

**Abnormal Psychology**  
**PSY 3021(3): Section 1**  
**Fall Semester 2020**  
M W 1:30-2:40  
Location: Online

**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 1003, PSY 3008, FCS 1500, or consent of instructor.

**Course Learning Outcomes in PSY 3021:** 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 3021**

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 3021**

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. & Comer, J. S. (2019). *Fundamentals of abnormal psychology* (9<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

## **Late Assignments**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Canvas automatically deducts 10% from late assignment plus an additional 10% per day.

## SYLLABUS: Part 2

### 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.

### Foundational Explorations 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.

### FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES ★

*Note: For FE, formerly GE, courses only. If any Foundational Explorations Learning Outcomes (FELO's) are assessed in the course, the outcome needs to be listed, as well as a brief description of the assessment to be used.*

### 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 15 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.

### 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.

### INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

### 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](mailto: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 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 **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of 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. 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. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

#### **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.

### **SPIRITUAL CARE**

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

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

### **USE OF TECHNOLOGY**⊕

In order to be successful in the online 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 compatible with their computer available to use. If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu).

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

## CLASS SCHEDULE

<u>Week</u>	<u>Date</u>	<u>Day</u>	<u>Reading Due</u>	<u>Heading</u>
1	8/17/20	M	First Day of Class	Overview of syllabus; Group Formation
	8/19/20	W	RAT on Chapter 1 and Syllabus	Conceptual Framework; What is schizophrenia?
2	8/24/20	M	Chapter 2	Schools of Psychology PowerPoint
	8/26/20	W		Overview of IQ and the bell-shaped curve
3	8/31/20	M	RAT on Chapter 14;	
	9/2/20	W		
4	9/7/20	M		
	9/9/20	W	Chapter 9	Eating Disorders
5	9/14/20	M	<b>Test</b>	
	9/16/20	W	Chapter 13	Traits and personality disorders
6	9/21/20	M		
	9/23/20	W		
7	9/28/20	M	RAT on Chapter 4	Anxiety Ds
	9/30/20	W		
8	10/5/20	M	Chapter 5	Trauma and Stress
	10/7/20	W	<b>Test</b>	
9	10/12/20	M	Chapter 8	Disorders with Bodily Sxs
	10/14/20	W		
10	10/19/20	M	Chapter 6	Disorders of Mood
	10/21/20	W	RAT on Chapter 7	Suicide Statistics
11	10/26/20	M		
	10/28/20	W	RAT on Chapter 10	Substance Use Ds
12	11/2/20	M	<b>Test</b>	
	11/4/20	W	Chapter 11	Ds of Sex and Gender
13	11/9/20	M		
	11/11/20	W	RAT on Chapter 12	Schizophrenia
14	11/16/20	M		
	11/18/20	W	Chapter 15	Neurocognitive Ds
15	11/23/20	M	RAT on Chapter 16	Poignant MH-related court cases
	11/25/20	W	Thanksgiving Break	
16		M	<b>Final: 1:30 - 4 PM</b>	