

Abnormal Psychology
PSY 3021(3): Section 1
Fall Semester 2019
M W 1:30-2:40
Location: Taylor 312

Instructor: Kim W. Schaeffer, Ph.D.

Office Location: Culbertson 212

Office Hours: M: 7:00-10:30 AM; W: 7:00-9:30 AM; F: 7:00-10:30 AM

Email: kimschaeffer@pointloma.edu (on average will check once in AM, once in PM)

Phone: (619) 849-2466

Course Description

Study of etiology, assessment, diagnosis, and treatment of various forms of abnormal behavior from various psychological perspectives. Prerequisite(s): One of PSY 103, PSY 308, FCS 150, or consent of instructor.

Course Learning Outcomes in PSY 321: Upon completion of this course you will be able to:

- Evaluate a psychiatric/psychological CASE STUDY (similar to those presented at major teaching hospitals), hypothesize a DSM-V DIAGNOSIS, and defend your hypothesis.
- Consider the most likely CAUSE(S) and best TREATMENT(S) of the more prevalent mental disorders and differentiate it/them from the hypothesized causes and treatments of the other major perspectives (including, behavioral, biological, cognitive, and humanistic/existential). Include historical perspectives.
- Summarize major ETHICAL and LEGAL issues in the field of psychology.
- Illustrate an understanding of DIVERSE/CULTURE variables and their involvement with mental health disorders.
- Effectively help a SUICIDAL friend and summarize the major correlates of suicidal behavior.
- Work productively as a POSITIVE and ENCOURAGING team member. This includes helping those who are having difficulty understanding concepts and assuring relatively equal input among group members (including soliciting less talkative members for their input).

Reading in PSY 321

Employers want employees who are good critical thinkers. According to Diane Halpern (2003), there are 4 aspects to critical thinking: (a) a critical thinking attitude, e.g., not accepting claims at face value; (b) the capacity to implement specific critical thinking skills, e.g., deductive reasoning, hypothesis testing, understanding probability; (c) the facility to apply these critical thinking skills to new situations; and (d) the skill to think about one's own thinking, or metacognition. We will use a significant portion of our class time for activities that will enhance your critical thinking skills. It is imperative that you read and study the reading assignment before coming to class.

Working in Teams in PSY 321

Employers want employees who work well in teams. In order for us to improve our critical thinking and become even better team members, in-class peer collaboration will be a major portion of our course. (Please note: you will not be assigned any team activities that will require you to meet with your peers outside of class.) In-class teamwork includes analysis of case studies, quizzes, and a variety of critical thinking activities that relate to abnormal psychology. Toward the end of the semester you evaluate the "helpfulness" of your team members and assign them a grade that will contribute to their final grade.

In-Class Case Studies

Diane Halpern (1998) warns us that we are “in danger of having all of the answers but still not knowing what the answers mean.” For example, regarding our work, at the end of the course we might know all the DSM-V diagnostic criteria for schizophrenia, major depressive disorder, substance-induced, and medical condition variants of these disorders, but we might not be able to differentiate one disorder from the other in real-time. What do these disorders look like in real life settings? Therefore, you will be presented with several case studies throughout the semester much like those given at major teaching hospitals (the only difference is that the patient won't be present). After the case is read, you will individually and in your team hypothesize the DSM-V diagnosis. The case study can be in reference to any diagnosis that was included in the reading assignment for that day's class or earlier classes in the semester. In other words, the case studies will be comprehensive.

Super Synthesis Spreadsheet

You will construct a spreadsheet that will keep on giving and giving (e.g. state boards or licensing exams!). The spreadsheet is found on Canvas. After reading each chapter, you will list the essential diagnostic criteria, and the most likely causes (etiology) and best treatments for all disorders discussed.

Required Textbook

Comer, R. J. (2016). *Fundamentals of abnormal psychology* (8th ed.). New York: Worth. (*Note: no supplementary materials are required*)

How Grades Will Be Earned (A = 93-100; A- = 90-92.99; B+ = 88-89.99; B = 84-87.99; B- = 80-83.99; C+ = 77-79.99; C = 70-76.99; C- = 65-69.99; D+ = 62-64.99; D = 55-61.99; D- = 50-54.99; F < 49.99%)

5% or 10% or 15% or 20%	Individual Multiple-Choice RATs (preannounced 10 item quizzes)
5% or 10% or 15% or 20%	Group Multiple-Choice RATs (same RAT as individual)
5% or 10%	Team Member Helpfulness (peer-graded)
5%	Super Synthesis Spreadsheet (late: 10% reduction per day, none accepted after Final)
15%	Group Case Study and other Application Exercises (each exercise worth 10 points)
30%	Test 1-3
15%	Comprehensive Final (approximately 50% emphasizes chapters 11, 12, 15, and 16)

Managing Your Life and This Course

During Case Study or Quiz days, if you arrive late to class you will not be able to take the individual quiz. If you cannot take a major test due to extreme circumstances, please ask me for permission to take the test at another time before the exam. Most people need to miss a class due to illness, flight delays, and so on. Therefore, a few safety valves are built into the course.

Safety Valve One: If 90% or more of the class completes the IDEA course evaluation within 5 days of availability the lowest individual case study and group case study will be dropped.

Safety Valve Two: tbd

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.

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 [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

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 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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, 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.