



POINT LOMA

NAZARENE UNIVERSITY

PSY 321-1
Abnormal Psychology (3 Units)
Dr. Kristen Bonwell
Point Loma Nazarene University, Psychology Department
Spring 2019

Class Meetings: M/W, 1:30-2:40 pm at Taylor Hall Room 313
Final Exam Date/Time: 5/1/19 (WEDNESDAY) 1:30 – 3:30 pm

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Office hours available by appointment.
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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 Statement:

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 cultures.

Catalog 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.

Course Learning Outcomes (CLOs):

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.

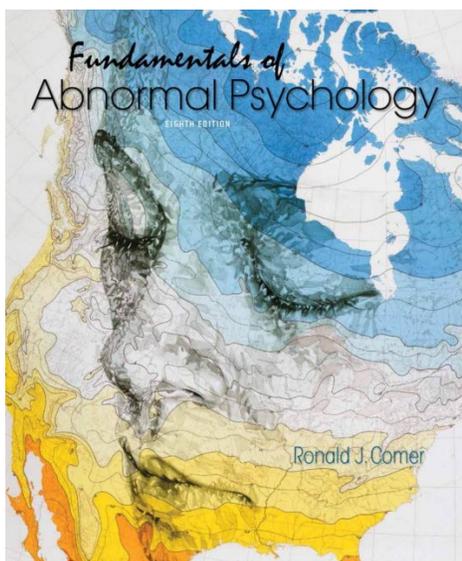
Course Credit Hour Information:

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. 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 well aware, college students are expected to learn a large proportion of the content of the course from study of the textbook. This is why most students are expected to study a minimum of two hours per class in order 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 application speeches, 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.



Required Textbook

Comer, R. J. (2016). Fundamentals of abnormal psychology (8th ed). New York, Worth.

ISBN-13: 978-1-4641-7697-5 (paperback)

Required Materials:

1. Note-taking materials (e.g., paper & pen/pencil).
2. Bring required text to class.
3. Bring pencil and eraser for exams.
Scantrons (#882) will be provided.



Academic Accommodations

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the university in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

Attendance

Regular class attendance and participation are considered minimal requirements to be met.

Current PLNU catalogue states "Whenever the number of accumulated absences in class, for any cause exceeds 2 weeks (**4 sessions for this course**) the faculty member is to notify the Associate Provost for Academic Administration, which may result in de-enrollment".

This course will strictly follow the PLNU attendance policy as specified in the University Catalog. Please note the following key points and elaborations of the attendance policy.

- "There are no allowed or excused absences except when absences are necessitated by certain University-sponsored activities and are approved in writing by the Provost."
 - Students involved in these activities, should notify the professor during the first week of classes to develop an appropriate plan for the semester.
 - University-sponsored activities that are approved in writing by the Provost usually are for NAIA events for student athletes and occasionally field trips for other PLNU courses.
- You are not excused for being ill. Illness does not comprise an excused absence. You are not excused from class if you have a doctor's appointment. You are not excused from class if you have a doctor's excuse. The University allows you four absences for these (and other) situations outside your control.
- When you are **absent** in this class **four times** (for any cause), a Notice of Deenrollment will be sent to the Vice Provost for Academic Administration. **Your fifth absence will result in deenrollment.**

- It is highly recommended that you save your absences for situations that are outside of your control. Do not consider your allowable absences as the number of times that you can miss class without being deenrolled. If you become ill after you used your allowable absences you will be deenrolled from the course.

Final Exam 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 and noted on the class schedule below. 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

If you have a diagnosed disability, please contact PLNU’s Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

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.

GRADE COMPOSITION

	<u>%</u>
1. Participation/Classroom Activities	5 %
2. Total of 3 Tests (drop lowest of 4 exams)	40 %
3. Online Quizzes	10 %
4. Case Studies (5)	15 %
5. Written & Oral Case Presentations	8 %
6. Personal Reflection Paper	10 %
7. On-line lecture responses	2 %
8. Comprehensive Final Exam (open book, open note)	10%

Course Grade Scale:

A=93-100	C=73-76
A-=92-90	C-=70-72
B+=87-89	D+=67-69
B=83-86	D=63-66
B-=80-82	D-=60-62
C+=77-79	F=0-59

If you need to miss a test for any reason, you will need to **notify the professor prior to the examination** for consideration to be administered a make-up test (if you fail to do so you will receive a 0% on the test and it will be dropped as your lowest test grade). If a make-up test is administered there will be a **10% penalty** (unless the absence is associated with a University-sponsored activity that is approved in writing by the Academic Provost).

All students are expected to meet the standards for this course as set by the instructor. However, students with learning disabilities who may need accommodations should discuss options with the Academic Support Center (ASC) during the first two weeks of class. The ASC will contact professors with suggestions related to classroom needs and accommodations. Approved documentation must be on file in the ASC prior to the start of the semester.

1. Participation/Classroom Activities

Class attendance entails more than making an appearance; it involves paying attention, taking notes, asking questions, arriving to class prepared to discuss the topic being covered, engaging in classroom activities/exercises and being courteous to all class members. At various times throughout the semester students will be asked to engage in classroom activities. The goal of these activities is to: a) help solidify the material, b) give practice at practical application of the material and c) review. These activities will count towards your grade in this course (as noted in the grades section above). The points received for these activities will only be given during classroom time, and will not be available for make-up opportunities. The exception to this policy is university sponsored excused absences.

2. Tests

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). 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.

3. Online quizzes

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

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 Presentations

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. Personal Reflection

Students will write a minimum of 2-3 page reflection paper (*Times New Roman, double spaced, 1 inch margins*) based on their thoughts and reactions to material learned within this course. Specifically, what are some of the changes within you that have occurred as a result of engaging within this course this semester (e.g., thoughts on mental disorders, attitudes towards others, values, feelings).

7. On-Line Lectures

At various points throughout the semester, you will be asked to work through a lecture on-line. After you have completed the lecture, you will be asked to respond to questions pertaining to the material covered in canvas. These will take the place of attending class on particular days. Specific notice will be given to students of these dates when they are known to the professor.

8. Comprehensive Final Exam

There will be one comprehensive, open book, and open notes final exam for the course. The exam will consist of 100 multiple-choice questions and will cover all assigned reading, lecture material, and other material presented in class (e.g., discussions, videos, and films). The date and time of the cumulative final examination, which is scheduled by the University, is noted below (see Class Schedule).

Late Work: Work is considered late if it is not turned at the specified time on the day it is due and points will be deducted from the grade. If it is turned in by the next day (i.e. 24 hours late) it is due, **5%** will be deducted. If it is turned in by the next day of class at the beginning of class, **10%** will be deducted. After that **20%** will be deducted. Once work has been returned to the class, late work will not be accepted. Further, no late work will be accepted after the final day of class.

Possible Hints to Successful Performance

Many students do poorly in this class because they have memorized the basics of the important concepts but they have not learned how to accurately use these concepts to solve problems. 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 frequently experienced by students who do poorly on the tests is a 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 the final cumulative exam. Tests will be reviewed in class during the class meeting following the exam. Further, tests will be available to look at by appointment for a period of up to one week following the examination. Contact the professor 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.



CLASS SCHEDULE

(subject to minor modifications)

M/W 1:30 – 2:40 pm [1/8/19 (Mon. Schedule) through 5/1/19]

<u>Week</u>	<u>Scheduled Lecture Topics</u>	<u>Required Reading</u>
1 1/8 (T) 1/9 (W)	Syllabus; History History	Chapter 1 Chapter 1
2 1/14 (M) 1/16 (W)	Models Assessment	Chapter 2 Chapters 3
3 1/21 (M) 1/23 (W)	MLK HOLIDAY (No Classes) Anxiety & OCD	Chapter 4
4 1/28 (M) 1/30 (W)	Anxiety & OCD EXAM 1; Case Study 1	Chapter 4 (Chapters 1-4)
5 2/4 (M) 2/6 (W)	Trauma & Stress Mood	Chapter 5 Chapter 6
6 2/11 (M) 2/13 (W)	Mood Suicide	Chapter 6 Chapter 7
7 2/18 (M) 2/20 (W)	Suicide; Case Study 2 EXAM 2	Chapter 7 (Chapters 5-7)
8 2/25 (M) 2/27 (W)	Somatic Somatic	Chapter 8 Chapter 8
-- 3/4 (M) 3/6 (W)	SPRING BREAK (No Classes) SPRING BREAK (No Classes)	

9	3/11 (M) 3/13 (W)	Eating Eating	Chapter 9 Chapter 9
10	3/18 (M) 3/20 (W)	Substance Substance, Case Study 3	Chapter 10 Chapter 10
11	3/25 (M) 3/27 (W)	EXAM 3 Sex & Gender	(Chapters 8-10) Chapter 11
12	4/1 (M) 4/3 (W)	Schizophrenia Schizophrenia	Chapter 12 Chapter 12
13	4/8 (M) 4/10 (W)	Personality Personality, Case Study 4	Chapter 13 Chapter 13
14	4/15 (M) 4/17(W)	Child/Adolescence; Personal Reflection Due Aging, Case Study 5	Chapter 14 Chapter 15
15	4/22 (M) 4/24 (W)	EASTER BREAK (No Classes) EXAM 4, Quizzes 1-15	Chapters (11-15)
Finals Week	5/1/19 (WEDNESDAY)	FINAL EXAM (Chapters. 1-15) 1:30 – 3:30 pm	

PLEASE NOTE: THIS IS THE WEDNESDAY OF FINALS WEEK. DO NOT PURCHASE A TICKET HOME BEFORE THIS DATE. THIS IS THE ONLY TIME YOU CAN TAKE THE EXAM.

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

I have read and understand the attached syllabus for Dr. Kristen Bonwell's psychology course, and I agree to its contents.

*****I will submit a written agreement via Canvas by the second day of class. Agreements received by the 2nd day of class will earn the first participation point for the course.*****

Student's Printed Name: _____ (FOR ATTENTION ONLY, PLEASE SUBMIT VIA CANVAS)

Date: _____

Signature: _____