

**Abnormal Psychology**  
**PSY 321(3): Section 1**  
**Fall Semester 2018**  
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

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**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 now 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* (8<sup>th</sup> 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

### **Second Half of Syllabus Posted on Canvas**

I am required to include additional material to the syllabus. This is posted in Canvas under Syllabus (Part II).

## SYLLABUS PART II



### 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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### COURSE CREDIT HOUR INFORMATION

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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 or 4 unit class delivered over 15 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

#### ATTENDANCE AND PARTICIPATION

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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 has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

#### INCOMPLETES AND LATE ASSIGNMENTS

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All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. *It is Dr. Schaeffer's policy not to accept late assignments.*

#### ACADEMIC HONESTY

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

## **ACADEMIC ACCOMMODATIONS**

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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 request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing 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. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

## **FERPA POLICY**

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In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the (undergrad/ graduate as appropriate) academic catalog.

## **FINAL EXAMINATION POLICY**

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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.

## **COPYRIGHT POLICY**

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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.

## CLASS SCHEDULE

<u>Week</u>	<u>Date</u>	<u>Day</u>	<u>Reading Due</u>	<u>Heading</u>
1	8/28/18	TU	First Day of Class	Overview of syllabus; Group Formation
	8/29/18	W	<b>Quiz</b> on Chapter 1 and Syllabus	Conceptual Framework; What is schizophrenia?
2	9/3/18	M	Labor Day	
	9/5/18	W	Chapter 2	Schools of Psychology PowerPoint
3	9/10/18	M		Overview of IQ and the bell-shaped curve
	9/12/18	W	<b>Quiz</b> on Chapter 14;	
4	9/17/18	M		
	9/19/18	W	Chapter 9	Eating Disorders
5	9/24/18	M	<b>Test</b>	
	9/26/18	W	Chapter 13	Traits and personality disorders
6	10/1/18	M		
	10/3/18	W		
7	10/8/18	M	<b>Quiz</b> on Chapter 4	Anxiety Ds
	10/10/18	W		
8	10/15/18	M	Chapter 5	Trauma and Stress
	10/17/18	W	<b>Test</b>	
9	10/22/18	M	Chapter 8	Disorders with Bodily Sxs
	10/24/18	W		
10	10/29/18	M	Chapter 6	Disorders of Mood
	10/31/18	W		
11	11/5/18	M	<b>Quiz</b> on Chapter 7	Suicide Statistics
	11/7/18	W	<b>Quiz</b> on Chapter 10	Substance Use Ds
12	11/12/18	M	<b>Test</b>	
	11/14/18	W	Chapter 11	Ds of Sex and Gender
13	11/19/18	M		
	11/21/18	W	Thanksgiving	
14	11/26/18	M	<b>Quiz</b> on Chapter 12	Schizophrenia
	11/28/18	W		
15	12/3/18	M	Chapter 15	Neurocognitive Ds
	12/5/18	W	<b>Quiz</b> on Chapter 16	Poignant MH-related court cases
16	12/12/18	W	<b>Final: 1:30 - 4 PM</b>	

Note: Reading should be done before class.