

Abnormal Psychology

PSY-312-A

<i>Instructor Information</i>	<i>Course Information</i>
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What is abnormality? This course will focus on the research, application, biases, and assumptions related to the umbrella term “abnormal psychology.” The course will lay the groundwork for exploring how human phenomenon, psychological processes, and cultural lenses shape the way we see our own and others’ mental health.

Readings

Please purchase a copy of the required texts:

- Comer, R.J. (2015). Abnormal psychology - 9th edition. Worth Publishers, Inc. (ISBN-10: 146417170X)
- Gorenstein, E.E. & Comer, R.J. (2014). Case studies in abnormal psychology - 2nd edition. Worth Publishers, Inc. (ISBN-10: 0716772736).

A copy of the Comer text will be on reserve for in-library use. The majority of the other readings are accessible via Moodle or through Agnes Scott’s library databases.

Communication and Questions

If you have a question about the course, first reference this syllabus. If after reviewing the syllabus you still have questions or would like to talk further, feel free to come by my office hours. I ask that you err towards reaching out earlier than later in the semester if any concerns arise. If you are unavailable during my set office hours, e-mail me to find another time. I strive to respond to e-mail messages within 48 hours.

Course-Related Discussion Group Text

Members of the class will establish a course-related discussion group text to facilitate communications about the course among students. Be respectful of your fellow students when you use this resource and refrain from discussing topics unrelated to the class.

Accessibility and Accommodations

We will seek to build an inclusive classroom environment together. I will work with Agnes Scott’s Office of Student Disability Services (OSDS) to accommodate students’ learning needs provide accommodations to students registered with OSDS.

Kelly Deasy - Office of Academic Advising (kdeasy@agnesscott.edu; p. 404.471.6174)

To find more information about establishing accommodations, visit:
<http://www.agnesscott.edu/academicadvising/disability-services.html>.

Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories. For the safety of the entire community, any incidence of or information about sexual misconduct must be reported immediately. If you or someone you know has been harassed or assaulted, you can find the appropriate resources through Agnes' Title IX Coordinators: Karen Gilbert (kgilbert@agnesscott.edu, 404.471.6435) and/or Kristian Contreras (kcontreras@agnesscott.edu, 404.471.6394).

Course Purpose and Learning Objectives

In this course, you will: 1) learn to describe and discriminate between categories of behavior categorized as “abnormal” and included in the DSM-5, 2) take a contextual, multi-dimensional approach to understanding and conceptualizing “abnormality,” 3) utilize research to better understand etiology, symptoms, and treatments for various diagnoses, 4) identify a range of clinical and applied treatment approaches, and 5) reflect on your current beliefs and biases about mental health.

Psychology Departmental Learning Objectives

The course and its assignments align with the Psychology departmental learning objectives and American Psychological Association Learning Goal 3. Students will respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and mental processes—Learning Goal 3 of the American Psychological Association Guidelines for the Undergraduate Psychology Major (2006). More specifically, *every student will*:

- have a final paper or comprehensive final exam
- write a paper during the semester (in addition to the final paper, if assigned)
- write a total of at least 12 pages for all papers assigned in the course, which includes the final paper, if assigned
 - ◆ One of the papers assigned (the one during the semester or during finals) will be a research paper or proposal using APA style and research sources
- be given questions on exams about research design and methods
- participate in an oral presentation for at least 10 minutes
- have additional reading materials besides the main book(s) assigned for the course

Credits and Workload

To meet the requirements of this four credit course, you will spend: 1) three hours in the classroom each week and 2) at least three additional hours per week on readings and other course assignments.

Submitting Assignments

For each assignment, please review the submission guidelines closely--be sure to label and format your document as described on the assignment description and/or rubric. If you submit materials incorrectly (e.g., slipping under my office door), they will not be accepted or graded. Assignments will be docked a letter grade for each day submitted after the deadline (including weekends) except with written medical or emergency excuse.

Tardiness, Attendance, and Make-Up Policy

You may miss two classes without penalty. If you arrive more than 5 minutes late to class, that will count as an absence. Each absence over two will impact your final participation and attendance grades. If an extraordinary situation (e.g., hospitalization, death of a family member) arises that requires your absence or prevents the submission of an assignment - you *must* communicate with me, by e-mail, as soon as possible to develop a plan.

Possible Community Activity Extra Credit Events

Current Issues in Diversity: Research in Psychology Speaker Series - Teasley (G-09 Bullock Science Center)

Allana Zuckerman - January 25

Jason Shepard - February 1

Terrence Jordan - February 16

Assignments and Grade Breakdown

Reference Moodle for detailed descriptions of and rubrics for each assignment. Brief assignment descriptions are included on the next page. You can track your grade below.

Grading Scale

A: 93 – 100

A-: 90 – 92

B+: 87 – 89

B: 83 – 86

B-: 80 – 82

C+: 77 – 79

C: 73 – 76

C-: 70 – 72

D+: 67 – 69

D: 63 – 66

D-: 60 – 62

F: ≤ 59

#	Assignment	Due Date	Poss. Pts.	Actual Pts.	Submission Details
	<i>Total</i>		1000		
1	Quiz 1 (History, Conceptualization, Assessment, Diagnosis, and Trtmt.)	R, 1/19	100		On Moodle.
2	Review of Draft (Part 1) - Research Paper	R, 1/26	25		Submit draft to peer reviewer by T, 1/24. Upload a copy of the draft you reviewed to Moodle.
3	Review of Draft (Part 2) - Research Paper	T, 2/14	25		Submit draft to peer reviewer by R, 2/2. Upload a copy of the draft you reviewed to Moodle.
4	Quiz 2 (Anxiety, Trauma/Stress, Depression/Bi-Polar, and Suicide)	T, 2/14	100		Complete in Class.
5	Quiz 3 (Eating Disorders, Substance Use, Sex + Gender, Schizophrenia)	T, 3/21	100		Take Home. Pledge, submit in class.
6	Review of Draft (Part 3) - Research Paper	T, 4/4	25		Submit draft to peer reviewer by R, 3/30. Upload a copy of the draft you reviewed to Moodle..
7	Quiz 4 (Personality Disorders, Childhood Disorders, Aging and Cognition)	R, 4/6	100		Complete in Class.
8	Final Research Paper	T, 4/11	200		Upload a copy to moodle. Print, attach rubric, pledge, and bring to class.
9	Mental Health Diagnoses Presentations	3/2, 3/21, 3/23	125		Upload presentation to Moodle. Print rubric and bring to class.
10	Mini Quizzes (10)	--	100		Complete in Class.
11	Attendance	--	50		--
12	Participation	--	50		--
--	Community Activity Extra Credit	T, 4/11	(15		Submit a one paragraph write-up by

(5 pts)		max)		e-mail to Dr. Peifer by 5pm. Up to 3.
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Weekly Course Schedule¹

A list of each week's readings and materials are included at the end of this document. I will post other required (or suggested) materials to Google Drive.

Note: Readings and assignments are due by the course session indicated below – not to be completed after the session listed.

No.	Date	Topic	Assignments Due	Other Information
1	T, 1/10	Introduction	<i>Readings:</i> None. <i>Assignment(s):</i> None. <i>In Class:</i> None.	None.
2	R, 1/12	History of Abnormal Psychology + Conceptualizing "Abnormality"	<i>Readings:</i> Chapter 1, 3 (Comer) <i>Assignment(s):</i> Initial Survey <i>In Class:</i> Sign up for presentations; Mini Quiz 1	Mon, 1/16: MLK Holiday - No Classes
3	T, 1/17	Assessment, Diagnosis, and Treatment	<i>Readings:</i> Chapter 4 <i>Assignment(s):</i> None. <i>In Class:</i> Distribute Quiz 1 (Take Home)	None.
4	R, 1/19	Anxiety Disorders	<i>Readings:</i> Chapter 5 <i>Assignments:</i> Quiz 1 <i>In Class:</i> Mini Quiz 2	1/20: Last Day to Add Spring class or change to Audit
5	T, 1/24	Anxiety: Case Study and Treatment	<i>Readings:</i> 1) Subnormality #223 and 2) Hoffman & Smits (2008) <i>Assignments:</i> Draft (Part 1) - Research Paper (to reviewer) <i>In Class:</i> None.	None.
6	R, 1/26	Disorders of Trauma and Stress	<i>Readings:</i> 1) Chapter 6 and 2) Etkin & Wager (2007) <i>Assignments:</i> Review of Draft (Part 1) <i>In Class:</i> None.	1/30: Last day to drop w/o a W

¹ I will do my best to keep the electronic version of our syllabus up-to-date and follow it in our class sessions, but may make changes.

7	T, 1/31	Trauma and Stress: Case Study and Treatment	<i>Readings:</i> Case 4 <i>Assignments:</i> None. <i>In Class:</i> Mini Quiz 3	None.
8	R, 2/2	<i>Study Hall + Personal Review Day (Dr. Peifer at BoT Retreat)</i>	<i>Readings:</i> Chapter 7, Chapter 8, Case 5 <i>Assignments:</i> Draft (Part 2) - Research Paper (to reviewer) <i>In Class:</i> None.	None.
9	T, 2/7	Depressive and Bipolar Disorders: Overview, Case Study, and Treatment	<i>Readings:</i> 1) Chapter 9 and 2) Russell (1985) <i>Assignments:</i> None. <i>In Class:</i> None.	None.
Thursday, 2/9: No Class: WISE Conference				
10	T, 2/14	Suicide: Overview, Case Study and Treatment	<i>Readings:</i> None. <i>Assignments:</i> Review of Draft (Part 2) <i>In Class:</i> Quiz 2.	None.
11	R, 2/16	Eating Disorders: Overview, Case Study and Treatment	<i>Readings:</i> 1) Chapter 11, 2) Cash & Deagle (1997), and 3) Case 9 <i>Assignments:</i> None. <i>In Class:</i> Mini Quiz 4	None.
12	T, 2/21	Substance Use and Addictive Disorders: Overview, Case Study and Treatment	<i>Readings:</i> 1) Chapter 12; 2) Kotov, Gamez, Schmidt, & Watson (2010), and 3) Case 10 <i>Assignments:</i> None. <i>In Class:</i> Mini Quiz 5	None.
13	R, 2/23	Disorders of Sex and Gender: Overview, Case Study, and Treatment	<i>Readings:</i> Chapter 13 and Case 12 <i>Assignments:</i> None. <i>In Class:</i> Mini Quiz 6	None.
14	T, 2/28	Schizophrenia: Overview, Case Study, and Treatment	<i>Readings:</i> 1) Chapter 14 and 2) Case 13	None.

			<i>Assignments:</i> None. <i>In Class:</i> Quiz 3 Distributed (Take Home)	
15	R, 3/2	Presentation Day A	<i>Readings:</i> None. <i>Assignments:</i> None. <i>In Class:</i> None.	Fri., 2/24: Founders' Day Convocation 2/19-21: Soph. Family Weekend
Saturday, 3/4 - Saturday, 3/11: No Class - Peak Week				
Saturday, 3/11 - Friday, 3/17: No Class - Spring Break				
16	T, 3/21	Presentation Day B	<i>Readings:</i> None. <i>Assignments:</i> Quiz 3 <i>In Class:</i> None.	None.
17	R, 3/23	Presentation Day C	<i>Readings:</i> None. <i>Assignments:</i> None. <i>In Class:</i> None.	None.
18	T, 3/28	Personality Disorders: Overview, Case Study, and Treatment	<i>Readings:</i> Chapter 16 and Case 15 <i>Assignments:</i> Mid Survey <i>In Class:</i> Mini Quiz 7	None.
19	R, 3/30	Disorders Common among Children and Adolescents: Overview, Case Study, and Treatment	<i>Readings:</i> Chapter 17 and Case 17 <i>Assignments:</i> Draft (Part 3) - Research Paper (to reviewer) <i>In Class:</i> Mini Quiz 8	2/27-29: Scholars' Weekend
20	T, 4/4	Disorders of Aging and Cognition	<i>Readings:</i> Chapter 18 <i>Assignments:</i> Review of Draft (Part 3) - Research Paper. <i>In Class:</i> None.	None.
21	R, 4/6	Research in Abnormal Psych - Design an Experiment	<i>Readings:</i> Chapter 2 <i>Assignments:</i> None. <i>In Class:</i> Quiz 4	None.

22	T, 4/11	Culture and Abnormal Psychology - Design a Research Project	<i>Readings:</i> Canino & Alegria (2008) <i>Assignments:</i> Final Research Paper <i>In Class:</i> Mini Quiz 9	None.
23	R, 4/13	Diagnosing and Theoretical Orientation	<i>Readings:</i> Demystifying Therapy <i>Assignments:</i> None. <i>In Class:</i> Theoretical Orientation Scale	None.
24	T, 4/18	Abnormal in the Media	<i>Readings:</i> None. <i>Assignments:</i> None. <i>In Class:</i> Mini Quiz 10	None.
25	R, 4/20	Applied Abnormal: Clinical and Counseling Psychology <i>Guest Lecture - Laura Ladefian, Kristen Criadao</i>	<i>Readings:</i> Norcross (2000) <i>Assignments:</i> 3 Clinical/Counseling Psych Questions <i>In Class:</i> None.	Thurs., 3/30: Last day to drop with a W
26	T, 4/25	Applied Abnormal: School Psychology <i>Guest Lecture - Kirnel Daniel</i>	<i>Readings:</i> 1) Blackburn (1996) <i>Assignments:</i> 3 School Psych Questions <i>In Class:</i> None.	4/3-13: Fall course registration on AscAgnes
R, 4/27 - No Class - SPARC				
27	T. 5/2	Wrap-Up and Reflections Revisit Goals	<i>Readings:</i> None. <i>Assignments:</i> Final Survey <i>In Class:</i> None.	Weds., 5/3: Last Day of Classes
Reading Day: Th., 5/4 Exams: Fr., 5/5 – Weds., 5/10 Baccalaureate, Fr., 5/12 Commencement: Sa., 5/13 Final Grades Posted to AscAgnes: after 4.30pm on Weds., 5/17				

Course Expectations and Policies

At the beginning of our course, you will digitally sign a copy of the commitment below -- keep one for your reference. These expectations on policies form the foundation of a bidirectional relationship that we both agree to from the beginning of our work together.

	<i>Your Commitment</i>	<i>My Commitment</i>
<i>Honesty and Integrity</i>	Abide by Agnes Scott policies and uphold standards of honor and integrity in all course-related activities.	Model morality and ethical behaviors. Provide clear expectations about policies related to academic integrity.
<i>Responsible E-Mail Use</i>	Check your e-mail on a regular basis (minimum: ~ every 3 days). Communicate electronically in a respectful, thoughtful, and professional way that includes: 1) a salutation with a correct title and name (e.g., "Dear Dr. Peifer,"), 2) a coherent body with correct spelling and grammar, and 3) a closing and signature.	Strive to respond in 48 hours to e-mail messages. Communicate electronically in a respectful, thoughtful, and professional way that includes: 1) a salutation with a correct name, 2) a coherent body with correct spelling and grammar, and 3) a closing and signature.
<i>Proactivity and Communication</i>	Reach out early and often if you have a concern, will not attend class, or will be tardy. Be proactive in addressing issues early in the semester, come to office hours, and share your feedback, needs, or thoughts throughout the semester.	Be available and accessible during class, office hours, and by e-mail. Be responsive, non-reactive, and non-judgmental when you share information. Keep privacy and provide accommodations when needed.
<i>Respect and Openness</i>	Treat peers in class with respect. Work towards inclusive communication, thought, and behavior to create a safe environment for all students. Demonstrate respect for the employees who maintain the space - feel free to eat in class, but ensure that you collect trash and clean up after yourself.	Approach students respectfully. Be self-reflective and humble. Identify when classroom becomes unsafe and respond in a warm, patient way.
<i>Punctuality and Attendance</i>	Attend all classes and be prepared to begin class and discuss assignments on time. Inform me of conflicts or extraordinary situations as early as possible. Abide by attendance, tardiness, assignment submission, and make-up policies listed in the syllabus.	Be ready to begin on time. Accurately log attendance and tardiness. Provide clear expectations on attendance/tardiness policies. Communicate with students with extraordinary circumstances to develop alternative plans.
<i>Presence and Participation</i>	Find ways to participate in class that align with your preferences, personality, and communication	Balance lecture and information-giving with opportunities for dialogue, small

	style. Do not sleep in class. If you are less vocal and/or outgoing in classroom settings, explore other ways to engage (e.g., e-mailing questions about the reading before class, being active in small groups, coming to office hours).	group work, and discussion. Choose thought-provoking and relevant articles and materials. Maintain a safe, non-judgmental, and respectful classroom space. Come to class as well-rested and present as possible.
<i>Thoughtful Technology Use</i>	Put cell phones away, out of sight, during class. Use laptops and tablets for note-taking and course-related work -- not for personal matters. Utilize appropriate, professional, and peer-reviewed sources and properly cite them.	Integrate educational technology into the course and take advantage of different forms of media (e.g., videos, online forums). Allow students to use laptops and other devices as learning tools and set reasonable limits on their use where they may inhibit learning.
<i>Attentiveness to Detail</i>	Review syllabus, assignments, and course-related materials carefully. Submit materials and comport yourself in a way that aligns with the articulated expectations.	Provide and share clearly written guidelines and expectations. Keep students accountable to syllabus, assignment descriptions and rubrics. Be well-organized.

Course Evaluations and Feedback

Your feedback is vital to me as your professor, future students, and the College as a whole. I ask that all students complete evaluations and course surveys. I truly appreciate your time and effort and I will review all feedback provided with care and attention.

Student Resources

I encourage you to take advantage of the various resources available to support your development and success:

- Academic Advising: <http://www.agnesscott.edu/academicadvising>
- The Writing Center: http://writing_center.agnesscott.edu
- The Speaking Center: http://speaking_center.agnesscott.edu
- Counseling and Psychological Services: <http://www.agnesscott.edu/wellnesscenter/caps/index.html>
- McCain Library: <http://library.agnesscott.edu>
- Educational Technology Center: <http://www.agnesscott.edu/its/educational-technology>
- Wellness Center: <http://legacy.agnesscott.edu/studentlife/wellnesscenter>
- Academic Catalog: <http://www.agnesscott.edu/academics/academic-catalog/index.html>
- Academic Calendar: <http://www.agnesscott.edu/registrar/academic-calendar.html>
- Registrar: <http://www.agnesscott.edu/registrar/>
- Student Handbook: <http://www.agnesscott.edu/facultyservices/files/documents/student-handbook.pdf>

Statement on Academic Honesty

The Agnes Scott College honor code embodies an ideal of character, conduct, and citizenship, and is an important part of the College's mission and core identity. This applies especially to academic honesty and

integrity. Passing off someone else's work as your own represents intellectual fraud and theft, and violates the core values of our academic community. To be honorable, you should understand not only what counts as academic dishonesty, but also how to avoid engaging in these practices. You should:

- review each course syllabus for the professor's expectations regarding course work and class attendance.
- attribute all ideas taken from other sources; this shows respect for other scholars. Plagiarism can include portraying another's work or ideas as your own, buying a paper online and turning it in as if it were your own work, or not citing or improperly citing references on a reference page or within the text of a paper.
- not falsify or create data and resources or alter a graded work without the prior consent of your professor. This includes making up a reference for a works cited page or making up statistics or facts for academic work.
- not allow another party to do your work/exam, or submit the same or similar work in more than one course without permission from the course instructors. Cheating also includes taking an exam for another person, looking on another person's exam for answers, using exams from previous classes without permission, or bringing and using unauthorized notes or resources (i.e., electronic, written, or otherwise) during an exam.
- not facilitate cheating, which can happen when you help another student complete a take home exam, give answers to an exam, talk about an exam with a student who has not taken it, or collaborate with others on work that is supposed to be completed independently.
- be truthful about the submission of work, which includes the time of submission and the place of submission (e.g., e-mail, online, in a mailbox, to an office, etc.)

You should understand that penalties result from dishonest conduct, ranging from failure of the assignment to expulsion from the college. You should speak with your professors if you need clarification about any of these policies.

Modified Pledge

Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay, or other work: *I pledge that I have neither given nor received any unauthorized aid on this assignment.*

Readings and Other Assigned Materials

Session 1

No Readings Due.

Session 2

- Chapter 1 - Abnormal Psychology: Past and Present (pp. 1-28)
 - ◆ Comer, R.J. (2015). *Abnormal psychology* - 9th edition. Worth Publishers, Inc. (ISBN-10: 146417170X) (Comer Textbook)
- Chapter 3 - Models of Abnormality (pp. 55-96) - Comer Textbook

Session 3

- Chapter 4 - Clinical Assessment, Diagnosis, and Treatment (pp. 98-128) - Comer Textbook

Session 4

- Chapter 5 - Anxiety, Obsessive-Compulsive, and Related Disorder (pp. 129-176) - Comer Textbook

Session 5

- Rowntree, W. (2015). #223. Subnormality. <http://www.viruscomix.com/page590.html>
- Hofmann, S. G., & Smits, J. A. (2008). Cognitive-behavioral therapy for adult anxiety disorders: a meta-analysis of randomized placebo-controlled trials. *The Journal of Clinical Psychiatry*, 69(4), 621.

Session 6

- Chapter 6 - Disorders of Trauma and Stress (pp. 177-214) - Comer Textbook
- Etkin, A., & Wager, T. D. (2007). Functional neuroimaging of anxiety: a meta-analysis of emotional processing in PTSD, social anxiety disorder, and specific phobia. *American Journal of Psychiatry*, 164(10), 1476-1488.

Session 7

- Case 4 - Post-Traumatic Stress Disorder (pp. 45-59)
 - ◆ Gorenstein, E.E. & Comer, R.J. (2014). *Case studies in abnormal psychology* - 2nd edition. Worth Publishers, Inc. (ISBN-10: 0716772736). (Gorenstein and Comer Textbook)

Session 8

- Chapter 7 - Depressive and Bipolar Disorders (pp. 215-252) - Comer Textbook
- Chapter 8 - Treatments for Depressive and Bipolar Disorders (pp. 253-282) - Comer Textbook
- Case 5 - Major Depressive Disorder (pp. 60-78) - Gorenstein and Comer Textbook

Session 9

- Chapter 9 - Suicide (pp. 283-316) - Comer Textbook.
- Russell, J. (1985). Psychological autopsy of completed suicide in children and adolescents. *American Journal Psychiatry*, 142, 1061-1064.

Session 10

None.

Session 11

- Chapter 11 -Eating Disorders (pp. 349-380) - Comer Textbook.
- Cash, T. F., & Deagle, E. A. (1997). The nature and extent of body-image disturbances in anorexia nervosa and bulimia nervosa: A meta-analysis. *International Journal of Eating Disorders*, 22(2), 107-126.
- Case 9 - Bulimia Nervosa (pp. 130-151) - Gorenstein and Comer Textbook

Session 12

- Chapter 12 -Substance Use and Addictive Disorders (pp. 381-424) - Comer Textbook.
- Kotov, R., Gamez, W., Schmidt, F., & Watson, D. (2010). Linking “big” personality traits to anxiety, depressive, and substance use disorders: a meta-analysis. *Psychological Bulletin*, 136(5), 768.
- Case 10 - Alcohol Use Disorder and Marital Distress (pp. 152-169) - Gorenstein and Comer Textbook

Session 13

- Chapter 13 -Disorders of Sex and Gender (pp. 425-464) - Comer Textbook.
- Case 12 - Gender Dysphoria (pp. 187-201) - Gorenstein and Comer Textbook

Session 14

- Chapter 14 -Schizophrenia (pp. 465-492) - Comer Textbook.
- Case 13 - Schizophrenia - Gorenstein and Comer Textbook

Session 15

None.

Session 16

None.

Session 17

None.

Session 18

- Chapter 16 - Personality Disorders (pp. 519-562) - Comer Textbook.

→ Case 15 - Borderline Personality Disorder (pp. 231-248) - Gorenstein and Comer Textbook

Session 19

- Chapter 17 - Disorders Common among Children and Adolescents (pp. 563-606) - Comer Textbook.
- Case 17 - Autism Spectrum Disorder (pp. 264-280) - Gorenstein and Comer Textbook

Session 20

- Chapter 18 - Disorders of Aging and Cognition (pp. 607-634) - Comer Textbook.

Session 21

- Chapter 2 - Research in Abnormal Psychology (pp. 29-54) - Comer Textbook.

Session 22

- Canino, G., & Alegría, M. (2008). Psychiatric diagnosis – is it universal or relative to culture? *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 49(3), 237–250.
<http://doi.org/10.1111/j.1469-7610.2007.01854.x>

Session 23

- Kolmes, K. (2009). Demystifying therapy: What's a theoretical orientation? <http://goo.gl/jfqzUU>

Session 24

None.

Session 25

- Norcross, J.C. (2000). Clinical versus counseling psychology: What's the diff? <http://goo.gl/7wSJW6>

Session 26

- Blackburn, R. (1996). What is forensic psychology?*. *Legal and Criminological Psychology*, 1(1), 3-16.; <http://www.apa.org/ed/precollege/psn/2013/09/forensic-psychology.aspx>

Session 27

None.

Session 28

None.