paper due** at the beginning of class on due date – 2 copies, w bibliography, and 1st pages of referenced material
- **Oral presentations are required and scheduled toward the end of the semester.** Students will be asked to pick a date they can present. **Presentations are conducted only in groups, and your entire group has to be present at 8:10 am** on the scheduled day in order to secure you time slot. If any group member does not show up on time, you and your group may not be able to present at all even when they arrive later during class. So, when you form your group, please discuss whether or not group members intend to be on time on the presentation date. Each group member may earn a different number of (1-3) points. Bonus points may be given for the best 3 individual presenters.
- **Late papers** will have 2 points per calendar day deducted from the course points.

Academic Code of Conduct:

- You are expected to have read and comply with the "Student Code of Conduct" (particularly, **plagiarism** and academic dishonesty) in the Student Reference Manual (<http://www.howard.edu/academics/courses/>).
- Please ask the instructor if you are unclear about how to paraphrase.
- You may also use Turnitin.com to help identify high risk of plagiarism accusations (http://www.turnitinsafely.com/free_trial.html)

Special needs:

- **Original documentations** are required for all your special needs and excuses. Please make me aware of your special needs for fulfilling the course requirements well in advance. Last minute accommodations will make it difficult for both of us.
- Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students who need accommodations because of a disability should contact Howard's [Special Student Services](http://www.howard.edu/specialstudentservices/DisabledStudents.htm) (202-238-2420), as soon as possible after admission to the University or at the beginning of each semester. <http://www.howard.edu/specialstudentservices/DisabledStudents.htm>
- If you need a special accommodation required by the American Disabilities Act, please document and discuss your disability with the instructor during the first 2 weeks of classes.

Email Communications:

- When you sign on Blackboard course website, you should **immediately update your email address** on that system. So, emails from the class will be sent to your frequently used email address only.
- When you write me, it is necessary that you **enter your current email address onto HU's blackboard server**, and that you **check that email account and/or the course website between class meetings**. However, due to the large volume of emails I receive daily, please be patient and excuse me for any delayed response.
- Also, I will instruct you to send emails to me only with **special subject headings "Abnormal Psychology"** or else they are likely to be ignored by my email software. Only assignments that are specifically asked to be submitted via email will be counted.
- For detailed or personal issues, please see me for a face-to-face conference instead of emails. You can reach me or my TA during office hours or appointments.

Policy about Future Changes:

The content in this syllabus and on course website is subject to change without written notice because the instructor frequently seeks students' feedback, and may make changes to meet student needs and class pace. Students are responsible to be in class to voice their needs and to check their emails to learn about changes. Most changes are often noted as emails or announcements of Blackboard.

Students' Frequently Asked Questions when students are in trouble:

- **I have a hard time getting to class on time because I live far from campus or I just cannot get up early enough. (or I expect to be absent 4 classes in November because of a work commitment.) If I miss a few times, what should I do? I expect to be out of school for 2 weeks (for any reason), and I can show you the documentation. Can you tell me what I will miss/have missed?**

If you have to miss any class, you are still responsible for all the content you missed and decisions made during class in your absence, regardless of your reason for missing class. Please ask your classmates what you have missed, and probably ask them for class notes, and any information about important changes and announcements made in class. For every class you are absent, please provide a written explanation and documentation as soon as possible if you want your explanations to be taken into consideration in grade calculation. Only printed, written documents will be honored. It is your responsibility to provide the written documentation. The instructor may not ask you for the documentation individually. If you have to be late or absent many time, you should consider a withdrawal, and taking the course only during a semester these class participation issues can be resolved.

- **I got an overall D for the mid-semester grade. If I do my best after the Exam 1, can I still get an A? Should I drop the class?**

It is not easy to get an A for the course if you did not do well in any assignments or exam. However, you are the only person who can decide to drop. Because all assignments are clearly graded with a point system, and the instructor has given out the grading criteria, score sheets, and grade cut off points, you should be able to determine your progress thus far, and if any possibility for grade improvement. You will also get a mid-semester grade to warn you of unsatisfactory progress. Generally, if you know you cannot get a better grade than you need or if you cannot change your study habits to improve the efforts and grade, then it would be advisable to drop it this semester. There is a university deadline for dropping any class. Please check the university calendar. You may talk to the instructor to help you make that decision early besides just asking him to sign the course withdrawal form on the last day to drop.

- **When should I withdraw from the class? What are the criteria and situations for a withdrawal from the course?**

To name a few, these are some situations in which past students found themselves. However, everyone's situation is unique. Please seek advice from instructor.

- If you have already taken and received a passing grade in Abnormal Psychology
- If you have not received Cs in Freshman Writing courses
- If you have already failed some assignments and/or exams, and the remaining assignments will not help you pull your points high enough to make a passing grade
- If your life situations will be/have changed drastically such that your efforts in the course is compromised indefinitely

- **I have been working on the group project, but the only other group member has done nothing so far. The paper is due in 3 weeks. What shall I do?**

I wish you had told me sooner so I can help you intervene earlier. Your grade is dependent on the entire paper, not just the section you agreed on working on. You may have to complete the whole paper by yourself in order to secure your own grade. It may sound unfair, but I can help you decide if you should only put your name on the paper and exclude the other person. Talk to the instructor and give the other member enough notice to intervene/discuss what is best for resolving the problem.

- **I have been depressed (or I have a family member/friend who just had a suicidal attempt) and I cannot pull myself together to do anything for class.**

You should seek professional mental health services immediately. You should also inform the instructor the reason why you cannot come to class. Also see a previous answer.

Course Schedule & Due Dates (subject to change without notice):

<u>Date</u>	<u>Topics & Exams/Assignments (be ready for discussion on assigned dates)</u> <ul style="list-style-type: none">▪ Bullets indicate deadlines; <i>Italics indicate research paper-related activities.</i>
8/24 (Tu)	First class: Introduction to syllabus
8/26 (Th)	Meanings of abnormality In-class Activity: 8 minute stress break
8/31 (Tu)	Chapter 1. Abnormality
9/2 (Th)	Chapter 2. Models of Abnormal Behavior. Biomedical approach.
9/7 (Tu)	Psychodynamic approach (see extra readings)
9/9 (Th)	Learning models: behavioral and cognitive approaches. (see extra readings)
9/14 (Tu)	Chapter 4: The Scientific Method in Abnormal Psychology <i>How to do pick your research topic & what to use as reference materials</i> <ul style="list-style-type: none">▪ Dream analysis due (on web discussion board at 8am)
9/16 (Th)	Chapter 3: Assessment and Classification of Abnormal Behavior Demo: Psychological evaluation <ul style="list-style-type: none">▪ Peer Review Comment on Dream analysis due (on web discussion board at 8am)
9/21 (Tu)	Chapter 5: Anxiety Disorders In-class Activity: Experiencing stress reactivity <i>Choosing a research topics & Forming a group</i>
9/23 (Th)*	Chapter 5: Anxiety Disorders <i>Group discussion of research paper/preliminary group formation</i> <ul style="list-style-type: none">▪ 50 word Group Topic hardcopy due at the beginning of class, include names of members
9/28 (Tu)	Chapters 5 & 6 (pp149-162): Anxiety d/os, plus video / Review for Exam 1 In-class Activity: Steps in muscle relaxation
9/30 (Th)*	Exam 1 (on Ch. 1-5, 6 (pp. 149-162), plus video & extra readings)
10/5 (Tu)	<i>Writing workshop I: Intro to APA style - in Founders' Library Rm. 116 (TBC)</i>
10/7 (Th)*	<i>More group discussion & fine-tuning of research topics & student group formation</i> <ul style="list-style-type: none">▪ 1 page Group Research Outline hardcopy due at the end of class

Course Schedule & Due Dates (subject to change without notice):

<u>Date</u>	<u>Topics & Quizzes/Exams/Assignments</u>
	<ul style="list-style-type: none"> ▪ Bullets indicate deadlines; <i>Italics indicate research paper-related activities.</i>
10/12 (Tu)	<i>Digital database workshop - Founders' Library Rm. 116 (TBC)</i> <ul style="list-style-type: none"> ▪ Behavior Change due (on web discussion board at 8am)
10/14 (Th)*	Chapters 11-12: plus video on Mood disorders <ul style="list-style-type: none"> ▪ Peer Review Comment on Behavior Change due (on web discussion board at 8am)
10/19 (Tu)	Chapters 11-12: Mood Disorders & Suicide Demo: Cognitive Behavioral Therapy <i>More group discussion of finalized research topics and student groupings</i> <ul style="list-style-type: none"> ▪ Individual Bibliography hardcopy due at the beginning of class
10/21 (Th)	Chapter 13: Schizophrenia: Diagnosis & Etiology
10/26 (Tu)	Chapter 13: Schizophrenia: Diagnosis & Etiology, plus video clips In-Class Activity: Centering meditation/Guided Imagery
10/28 (Th)*	Chapter 10: Sexual and gender identity disorders, plus video
11/2 (Tu)	<i>Writing workshop II: Rewriting to perfection - in Founders' Library Rm. 116 (TBC)</i> <i>More discussion and verbal report of group research progress</i> <ul style="list-style-type: none"> ▪ Cognitive Therapy due (on web discussion board at 8am)
11/4 (Th)	Chapter 15: Disorders of Childhood & Adolescence <ul style="list-style-type: none"> ▪ Peer Review Comment on Cognitive Therapy due (on web discussion board at 8am) ▪ Individual 1st draft due (on web discussion board at 8am)
11/9 (Tu)	Chapter 15: Disorders of Childhood & Adolescence <ul style="list-style-type: none"> ▪ Individual Peer Review comments on individual 1st drafts due (on web discussion board at 8am)
11/11 (Th)	NO CLASS -- VETERAN'S DAY
11/12 (F)	LAST DAY TO WITHDRAW FROM COURSE
11/16 (Tu)	Chapter 8: Personality disorders, will be shown today Last day for prospective graduates to finalize with instructor your final exam time & place
11/18 (Th)*	Chapter 8: Personality disorders, plus video; Review for Exam 2
11/23 (Tu)*	<i>Research paper presentations</i> <ul style="list-style-type: none"> ▪ Group Revised Paper due at the beginning of class (submit 2 identical hardcopies, with reference list & 1st pages/bibliographic information photo-copied from all referenced articles and readings)
11/25 (Th)	NO CLASS -- THANKSGIVING HOLIDAY
11/30 (Tu)	Exam 2 (Chapters 8, 10-13, 15, plus lecture & video)
12/2 (Th)*	Last class: Special Topics
12/18 (F)	Course grades will be posted online

Abnormal Psychology - Writing
Experiential Writing Assignment (12 points max.)
(updated: 09/07/04)



DREAM ANALYSIS

Purpose:

The purpose of this assignment is to help you learn about one way of dream analysis adapted from Dr. Delaney's book (1991) *Break Through Dreaming: How to tap the power of your 24-hour mind*. According to the psychoanalytic school of thought, dreams play an important role in our lives. Dreams can help us analyze the unconscious motivating factors for a lot of events that occur in our normal waking hours. Dream analysis is a powerful tool used in the practice of psychotherapy, especially psychoanalytic psychotherapy, which helps the analyst uncover a client's unconscious drives and impulses. Based on this, the analyst can then pinpoint the factors responsible for the client's mental problems.

Procedures:

- In the next 2-3 weeks, keep a writing pad by your bed before you go to sleep. If you start dreaming, try to wake up immediately after the dream is completed.
- After you wake up from the dream use the pad to write down your description of that dream as much as you can. Don't wait until the next morning to write as people tend to forget the contents of the dreams very quickly.
- At your earliest convenience, use the mapping technique shown below to highlight important aspects of your dream as in the example of the description of a dream here.

It is very cold outside. I am walking on the swimming pool in our house.

There is a very thin, brittle layer of ice on the water. I am feeling very afraid that I am going to fall down if the ice breaks. My husband, Joe walks in and pushes me from behind. I fall down, then get up again. Joe tries to grab me by my legs.

I wake up in a cold sweat, screaming at the top of my voice.

Key:

- Place a rectangle around each major setting in the dream.
- Place a double rectangle around each person in the dream.
- Underline each animal and major object in the dream.
- Circle each feeling with a wavy cloud in the dream.
- Highlight with color the major actions in the dream.

- Then, print out this document instructions. Answer all the questions on the worksheet on the next few pages. Answering the above questions will give you a better understanding of your dream and its concurrent analysis. This is how an analyst may probe his/her client for answers to the hidden meaning in the dream, or the latent content from the story line, or manifest content of the dream.

Procedure for posting your essay and peer reviewing on the discussion board

- In your word processing software eg. MS Word, first type in your dream in about 5-10 lines. Then, compose a coherent essay using your responses to the questions. Save that on your drive, but leave that document open. Also, because of the limitation of the bulletin board, use only text/number tables to illustrate results. Graphs and charts in MS Word are not likely to be copied and pasted into the discussion board. You may include your dream at the beginning, but you do not need to mark them with any highlights.
- Open your web browser, log on to the course web site at <http://blackboard.howard.edu>
- Go to the Communication Center; then click discussion board, then open my prompt with a discussion forum "Dream Analysis – Group #" (go to the same group as assigned). After you read my prompt under that thread, click reply.
- When you are ready to write the Peer Review Comment, go to the course website and read the essay of one of your writing buddies that I assign you. You can find their paper by looking under the discussion thread "Dream Analysis - posted by GroupMember's Name".
- After you have read their essay, reply by posting a response to that discussion thread - a brief (minimum 50 word) Peer Review Comment regarding the author's adherence to instructions, level of reflection, writing style, and grammar. You must include at least one positive comment, and at least one negative comment with a constructive suggestion. You repeat the procedure for your second writing buddy in your group only. If your writing buddies have not yet posted their essay on the course web 24 hours before the due date of the Peer Review Comments, you can instead review the essay of another student essay in the next group - if you are in Group 1, you may review somebody else in Group 2 when you have to.

Expected products:

A report of about 1000 words posted on the course online discussion board. Your peer reviews should be another 50 words each in addition to that 1000 words.

Evaluation:

You will be graded on:

1. Adherence to the instructions. Late papers will not be accepted.
2. Clarity of your answers to the questions
3. Detail of your answers to the questions

Abnormal Psychology - Writing
Experiential Writing Assignment (12 points max.)
(updated: 09/07/04)

DREAM ANALYSIS - WORKSHEET

Describe your dream below:

What are the **feelings** you are most aware of **in your dream**?

Do you feel like this in your **current life**? How often?

Have you felt this way **recently**?

Describe the **opening setting** of your dream?

How does it **feel** to be in this setting?

Does the setting **remind** you of anything that you have seen in **your waking life**?

Who are the **important characters** in your dream?

Abnormal Psychology - Writing
Experiential Writing Assignment

(12 points max. for the research report+ 3points max for each of the 2 Peer Review Comments)
(updated: 08/29/02)

BEHAVIORAL CHANGE WITH REINFORCEMENT



I first mentioned this assignment when I lectured on the behavioral approach of learning. Now, you have a chance to turn what you learned into a project for credits. This assignment involves your own design and participation in a full week. If you just start thinking about it, you will still have time to accomplish. **Late papers will not accepted.**

This assignment involves your **full participation and application** of the principles of operant conditioning. Its goals are to allow you to have a first hand experimental experience with the operant conditioning, and also to provide you with an opportunity to learn & use the APA format abstracted below. I am asking you to conduct a single subject experiment on your own by applying the principles of operant conditioning on a (normal or abnormal) behavior you want to change.

- Before the experiment:
 - First, pick a **desired behavior** you want to engage in more often, such as daily studying habit, reading, dieting, exercise, and other **daily** habits you have. It is important you choose a daily activity which usually take you lots of **efforts** to participate in.
- Day 1 & 2
 - Spend these **2 consecutive days** to measure the **baseline** level and record how frequently you participate in that activity. This provides you the **pre-experiment controlled condition** for this experiment.
 - Then, **at the end of the 2nd day**, pick a **positive reinforcement** (something nice and pleasant, eg. a scoop of ice cream for dessert, or 10 minutes of music....) to reward yourself, and according to a **reinforcement schedule** you design (**when, how often, how long after** the desired activity). A smaller number of you may choose to use a negative reinforcement or punishment instead. Write down your reinforcement/punishment schedule and stick to it. An example is whenever you read your textbooks for 1 hour, you will let yourself listen to a favorite CD for 10 minutes **immediately** after the 1 hour reading.
- Day 3, 4, & 5
 - Then, in the next **3 consecutive days**, administer that reinforcement schedule. Don't change anything you already planned. **STICK TO IT**, faithfully. Record and measure

the frequent of your desired behavior and your administration of the reinforcement during the **experimental condition**.

- Day 6 & 7
 - Then, from the **6th day**, stop administering that reinforcement/punishment at all. For the last **2 consecutive days** of this experiment, measure and record how often you perform that desired behavior during this **post-experimental** period. At the **end of the 7th day**, review the results and write up at most 6 single-spaced pages using the following format. You may use the first personal pronoun “I” or “the current writer/researcher” throughout the essay. However, please note this is a research report, NOT a personal journal type of writing. Your audience is your colleagues, not your roommate or sisters/brothers! So, use an appropriate tone to address the issues with more objective terms (behaviors) to report your experiment, results, reactions, and future directions.

Format of your paper – please follow it closely.

- **Introduction (about 150 words)**
 - introduce the problem, develop the background
 - describe the desired behavior, quantify it clearly (e.g riding my exercise bike)
 - state the purpose and rationale
- **Method (about 300 words)**
 - participant(s): who (sometimes, students have other administer the reward)
 - apparatus (any material involved e.g. money, food,...; any measurement e.g. a weigh for the dieters, and which weigh; the use of a form you created, or an existing measure?...)
 - procedure (describe how you involved others, how you set this plan up, did you create a form)
- **Results (about 250 words)**
 - Use a combination of text and alpha-numeric box-free tables to illustrate your results
 - any statistics, like frequency, averages, correlations...?
 - any formatting in graphs or tables are not likely to be cut-and-pasted in to the discussion board. So, make your data into a line free table with words or numbers
- **Discussion (about 300 words)**
 - what have you changed or not?
 - why did it work or not? List the reasons.
 - how has your experiment helped you learn about operant conditioning?
 - what conclusions and theoretical implications can you draw from your experiment?
 - what would have done differently if you had another chance? (future directions)
- **Reference (optional)**
 - For books you read or reinforcement schedules you learned about

Hints for improving your chance to make the change and the integrity of the experiment

- Administer the reinforcement immediately after the desired behavior
- Plan ahead to ensure the reward can be administered without delay
- Tell yourself you have worked hard and deserved the reward only when you really displayed the desired behavior
- Maintain the same reinforcement level (e.g. only one scope of ice cream for every 2 hours of studying)
- Do not administer any reward before Day 3 or after Day 5.

- Make sure external variables (e.g. day of the week, expected stress e.g. an exam) are not expected to impact the frequency of your desired behavior

Procedure for posting your essay and peer reviewing on the discussion board

- In your word processing software eg. MS Word, compose your paper using the above format. Save that on your drive, but leave that document open. Also, because of the limitation of the bulletin board, use only text/number tables to illustrate results. Graphs and charts in MS Word are not likely to be copied and pasted into the discussion board.
- Open your web browser, log on to the course web site at <http://blackboard.howard.edu>
- Go to the Communication Center; then click discussion board, then open my prompt with a discussion forum "Behavioral Change – Group #" (go to the same group as previously assigned). After you read my prompt under that thread, click reply.
- When you are ready to write the Peer Review Comment, go to the course website and read the essay of one of your writing buddies that I assign you. You can find their paper by looking under the discussion thread "Behavioral Change - posted by GroupMember's Name".
- After you have read their essay, reply by posting a response to that discussion thread - a brief (minimum 50 word) Peer Review Comment regarding the author's adherence to instructions, level of reflection, writing style, and grammar. You must include at least one positive comment, and at least one negative comment with a constructive suggestion. You repeat the procedure for your second writing buddy in your group only. If your writing buddies have not yet posted their essay on the course web 24 hours before the due date of the Peer Review Comments, you can instead review the essay of another student essay in the next group - if you are in Group 1, you may review somebody else in Group 2 when you have to.

Expected products:

A research report of about 1000 words posted on the course online discussion board. Your peer reviews should be another 50 words each in addition to that 1000 words.

Evaluation:

You will be graded on:

1. Adherence to APA style and above instructions. Late papers will not be accepted.
2. Clarity of your writing
3. Grammar
4. Ability of showing your understanding of a single subject experiment and positive reinforcement
5. Adequate use of tables

Abnormal Psychology - Writing
Experiential Writing Assignment

(12 points max. for the essay + 3points max for each of the 2 Peer Review Comments)
(updated: 09/26/02)

COGNITIVE RESTRUCTURING & TRIPLE COLUMN TECHNIQUE

Purpose:

The purpose of this assignment is to learn the ten cognitive distortions that are thought of, in cognitive therapy, as problematic processes leading to maladaptive behavior or mental disorders. Cognitive therapy was developed by Aaron T. Beck and associates, and is often used as an effective tool in treating depression and anxiety disorders. A major technique in cognitive therapy is called cognitive restructuring, which in essence means changing the way in which one sees the world, oneself, and the future (i.e. the cognitive triad).

Procedure:

- 1) Read the list of ten cognitive distortions which follow.
- 2) Then using the three-column technique, create a worksheet about a particular incident in your life that lists the automatic thought, underlying cognitive distortion and rational response.
- 3) Also, complete a journal entry by answering the questions below.
 - Identify one or more of the above distortions that you find in an incident in life that you encountered.
 - Elaborate on these distortions using the automatic thoughts from your worksheet as bases
 - Give your overall impression of what you think these distortions actually stand for. Have you been able to overcome any of these distortions? How?
 - How is this therapeutic technique helpful to you or not? What did you find useful about it? What did you find least useful?
 - How can this techniques be applied in your future work with people? What are some possible problems you predict therapy clients may have with this technique?

Expected product:

- 1) A completed “**worksheet**” of the triple-column technique, including
 - automatic thoughts that you had involving an incident in your life.
 - the underlying cognitive distortions
 - rational responses alternative to the automatic thoughts

Since the online discussion board does not easily allow tables, please submit it’s the content of the three columns, like the following example:

Chosen Incident: I got back an exam and it was a C. I was a little sick when I took it but I had studied very hard for it....

- Automatic thought 1: “I am no good.”
 - Cognitive distortion: magnification
 - Rational responses: I am wonderful, but I was sick when I took the test. That’s why I got a C.”
 - Automatic thought 2: “I can never graduate.”
 -and so forth
- 2) A **journal entry** of about 1000 words that answers the above questions. The words on the “worksheet” do not count toward the 1000.
 - 3) A message posted on the course web site for your paper, in the same manner as before using “Cognitive restructuring – Group #”. **Two peer reviews** should be another 50 words each in

addition to that 1000 words. Within 2 days of the due dates of the journal entry, write separate reviews of two classmates whose last names are just before yours alphabetically.

Procedure for posting your essay and peer reviewing on the discussion board

- In your word processing software eg. MS Word, compose your paper using the above format. Save that on your drive, but leave that document open. Also, because of the limitation of the bulletin board, use only text/number tables to illustrate results. Graphs and charts in MS Word are not likely to be copied and pasted into the discussion board. If you technology savvy, you may try posting HTML codes to include tables. (consult the user handbook in the Tools section of blackboard).
- Open your web browser, log on to the course web site at <http://blackboard.howard.edu>
- Go to the Communication Center; then click discussion board, then open my prompt with a discussion forum "Cognitive Restructuring – Group #" (go to the same group as previously assigned). After you read my prompt under that thread, click reply.
- When you are ready to write the Peer Review Comment, go to the course website and read the essay of one of your writing buddies that I assign you. You can find their paper by looking under the discussion thread "Cognitive Restructuring - posted by GroupMember's Name".

After you have read their essay, reply by posting a response to that discussion thread - a brief (minimum 50 word) Peer Review Comment regarding the author's adherence to instructions, level of reflection, writing style, and grammar. You must include at least one positive comment, and at least one negative comment with a constructive suggestion. You repeat the procedure for your second writing buddy in your group only. If your writing buddies have not yet posted their essay on the course web 24 hours before the due date of the Peer Review Comments, you can instead review the essay of another student essay in the next group - if you are in Group 1, you may review somebody else in Group 2 when you have to.

Evaluation:

Grading is based on your:

- adherence to instructions;
- level of reflection of your own cognitive distortions and automatic thoughts;
- grammar;
- punctuality. Refer to the syllabus for the deadlines. Late papers will not be accepted.

Precautions:

- Please be mindful that you may experience distress in trying to recall some of the instances from your life which illustrate some cognitive distortions or automatic thoughts mentioned above. In such a case, don't panic. Try to use other instances which are less stressful or anxiety-provoking.
- Choose only topics or issues that you feel comfortable sharing with your classmate or instructor
- This exercise is not intended as a substitute for individual psychotherapy. The content of your journal should not be treated as professional therapeutic material. If you experience abnormal distress while attempting this assignment, please inform your instructor or seek help at the University Counseling Service at CB Powell Bldg., Wing One, 6th and Bryant Sts, NW; (202) 806 6870; M-F 8 a.m.- 6 p.m.

The ten cognitive distortions

adapted from Burns, D.D. (1980). *Feeling Good: The New Mood Therapy*. New York: Avon Books.

- **jumping to conclusions:** jumping to a negative conclusion not justified by the facts of the situation; two examples of this are "mind reading" and the "fortune teller error"
 1. **mind reading:** making an assumption that other people are looking down on you without even bothering to check it out
e.g. Brandi goes to a party with her friends. She thinks that no guy would want to dance with her because she has pimples on her face.
 2. **the fortune teller error:** imagining that something bad is about to happen to you and taking this prediction as a fact, even though it is unrealistic
e.g. David feels that every time he travels on the metro, his train will be involved in an accident, although this has never once occurred
- **mental filter:** attending only to the negative aspects of experiences
e.g. LaShonda has a fight with her Dad in the morning, She concludes: "because my dad & I had a fight, the whole day is ruined." This conclusion is not necessarily true because other pleasurable activities in the day have been screened out.
- **overgeneralization:** making sweeping judgments on the basis of single instances
e.g. "I can't ever do anything right!"
- **magnification and minimization:** either blowing things out of proportion or shrinking them, i.e. either making mountains out of molehills or molehills out of mountains
e.g. The NBA all-star player thinks that his whole career is ruined because he missed an easy jumper in a game.
- **personalization:** assuming responsibility for things that have little to do with oneself
e.g. Jamal blames himself for his parent's divorce.
- **dichotomous or all-or-nothing thinking:** reasoning in extremes or seeing things as being "black & white"
e.g. You believe that if you don't get 100% on a test, it is not even worth taking the test.
- **disqualifying the positive:** transforming neutral or even positive experiences into negative ones
e.g. You get an "A" on a difficult test in Abnormal Psychology, but conclude that it was due to luck or chance, not hard work on your part
- **emotional reasoning:** taking emotions as evidence for the truth
e.g. "I feel overwhelmed and helpless. Therefore my problems must be impossible to solve."
- **should statements:** trying to motivate oneself by saying, "I should do this" or "I must do that"
e.g. When the professor arrives late to class one day, Justin thinks, "He **should** come to class on time. He doesn't care about his students.
- **labeling and mislabeling:** an extreme form of overgeneralization where a completely negative self-image is created based on your errors
e.g. In the above example, Justin labels his professor as "cold" and "unfeeling"

The triple-column technique

This technique is used in cognitive therapy to change the way you think about yourself, the world around you and your future when you have messed up in some way. The goal is to substitute rational responses to the illogical way in which you criticize yourself when something negative occurs. It is divided into three columns:

1. the automatic thought, or self-criticism
2. the cognitive distortion
3. the rational response

An example of a worksheet follows on the next page:

Abnormal Psychology - Writing
Experiential Writing Assignment (12 points max.)

(updated: 09/26/02)

Name: _____ Student #: _____ Date: _____

The chosen incident (for example):

Brandi goes to a high school dance. She sees her friends having a good time. She wants to dance, but thinks that no one would want to dance with her because she has pimples on her face. She becomes frustrated and upset with herself. Some of the automatic thoughts that go through her mind are:

Automatic Thought	Cognitive Distortion	Rational Responses
1. No one will dance with me because no one likes me. They think I am ugly when they see my pimples.	Mind reading	Not necessarily true. No one asks me to dance because they are all too shy. If I go ask them, they may in fact be interested in dancing with me.
2. I am a total jerk.	Labeling	Take it easy. There's no way I can prove it. I'm OK.
3. There's something wrong with me. I'm responsible for these guys not wanting to dance with me.	Personalization	How can I prove that? I'm an attractive person. I have no reason to take personal responsibility for someone not wanting to dance with me.

Using the previous worksheet as an example, fill in the worksheet below with 5 examples of your own.

Your chosen incident:

Automatic Thought	Cognitive Distortion	Rational Responses
1.		
2.		
3.		

Automatic Thought	Cognitive distortion	Rational response

INSTRUCTIONS FOR GROUP RESEARCH PROJECT

General information

- **50 points** out of 200 for the course (**beyond that 50, you can earn 1-10 extra points for oral presentation**)
- It is a **library research** of a topic of your interest. It has to be focused on psychopathology and treatment issues. For specific examples, see syllabus.
- It is a **secondary** research involving the gathering of information from “second-hand”, archival sources found in **professional journals and books**. Exclusive use of the publications on the internet and web pages is NOT acceptable as those sources include lots of information that is not adequately-reviewed and/or scientifically-gathered.
- This research paper should NOT be just a compilation of your lecture notes and textbook information. You are NOT expected to collect first hand data by interviews or surveys.
- **due 11/23/2010** (Tu) at the beginning of class; **2 COPIES OF PRINTED HARD COPY in class only**.
- **oral presentations in class on 11/23**. Each group member may earn different number of points (1-3 point; up to 5 other extra points may be given beyond the regular max 50 for carefully given presentations) although presentation is conducted in groups. Please have a copy for the instructor to read **while** you are presenting. So, make copies for each of you and the instructor.
- **late** papers will have 2 points/calendar day deducted from the course points.

Group formation, & member responsibilities & dismissal

- By now, you should have **grouped with 1 or 2 other students** in this class. I may make exceptions for extraordinary circumstances only if you discuss with me long before the due date of your topic selection & group formations. **All group members share the same grade/points for the written form of the paper. Your optional oral presentation will, however, be graded separately, although the entire group should present in the same class period. If a member of your group opts for not presenting orally or if he/she does not show up at the class when the group is scheduled to present, the rest of the group may still present upon instructors’ approval and time permitting. The absent student, however, losses the chance to present orally.**
- As a group member, you have the **responsibilities** to:
 - participate in all the **work meetings** in- and out of class,
 - **collect the information** that you are responsible for,
 - collaborate & share reasonably **equitable efforts** in resource gathering & writing up the paper in a timely and responsible manner,
 - be familiar with each other’s **work habits**,
 - improve **working relationships** with each other, &
 - maintain constant with each other by attending classes, **communicating** on the phone or otherwise. So, find out from each other ways to contact. It is your responsibilities to **keep each other informed** of meeting time and responsibilities.
 - Be present at the time of oral presentation if the group choose to present
- **Dismissal of group members:** A member’s regular absences, cancellations, no shows at the work meetings or frequent failure or long delays of assigned portions of work, and inability to present/discuss work at these meetings are good reasons to make the instructor aware of the situation and to ask for help from instructor to intervene. On reasonable grounds, the group may expel from the group a member who does not comply with the group. The group is urged to inform the instructor way before that is to

happen. The instructor will attempt to fore-warn the non-compliant student, but **the group is responsible for all its decisions to expel the group member or to resolve any group disputes**. The remaining member(s) should make every effort to involve **all** its members before dismissing a member. However, an expelled member may not always be informed in advance particularly if he/she is not reachable, and may subsequently face the consequence of having to complete his/her own project with no assistance from other students and/or no extension of the due date.

Format

- approx 7-8 **pages of text, double-spaced, font 10, approximately 1" margins** on all 4 sides (title page, abstract & outline page, if any, references, & footnotes do not count)
- Observation of **APA writing style** recommended. Excessive personal narration is discouraged. You may consult the following for APA writing style:
- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Attach a copy of the first page of every article you used. In case of a chapter, copy the bibliographic information at the front of the book.
- Please include the following sections:

Title page

- Summarize the main idea of the paper simply with style, in 10-12 words
- Concise statement of the main topic
- Identify the actual variables or theoretical issues under investigation and the rel between them
- Eg. "Effects of medications on ADHD adults"
- Authors' name

Introduction

- introduce the topic
- develop the background
- state the purpose & rationale
- outline the topics you are going to cover

Content

- what did you find out: what who had done or said what
- split up in different sections sensibly
- use headings **appropriately**

Discussion

- integrate that information briefly
- problems of previous studies
- conclusions
- implications
- future research directions & recommendations

References

- make a list of the references using APA format
- and include first page xeroxed of every source of reference you included

Running head & page numbers

- Abbreviated title (max 50 letters, space included)

Criteria for an "A"
*(derived from WAC-English scoring sessions
on June 4, 2001, October 26, 2002, and March 1, 2003)*

In courses across the curriculum, a student's paper merits a grade of "A" if it satisfies the following criteria:

Content

- Fulfills the assigned task.
- Demonstrates understanding of the subject matter.
- Presents accurate and precise information.
- Relies upon sound reasoning.
- Analyzes or synthesizes ideas (if expected).
- Provides appropriate evidence (documented, if necessary).
- Offers a fresh perspective or creative thinking.
- Acknowledges other views (when appropriate).

Arrangement

- Presents ideas in a unified and orderly sequence.
- Follows an appropriate format.
- Enables readers to distinguish important and related information.
- Incorporates appropriate graphics (if required).
- Looks professional or inviting.

Style

- Conforms to the rules of Standard Written English (i.e., grammar, spelling, and mechanics).
- Expresses ideas succinctly.
- Facilitates reading.
- Manipulates language with art or skill.
- Maintains an appropriate tone.
- Displays a facility with the language of the discipline.
- Integrates sources smoothly, according to the conventions of the discipline.

Overall

- Accommodates or reveals an awareness of the target audience(s).