

THE UNIVERSITY OF TEXAS AT AUSTIN	
EDP 382F: Dysfunction in Human Behavior and Social Organization (Unique #74430)	
Spring 2017	
TWTH 1:00-4:30	
July 11, 2017 to August 2, 2017	Room: SZB 330

Professor:	Leslie Ann Moore, Ph.D.	Telephone:	512-471-0357
Office:	SZB 262J		512-934-3834*
Office Hours:	Tuesday 12-1	email:	lamoore@austin.utexas.edu *
	Or by Appointment		*Preferred

CANVAS: canvas.utexas.edu

Services for Students with Disabilities

The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (Video Phone) as soon as possible to request an official letter outlining authorized accommodations

Course Description and Objectives.

While counseling is a field that specializes in wellness, counselors and other mental health professionals need to be understand and recognize abnormal behavior. Multiple theories abound on the etiology, promulgation and maintenance of abnormal behavior. Counselors need to understand the construct of abnormal behavior is a social construction and thus may be defined differently by cultures, families and society. We will examine the theories of abnormal psychology, current research through the lens of a socio-cultural model. We will also examine social and group dynamics that can elicit abnormal behavior from "normal" people. Our objectives include:

- Identify history of definitions of "abnormal psychopathology
- Prepare students for a study of psychopathology as outlined in DSM-5
- Explore the role of cultural context in identifying abnormal behavior (including nationality, culture, race and ethnicity, gender, sexual orientation, etc.)
- Understand research and diagnostic approaches in understanding abnormal behavior
- Understand treatment approaches, both historical and current and the underlying beliefs of those treatment approaches.

Required Readings

Miller, R. B. (2015). *Not so abnormal psychology: A pragmatic view of mental illness*. Washington, DC: American Psychological Association.

Selected chapters or articles as posted on CANVAS or available through UT Libraries

Course Requirements

1. **Class participation (Total = 10 points):** Given the seminar format used in this class, everyone needs to be punctual and attend consistently. Class participation will include discussion of readings, asking relevant

questions and participating in role-plays and activities. Being late excessively or outside use of technology will result in loss of these points.

2. **Course Readings (Before Each Class):** The class schedule provides an outline of when readings will be covered in class. Please read the assigned materials before the scheduled class day.
3. **Online quizzes:** The students will complete two online quizzes, on one theories of abnormality and the second on categories of abnormal behavior. The quizzes will be worth 15 points and will be completed online, in an open book format consisting of multiple choice, short answer and case analyses.
4. **“Three Things” Discussion Posts** - You will be assigned dates for making a “Three Things” posting. The “Three Things” format will include three questions, comments, ideas, surprises, etc. that come to mind as you read the assigned chapter(s) or article(s). Do not summarize the readings, but instead indicate your thoughts regarding the readings. In addition to questions, comments, or surprises, your “Three Things” may include a current event which seems linked to the reading. When using a current event, please focus on the specific behavior rather than opinions. Have your “Three Things” comments accessible in class by either printing out the post or having electronic access to the “Three Things” post during class. You will be responsible for posting for readings as assigned in the chart below; however, if something strikes you on a reading for which you are not assigned, you are invited to make a post even if it is a day for which you are not assigned.

Tuesday	Wednesday	Thursday
	July 12 Group A Claire Babbs Kama Bruce Liliana Doñes Madeleine Hanlon Sijoon Jang Kim Libby Tristyn Millikin Komal Sawani Lindsey Wilhelm	July 13 Group B Katie Bazzoni Alex Buford Charles Gee Bradie Harbison Jiho Kim Alexis Madormo Jamie O’Gara Eden Stone Jihun Woo
July 18 Group C Laura Briceño Liana Cox Hillary Hogle Carrie Laski Samantha Meyer RJ Ponceja Amanda Vanwormer Alyssa Wyratt	July 19 Group A Claire Babbs Kama Bruce Liliana Doñes Madeleine Hanlon Sijoon Jang Kim Libby Tristyn Millikin Komal Sawani Lindsey Wilhelm	July 20 Group B Katie Bazzoni Alex Buford Charles Gee Bradie Harbison Jiho Kim Alexis Madormo Jamie O’Gara Eden Stone Jihun Woo
July 25 Group C Laura Briceño Liana Cox Hillary Hogle Carrie Laski Samantha Meyer RJ Ponceja Amanda Vanwormer Alyssa Wyratt	July 26 Group A Claire Babbs Kama Bruce Liliana Doñes Madeleine Hanlon Sijoon Jang Kim Libby Tristyn Millikin Komal Sawani Lindsey Wilhelm	July 27 Group B Katie Bazzoni Alex Buford Charles Gee Bradie Harbison Jiho Kim Alexis Madormo Jamie O’Gara Eden Stone Jihun Woo
August 1 Group C Laura Briceño Liana Cox Hillary Hogle Carrie Laski Samantha Meyer RJ Ponceja Amanda Vanwormer Alyssa Wyratt	August 2 – No Assigned Posting	

5. **Independent Research: (Total = 20 points):** Students will research a selected “dysfunctional” behavioral pattern (a diagnostic category, a social phenomenon) for independent research. They will consider the etiology of this set of behavioral patterns and identify interventions for this behavioral patterns. Examples of dynamics include, but are not limited to, DSM-5 diagnostic categories or dysfunctional social dynamics (bullying, social conformity, etc.). After researching this dynamic, the students will write a 5-7-page paper using a minimum of 3 academic sources to support their arguments. The paper will be completed using APA format.
6. **Diagnostic Group Project (Total = 15 points).** The students will work in groups of 4 to 5 students to explore a diagnostic category from DSM 5. The will then do a presentation on this category that examines the following:
- Diagnostic criteria according to DSM-5
 - Etiology from a minimum of two theoretical categories
 - Societal factors that contribute to the dysfunctional behavior
 - A minimum of one evidence-based treatment approach for this behavior.
- The presentation will be evaluated according to a) the degree to which the presentation covers the criterial listed above, b) the degree to which all members participate as evidenced in the presentation, c) by group member’s evaluation of participation, and d) the evaluation of the class members.

6. Expert Readers: Students will volunteer to read a supplemental reading in depth and informally share information with the class and guide discussion. Credit/No Credit

Evaluation		
Class participation, attendance punctuality	10	98 to 105 Points = A
On line quizzes (2 at 15 points)	30	94 to 97 Points = A-
“Three Things” Discussion Posts (3 @ 5)	15	91 to 93Points = B+
Independent Research	30	88 to 90 Points = B
Group Project	<u>20</u>	84 to 87 Points = B-
Total	105	81 to 83 Points = C+
Expert Readers	Cr/NC	
		77 to 80 Points = C
		73 to 76 Points = C-

Note: Unexcused late assignments receive a letter grade deduction per day late.

Course Policies

1. **Attendance Policy:** If for some reason you are absolutely unable to attend class, please send me an email before class if possible. One absence from class without an approved excuse will result in a five-point deduction from your class grade, and a second absence will result in another five-point deduction. An excused absence includes illness, family emergencies, or other unavoidable situations such as your car breaking down on the way to class. These should be cleared with me in advance or as soon as is possible.

An **excused** absence will **not** result in a five-point deduction if you e-mail me a quality 2-3 page thought paper on the readings you missed that day within 72 hours of the class you missed (unless you make other arrangements with me in advance). The thought paper should include your reactions to the class readings for the day you missed and will be graded on a five-point scale (0 – unsatisfactory, 5 = excellent). Please consult me if you have questions about this assignment. Students who are consistently late will also have points deducted from the class participation grade. Students, who miss three or more classes, even if they are

excused, cannot receive a grade higher than C for this course, except in extraordinary circumstances cleared with me such as serious illness or family emergencies.

2. **Professional conduct:** Students are expected to behave in a professionally responsible manner when engaged in graduate studies in a professional field. Please refer to your professional training program handbook for details on student professional responsibilities.
3. **Student rights and responsibilities:** Students are expected to be responsible for class materials, including classes they have missed due to an excused absence. Students may network with another student to obtain the information if they are absent. After reviewing the information in the text and with a colleague, if students still have questions, they may consult with the TA or instructor. Students are also responsible for following the instructions provided for completing assignments. Assignments will be graded according to adherence to the instructions presented. All written assignments should utilize proper spelling, grammar, and organization. Students are encouraged to visit the University Writing Center for assistance with written material.
4. Students have the right to have a **growth mindset** (be a learner, make mistakes, with “not knowing” being valued without the pressure to already be an expert).
5. **Academic integrity:** All written work submitted for this course is required to be your own work, not relying on unauthorized assistance. Use of the University Writing Center is considered authorized assistance. For questions on assignments, please consult your instructor and not your classmates. Please provide citations for all material that is not directly from the class lectures and all direct quotations from the textbook, using APA format. According to UT’s academic integrity policy on the website listed below:

*“Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information please visit the Student Judicial Services Web site:
<http://deanofstudents.utexas.edu/sjs>*
6. **Difficulties with the course:** If students are having problems with the course, they are expected to assume the responsibility for notifying the instructor when difficulties arise. (Don’t wait until the end of the semester!) The course is a team effort between instructor and students: feedback is welcome.
7. **Unanticipated distress.** Discussions of issues related to behavior, experiences and culture may unexpectedly result in distressing reactions to discussions, readings, and content in the course. While not anticipated, I would encourage you to contact the professor if you find yourself experiencing distress related to class topics and discussions. You may be able to get support in addressing these issues within the context of the class. Please communicate the type of support that will be helpful. You may also be able to get support from the UT Counseling and Mental Health Center (512-471-3515 or www.utexas.edu/student/cmhc/). You may also contact a service provider of your choice.
8. **Respecting diversity:** Students are expected to respect the opinions, beliefs and feelings of other students and guest speakers, even though they may differ from their own.
9. **Religious holidays:** University policy is to respect religious holidays. Please advise the instructor and TA of any upcoming holidays and the specific dates of a missed class to make arrangements for assignments and ensuring coverage of class materials.
10. **Use of electronics:** Being fully engaged in the learning experience will maximize your mastery of the content of the course, which includes foundational knowledge and skills. Please use your electronics in a way to support your learning. Please put your cell phone away during class. Please use computers only for taking notes or for

class activities. Use of electronic materials during class time for activities beyond the scope of the class (including, but not limited to email, texting, Twitter, YouTube, Facebook, un-authorized web searching etc.) is subject to consequences. Consequences may include a personal warning or loss of privilege for using a computer during class. The instructor reserves the right to amend this policy.

11. **Emergency evacuation policy:** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation. Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building. If you require assistance to evacuate, inform the professor in writing during the first week of class. In the event of an evacuation, follow the professor's instructions. Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department or the Fire Prevention Services office.
12. **Behavior concerns advice line (BCAL).** If students are worried about themselves or someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about how to access resources or concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.
13. **Course evaluations:** This instructor will participate in the course evaluation provided by the university.

Class Schedule
(Subject to Revision)

Date	Topic	Content and Assigned Readings	In-Class Activity	Assignments Due
July 11	What is abnormal?	Text: Miller, Chapter 1 See Reading List for Supplemental Readings		
July 12	Context and Culture	Miller, Chapter 2 See Reading List for Supplemental Readings		
July 13	Theories: Biomedical Models	Theories Overview Miller, Chapter 3 See Reading List for Supplemental Readings		
July 18	Theories: Psychoanalytic Attachment Neuroscience	Miller, Chapter 3 See Reading List for Supplemental Readings		
July 19	Theories: Humanistic Cognitive	Miller, Chapter 3 (p. 61-68) See Reading List for Supplemental Readings		
July 20	Theories: Trauma	Text: Miller, Chapter 4 See Reading List for Supplemental Readings		Quiz 1 Posted
July 25	Anxiety and Related Conditions	Chapter 5 See Reading List for Supplemental Readings		Quiz 1 Due Group Presentations 1 & 2
July 26	Depression and Related Conditions	Chapter 6 See Reading List for Supplemental Readings		Group Presentations 3 & 4
July 27	Personality, Schizophrenia and Related Conditions	Chapters 7 & 8 See Reading List for Supplemental Readings		Presentations 5 & 6
August 1	Theories: Social Dynamics	Excerpt "The Crowd"		Quiz 2 Posted
August 2	Theories: Social Dynamics-Continued	See Reading List		Quiz 2 Due
August 5		No Class		Independent Research Paper Due

Supplemental Readings
Available through CANVAS, online or the University of Texas Libraries

July 12, 2017 - Context and Culture

Ayan, S. J. & Calliess, I. T. (2005). Abnormal as norm: Actions deemed odd, psychotic or even barbaric by one culture may be perfectly acceptable to another. *Scientific American*.

<https://www.scientificamerican.com/article/abnormal-as-norm/>

Rosenhan, D. L. (1973). On being sane in insane places. *Science*, 179, p. 250-257.

July 13, 2017: Theories: Overview and Biomedical Models

Text, Miller, 61-68

New to Field Learners

Kring, A. M., Johnson, S. L., Davison, G. C., & Neale, J. M. (2010). Current paradigms in psychopathology in *Abnormal Psychology* (11th ed.). John Wiley & Sons. (Available by chapter download through the University of Texas Libraries. Download or print pages 113-148 in Chapter 2).

Deep Readers

~~Mann, F. D., Briley, D. A., Tucker-Drob, E. M. & Harden, K. P. (2015). A behavioral genetic analysis of callous-unemotional traits and Big Five Personality in adolescence. *Journal of Abnormal Psychology*, 124(4), 982-993.~~

~~Ladouceur, C. D., Farchione, T., Diwadkar, V., Pruitt, P., Radwan, J., Axelson, D. A., Birmaher, b. & Phillips, M. L. (2011). Differential patterns of abnormal activity and connectivity in the amygdala-prefrontal circuitry in bipolar-I and bipolar-NOS youth. *Journal of American Academy of Child & Adolescent Psychiatry*, 50 (12), 1275-1289.~~

July 18, 2017: Theories: Psychoanalytic, Attachment, Neuroscience

Text, Miller, Pages 68-74

Graham, L. (2008). The neuroscience of attachment.

<http://lindagraham-mft.net/resources/published-articles/the-neuroscience-of-attachment/>

Fonagy, P. & Target, M. (2000). The place of psychodynamic theory in developmental psychopathology. *Development and Psychopathology*, 12, 407-425. ON CANVAS)

July 19, 2017: Theories: Humanistic/Cognitive/Family

Text: Miller, Pages 81-93

Brock, R. L. & Kochanska, G. (2015). Decline in the quality of family relationships predicts escalation in children's internalizing symptoms from middle to late childhood. *Journal of Abnormal Child Psychology*, 43, 1295-1308. Available through UT Libraries.

Davies, P. T. & Cicchetti, D. (2004). Toward an integration of family systems and developmental psychopathology approaches. *Development and Psychopathology*, 16, 477-481. ON CANVAS or UT Libraries.

Nigg, J. T. (2017). Annual Research Review: On the relations among self-regulation, self-control, executive functioning, effortful control, cognitive control, impulsivity, risk-taking, and inhibition for developmental psychopathology. *Journal of Child Psychology and Psychiatry*, 53(4), 361-383.

Parpottas, P. (2012). A critique on the use of standard psychopathological classifications in understanding human distress: The example of 'schizoid personality disorder.' *Counselling Psychology Review*, 27(1), 44-52. Available through UT Libraries.

July 20, 2017: Theories: Trauma &

Text, Miller, Chapter 4

Masten, A. S., Best, K. M. & Garmezy, N. (1990). Resilience and development: Contributions from the study of children who overcome adversity. *Development and Psychopathology*, 2, 425-444. On CANVAS).

July 25, 2017: Anxiety and Related Forms of Suffering

Text, Miller, Chapter 5

Supplemental Readings – TBD

July 26, 2017: Depression, Suicide and Anorexia

Text, Miller, Chapter 6

Revisit – Ladoceur, et al. (2011).

July 27, 2017: Part 1: Personality Patterns that Engender Suffering & Part 2: Schizophrenia: Psychiatry's Poster Child

Text, Miller, Chapter 7 & 8

Sadeh, N. & Verona, E. (2008). Psychopathic personality traits associated with abnormal selective attention and impaired cognitive control. *Neuropsychology*, 22(5), 669-680. Available from UT Libraries.

August 1 & 2, 2017: Dysfunction in Social Organizations

Video: The Prison Guard Experiments <https://www.youtube.com/watch?v=760lwYmpXbc>

Asch, S. E. (1955). Opinions and social pressure. *Scientific American*, 193, 31-35.

Darley, J. M., & Latane, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. *Journal of Personality and Social Psychology*, 8, 377-383.

Milgram, S. (1963). Behavioral study of obedience. *Journal of Abnormal and Social Psychology*, 67, 371-378.

Sherif, M. (1956). Experiments in group conflict. *Scientific American*, 195, 54-58.