

**Psychology, College of Natural and Social Sciences**  
**Abnormal Psychology (PSY 3021-1)**  
**Number of Units: 3**  
Spring 2025

Information	Specifics for the Course
<b>Instructor title and name:</b> Dr. Kristen Bonwell <b>Pronouns:</b> she, her, hers	<b>Meeting days:</b> Monday/Wednesday
<b>Phone:</b>	<b>Meeting times:</b> 1:00 – 2:15 pm
<b>Email:</b> <a href="mailto:kbonwell@pointloma.edu">kbonwell@pointloma.edu</a> (Communication via Canvas Inbox is more efficient.)	<b>Meeting location:</b> LSCC, 207
<b>Office location and hours:</b> Only by appointment	<b>Final Exam: Wednesday, 5/7/24, 1:30-4 pm @ 207</b>



**PLNU Mission** ★

**To Teach ~ To Shape ~ To Send**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**General Education Mission** ★

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

**COURSE DESCRIPTION** ★

This course will provide you with an introduction to the field of abnormal psychology. We will explore abnormality within historical, social, and cultural contexts, as well as the various predominating theoretical

perspectives. Major disorders (as outlined in the Diagnostic and Statistical Manual), etiology, symptoms, and preferred treatment strategy will be examined, using case material to supplement the chapter text. Throughout the course, we will look at major research issues as they relate to both the causal factors of each disorder and the efficacy of current treatments and interventions. Additionally, we will apply the course content to our personal experiences and the environment in which we live.

## PROGRAM AND COURSE LEARNING OUTCOMES ★

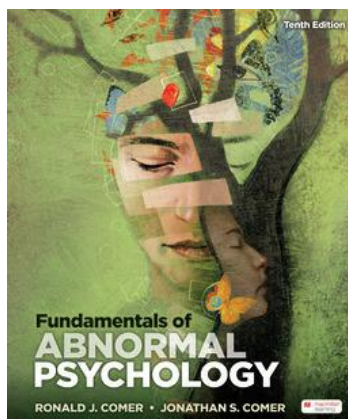
By the end of this course, you will be able to...

1. Assess case studies and accurately identify the **diagnosis** as listed in the Diagnostic and Statistical Manual of Mental Disorders (DSM-V).
2. Evaluate the possible **causes** of mental disorders based on the psychodynamic, behavioral, cognitive, humanistic/existential and biological perspectives, and appraise the best explanation for each disorder.
3. Evaluate the major **treatment** approaches of the psychodynamic, behavioral, cognitive humanistic/existential and biological perspectives, and appraise the best treatment for each disorder.
4. Describe major **ethical and legal issues** in the field of psychology.
5. Differentiate between fad **terminology** (e.g., co-dependency, nervous breakdown) and terminology of the DSM-V.
6. Illustrate understanding of **diverse/cultural variables** and their involvement with mental health disorders.
7. Report one **current issue** in the field of abnormal psychology.

## REQUIRED TEXTBOOK

Comer, R. J. & Comer, R. S. (2022). *Fundamentals of abnormal psychology* (10<sup>th</sup> ed). New York, Worth.

ISBN-13: 978-1-319-24721-8



## Student Instructions:

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials and all digitally delivered materials will be integrated into Canvas. You should have received an email from the bookstore confirming materials provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about **LomaBooks**, please go: [HERE](#)

## **COURSE CREDIT HOUR INFORMATION** ★

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

To meet the credit hour for direct instruction, case studies have been added to the course. At various points throughout the semester, students will be asked to read a case and perform a diagnostic assessment. Students may use the textbook, notes, and other references to help with your assessment. The goal of this activity is to increase students' ability to apply diagnostic criteria. These will be completed individually on canvas. Additional details about how the class meets the credit hour requirement can be provided upon request.

## **THE PURPOSE OF THE CLASSROOM**

As you are aware, college students are expected to learn a large proportion of the content of the course from study of the textbook. Therefore, most students are expected to study a minimum of two hours per class to achieve a "C" in the course. Therefore, the purpose of class time is not to help those who do not have enough time to study by lecturing directly from the textbook. This would only bore those students who have studied the reading assignment for the day. Below are what I view as the purpose of the classroom experience:

1. A relationship exists between the professor and student in the classroom. It is my job to make the information as practical as possible. I can only do this by listening to your questions, practical applications, etc.
2. I will use the lecture method to help make practical seemingly impractical information.
3. We will use the discussion method to help you clarify your viewpoints by getting into depth on an issue.
4. We will use the classroom to hear how others are integrating the concepts of psychology into their lives.

## **ASSESSMENT AND GRADING** ⊕

Grades will be based on the following:

**Course Grade Scale Based on Percentages**

<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

## **COURESE GRADE COMPOSITION & PERCENTAGES**

In-Class Participation Activities, Exercises & Assignments/Abnormal Psychology in the Environment Journal & In-Class Small Group Discussions	20%
Weekly Content Quick Check Quizzes (via Canvas; drop lowest score)	10%
Case Studies (3 via Canvas)	12%
Written & Oral Case Presentation	7%
Assignments (via Canvas)	13%
Exams (via Canvas; drop lowest of 4 exams)	25%
Cumulative Final Exam	10%
Final Assessment	3%

## **FINAL EXAMINATION POLICYⓈ**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## **SAFE SPACE**

Dr. Bonwell strives to make all her classes safe spaces for students to learn and thrive. The hope is that you will see this and feel this as you read the syllabus, get to know Dr. B. and your classmates, and engage in the class content. If ever you do not feel safe, please reach out to Dr. B. for support. You should feel respected, valued, heard and seen. On the other hand, you should reciprocate and make others feel the same. One way you are protected in this course is by the provision of educational privacy laws. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of students. In this class, you are expected to respect these laws as well. Thus, please do not share your classmates' private information outside of our class. For group work or video assignments, if you prefer to protect your privacy by using only your first name and turning off your camera, you may do so. You need to contact Professor Bonwell in advance to discuss and get approval.

Related to being heard, I encourage you to vote! If you are not registered to vote, please register online today: [registertovote.ca.gov](http://registertovote.ca.gov)

## **TRIGGER WARNING**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In General Psychology (PSY 1003), we will cover a variety of topics, some of which you may find triggering. These topics include, human sexuality/sexual abuse, psychological disorders/suicide, and therapy. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are

discussed for the sole purpose of expanding your intellectual engagement in the area of psychology, and I will support you throughout your learning in this course.

## INCOMPLETES AND MISSING AND LATE ASSIGNMENTS

All assignments are to be submitted by the Canvas due date/time posted in Canvas or by the beginning of the class session when they are due depending on the assignment.

Incompletes will only be assigned in extremely unusual circumstances.

Professor Bonwell offers you an option to help you when “life happens” and due dates are not met. Please read more about “Oooops! Tickets”.



**Late Work:** Weekly module assignments and other course assignments are considered late if they are not submitted by the deadline set in Canvas. Assignments not submitted by the deadline will receive a zero. You have been granted **four** “Oooops! Tickets” which allow you to submit an assignment late without a late penalty. Anything due during the first half of the course (between weeks 1 and 8 for a 16-week course) must be submitted with an “Oooops! Ticket” by the end of the week at the half-way mark. [I allow an extra week for missing work from week 8 (16-week course).] Anything due during the second half of the course (between weeks 9 and 16 for a 16-week course) must be submitted with an “Oooops! Ticket” by the end of week 16. **Important note:** There are some course requirements that are exempt from “Oooops Tickets”: projects, quizzes, exams, research papers, and partner or group work. Feel free to reach out to Dr. B. with any questions.

Work that is exempt from “Oooops! Tickets”:

Quizzes and exams – **There are no make-up quizzes or exams.** Your lowest exam score will be dropped. Thus, if you miss an exam, your score will be zero and it will be dropped as your lowest score. Subsequent missed exams will earn a zero and will count toward your course grade. Your lowest weekly content quick check score will be dropped as well.

Papers, and partner or group work – If these assignments are not submitted by the due date set in Canvas, they will not be accepted.

## CLASS REQUIREMENTS

1. **Read and Study the Textbook** - To expedite the amount and quality of in-class activity, you will be expected to read and understand the material from the textbook at the beginning of each module, so that students may spend time discussing, analyzing, and synthesizing information. Again, lectures are designed to be a supplement to your reading. When you need extra support in understanding the information, you may schedule a “Coffee Break with Dr. B” to review the material together.

- 2. In-Class Participation Activities, Exercises & Assignments & Group Work/Abnormal Psychology in the Environment Journal & In-Class Small Group Discussions (20% of course grade):** Group work refers to learning experiences in which students work together on the same task. Group work can help build a positive and engaging learning community through peer learning and teaching.

Promoting peer interactions can positively affect learning experiences by preparing students for work beyond the classroom. According to Constructivism, when students work together to solve problems, they construct knowledge together, rather than passively absorbing information. Students learn more effectively working cooperatively in diverse groups as opposed to working exclusively in a heterogeneous class, working in competition with other students, or working alone (Hattie, 2012). In this course, you will need to prepare for group work by reading the assigned chapters prior to class meetings. You must also attend class regularly. To earn high marks in this area, you will need to participate and work as a team. For all group assignments, include all group members' first name and last initial, and indicate how the work was distributed and who was responsible for each part.

#### Reference

Hattie, J. (2012). Visible learning for teachers (1st ed.). Routledge.

Journal writing assignments can benefit students by enhancing reflection, facilitating critical thought, expressing feelings, and writing focused arguments. Additionally, journaling about examples from your personal life experiences is shown to deepen learning, helping you remember it easier and for a longer period. Journal instructions, rubric, and due dates will be noted on the journal entry assignment in the corresponding module.

**You are allowed to make up one missed in-class activity/assignment.**

- 3. Weekly Content Quick Check Quizzes (10% of course grade):** The purpose of the quizzes is to improve your ability to identify diagnostic criteria, theoretical explanations, and treatments for mental disorders. You will be given an online quiz for each chapter of the book which will be comprised of 5 questions pulled from a test bank. You can take the quizzes multiple times, but each time the questions will be pulled randomly from the test bank. Your highest score on a quiz will be kept as your final score.
- 4. Case Studies (12% of course grade):** At various points throughout the semester students will be asked to read a case and perform a diagnostic assessment. You are allowed to use your book, notes, and other references to help you with your assessment. The goal of this activity is to increase your ability to apply diagnostic criteria. These will be completed individually on canvas.
- 5. Written & Oral Case Presentation (7% of course grade):** You (or you and a partner) will create and present cases demonstrating your understanding and application of the course material. Instructions and grading criteria will be presented in class.
- 6. Assignments (13% of course grade):** Throughout the semester, students will complete various assignments either in class or via Canvas. Examples of such assignments include comparing two personality disorders or describing major ethical and legal issues in the field of psychology.
- 7. Exams (25% of course grade):** There will be four non-cumulative tests for the course. Each exam will consist of 50 multiple-choice questions and will cover all assigned reading, lecture material, and other material presented in class (e.g., discussions, videos, and films). The exams are timed, open notes, and

open book. Your highest three test scores (of the four tests) will count towards your final grade (the lowest will automatically be dropped). The four tests will be held during regular class periods. The date and time of the cumulative final examination is noted below. If a student does not attend class and take an exam on the scheduled day, that exam will be dropped. If this occurs on a second occasion, the exam score will be zero, and so on. Make-up exams are not allowed.

8. **Cumulative Final Exam (10% of course grade)** The final cumulative exam will consist of 75 true/false or multiple-choice questions and will cover all assigned reading (chapters 1-7 and 9-16) and lecture material presented in the course. While the final is a closed-book exam, students may use their class notes. Please note the final exam date and time as directed by LSCC. This information has not yet been provided at the time of the publication of this syllabus, but should be available during the first week of classes. Plan accordingly so that you can attend the exam during final week.
9. **Final Assessment (3% of course grade):** At the end of the course, your final assessment will be an in-class written reflection.

### **Course Caveat**

Class exercises may bring you in touch with strong emotions and/or troubling thoughts because they are related to abnormal psychology and sensitive mental health issues. Please see me privately if you are emotionally vulnerable so we can discuss options for the course.

You have access to free counseling services on campus that may be used to address and resolve your own personal issues if such issues arise as a consequence of participating in class activities and/or exercises.

### **PLNU Wellness Center**

Location: Bottom floor of Nichols and Commons

Phone: 619-849-2574

Hours: 8 am - 4 pm, some evening hours on Wednesdays and Thursdays

**Recommended Outside Therapists** (Please feel free to reach out to Dr. B. for more information.)

Dr. Lynn Northrop - [Home | Drlynn \(drlynnnorthrop.com\)](http://Home | Drlynn (drlynnnorthrop.com)) (anx. dep, neurodiversity, LGBTQIA+, gero, & more)

Dr. Sara Giglio Patterson & Dr. Heidi McClune –

[Therapy | Mental Health Services | IPSC | San Diego \(sandiegopsychologist.org\)](#)

**In an emergency call 911 or Campus Police 24-Hour Emergency: (619) 849-2525**

**If we are closed or unavailable please refer to the following resources:**

**Access & Crisis 24 Hour Hotline (SD County) 1-888-724-7240** Provides mental health crisis intervention and suicide prevention. Information and referral to mental health services in San Diego County can be provided. Additionally, this line provides drug and alcohol information.

**National Suicide Prevention Line 1-800-273-TALK (8255)** You will be connected to a skilled, trained counselor at a crisis center in your area, anytime 24/7. If calling locally you will be connected to the Access & Crisis 24 Hour Hotline. You can also call this line anywhere in the nation.

**Warm Line 1-800-930-9276 (3:30 PM-11:00 PM)** A friendly telephone support line which listens to concerns, offers referrals and provides understanding to the caller's perspectives for non-crisis/non-emergent cases.

**211 Resource Line** Dial 211 from anywhere in the U.S. for information on local resources for food, housing, job support, health, human trafficking or disaster assistance. We can also provide assistance during personal crisis.

**Sexual Assault Crisis Line & Referral number is 1 (888) 385-4657.** Highly trained advocates are available 24/7 to talk confidentially with anyone who has been assaulted, wants to report assault, is experiencing domestic violence, is seeking resource information, or questioning unhealthy aspects of their relationship."

**Mandated Reporting:** As a mandated reporter, your professor, Dr. Bonwell, must abide by the legal requirements of CA Penal Code § 11166.5 as well as the CA Board of Psychology.

Child Abuse and Neglect Law (Penal Code § 11166.5) Definitions: The following situations involving individuals under the age of 18 years of age are reportable child abuse and neglect conditions:

- 1) Physical Abuse
- 2) Sexual Abuse
- 3) Child exploitation, child pornography and child prostitution
- 4) Severe or general neglect
- 5) Extreme corporal punishment resulting in injury
- 6) Willful cruelty or unjustifiable punishment
- 7) Abuse or neglect in out-of-home care

Dr. Bonwell is also required to report suspected elder abuse, risk of harm to self (e.g., suicidality) or others (e.g., homicidality), and instances in which an individual is gravely disabled.

### **Possible Hints to Successful Performance**

The best way to understand a concept is to **think of examples to illustrate the concept**. Of course, your example needs to be accurate. Feel free to give your example to the professor to discuss in class.

Another dilemma experienced by students who do poorly on tests is difficulty utilizing problem-solving skills. Specifically, they do not know how to approach solving a multiple-choice question. Students pursuing graduate studies will likely encounter (important) multiple-choice exams for the next 5-10 years of their lives, so this skill will be a valuable one to acquire.

Reviewing tests is often a useful learning strategy and will likely help student performance on a final cumulative exam. In-person tests will be reviewed in class during the class meeting following the exam. Students may review exams completed via Canvas the day following the exam due date. Further, I will be available to review exams with students



during class following the exam or by appointment. Contact me to review your test. Then, try to pinpoint one or two things that you can improve upon for the next test.

### **Classroom Philosophy**

The classroom experience will be good for you if you come ready to work. Your work is to pay attention, think, and ask questions.

The classroom experience is invaluable because:

1. You have the opportunity to learn directly from someone who has quite a bit of formal training and experiences.
2. You have the opportunity to learn directly from someone whose faith has been challenged by her formal education, but someone who still genuinely believes in Christ.
3. You have the opportunity to ask questions about things you do not understand in class or from your readings, especially as it relates to your Christian faith.
4. You have the opportunity to hear comments and questions from other fine individuals.

### **CONTENT WARNING**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Abnormal Psychology, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include psychological disorders, including, but not limited to, depressive disorders, schizophrenia, posttraumatic stress disorder, and substance use disorders, as well as suicide, sexuality, and gender. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of abnormal psychology and I will support you throughout your learning in this course.

### **TRIGGER WARNING**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Abnormal Psychology, we will cover a variety of topics, some of which you may find triggering. These topics include, but are not limited to, addiction and suicide. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Abnormal Psychology and I will support you throughout your learning in this course.

### **SPIRITUAL CARE**

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

## **STATE AUTHORIZATION ☼**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

## **PLNU COPYRIGHT POLICY ☼**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU RECORDING NOTIFICATION ☼**

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## **PLNU ACADEMIC HONESTY POLICY ☼**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

## **ARTIFICIAL INTELLIGENCE (AI) POLICY**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY ☼**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related

accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

As your psychology professor, it is very important to me to ensure your accommodations are provided in our class. Please see me ASAP to inform me of any accommodations.

## **LANGUAGE and BELONGING**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

## **SEXUAL MISCONDUCT AND DISCRIMINATION**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**★

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (28 class sessions; 3 absences), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (6 absences), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

## **COURSE MODALITY DEFINITIONS**

1. In-Person: Course meetings are face-to-face with no more than 25% online delivery.
2. Online: Coursework is completed 100% online and asynchronously.
3. Online Synchronous: Coursework is completed 100% online with required weekly online class meetings.
4. Hybrid: Courses that meet face-to-face with required online components. In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See Academic Policies in the Undergraduate Academic Catalog.

## **ASYNCHRONOUS ATTENDANCE/PARTICIPATION DEFINITION**

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

## **USE OF TECHNOLOGY**★

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## **LOMA WRITING CENTER**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>

- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

**Assignments At-A-Glance Note:** Assignments are posted in Canvas. You are encouraged to use the Course Summary at the bottom of the Syllabus page to track assignments.

**Lomabooks Instructions for Students**★:

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials and all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming materials provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks**, please go: [HERE](#)

**Welcome to what I hope will be an exciting and memorable experience!**

**(Scroll down to see the course schedule.)**



## **COURSE SCHEDULE**

This is a *tentative* course calendar and is subject to revision depending on class progress and needs. You will be informed of any of changes if they are to occur. Lecture material will tie into topics associated with your assigned readings but will primarily be a supplement to these readings. Please read assigned chapter before participation in discussions and activities.

<u><b>Week#</b></u>	<u><b>Class Meetings</b></u> <b>M/W – 1:00 – 2:15 pm</b>	<u><b>Module/Class Meeting Topic</b></u>	<u><b>Required Textbook Reading</b></u>
1	M, 1/13 1 <sup>st</sup> day W, 1/15	<b>GS: Getting Started</b> <b>1: Abnormal Psychology: Past and Present</b>	Ch. 1
2	M, 1/20 – No Class Meeting W, 1/22	<b>No Class - (MLK Holiday)</b> <b>2: Models of Abnormality</b>	Ch. 2
3	M, 1/27 W, 1/29	<b>3: Clinical Assessment, Diagnosis, and Treatment</b>	Ch. 3
4	M, 2/3 W, 2/5	<b>4: Anxiety, Obsessive-Compulsive, and Related Disorders</b> <b>EXAM 1 on 2/5 in class via Canvas (Chs. 1-4)</b> <b>1<sup>st</sup> Case Study #1 – Bill (CLO #1)</b>	Ch. 4
5	M, 2/10 W, 2/12	<b>5: Disorders of Trauma and Stress</b>	Ch. 5
6	M, 2/17 W, 2/19	<b>6: Depressive and Bipolar Disorders</b> <b>2<sup>nd</sup> Case Study #2 - Karen (CLO #1)</b>	Ch. 6
7	M, 2/24 W, 2/26	<b>7: Suicide</b>	Ch. 7
8	M, 3/3 W, 3/5	<b>8: Eating Disorders</b> <b>EXAM 2 on 3/5 in class via Canvas (Chs. 5-7 &amp; 9)</b>	Ch. 9 <b>Please note:</b> <b>Skip Chapter 8;</b> <b>Module 8</b> <b>corresponds w/</b> <b>Chapter 9</b>
	March 10-14 – No Classes	<b>Enjoy Spring Break!</b>	
9	M, 3/17 W, 3/19	<b>9: Substance Abuse and Addictive Disorders</b>	Ch. 10 <b>Please note:</b> <b>Module 9</b> <b>corresponds w/</b> <b>Chapter 10</b>
10	M, 3/24 W, 3/26	<b>10: Sexual Disorders and Gender Variations</b>	Ch. 11 <b>Please note:</b> <b>Module 10</b> <b>corresponds w/</b> <b>Chapter 11</b>

11	M, 3/31 W, 4/2	<b>11: Schizophrenia and Related Disorders</b>	Ch. 12 <b>Please note: Module 11 corresponds w/ Chapter 12</b>
12	M, 4/7 W, 4/9	<b>12: Personality Disorders</b> <b>3<sup>rd</sup>/Final Case Study - Leon (CLO #1) (Assigned, Due soon)</b>	Ch. 13 <b>Please note: Module 12 corresponds w/ Chapter 13</b>
13	M, 4/14 W, 4/16	<b>EXAM 3 in class on 4/14 via Canvas (Chs. 10-13)</b> <b>13: Law, Society and the Mental Health Profession (CLO #4)</b> <b>CASE PRESENTATION (Assigned, Due soon)</b>	Ch. 16 <b>Please note: Module 13 corresponds w/ Chapter 16</b>
14	M, 4/21 – No class meeting W, 4/23	<b>Have a blessed Easter recess!</b> <b>14: Disorders Common Among Children and Adolescents</b>	Ch. 14
15	M, 4/28 W, 4/30 – Last class meeting	<b>15: Disorders of Aging and Cognition</b> <b>EXAM 4 in class on 4/30 via Canvas (Chs. 14 – 16)</b>	Ch. 15
16 Finals Week	W, 5/7	<b>Final Cumulative Exam (Chs. 1-7, 9-16) in class via Canvas on Wed., 5/7 from 1:30-4 pm, 207</b>	Chs. 1-7, 9- 16