

**Fall 2021**

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<b>Meeting days:</b> Tuesday, Thursday	<b>Instructor:</b> William C. Hochberger, Ph.D.
<b>Meeting times:</b> 9:30AM-10:45AM	<b>Phone:</b> (310) 400-4126
<b>Meeting location:</b> Taylor Hall, 314	<b>E-mail:</b> whochber@pointloma.edu
<b>Final Exam:</b> 12/14/2021, 10:30AM-1:00PM	<b>Office location and hours:</b> By appointment

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**PLNU’s 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.

**Course Description and Goals:**

The primary objective of this course is to introduce students to the field of abnormal psychology, including the etiology, assessment, diagnosis, and treatment of psychological disorders. Special focus will be on those disorders found in the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM), as well as the discussion of historical and contemporary theory around these disorders. Classroom time will be a mixture of lecture, discussion, and experiential activities aimed at assisting students in understanding and appreciating the major forms of psychopathology.

**Learning Outcomes:**

Upon completion of this course, students will be able to...

1. Demonstrate an understanding of the primary categories of psychological disorders that constitute the field of abnormal psychology and are contained in the DSM.
2. Be able to articulate the primary symptoms, etiology, and treatments for the major categories of psychopathology.
3. Critically evaluate and incorporate theory and research in order to facilitate a better understanding of psychopathology.
4. Increase their own self-awareness regarding their own mental health and beliefs regarding mental health, and how it influences their relationships, behaviors, thinking, and future vocation.
5. Engage and appreciate the intersection of the field of abnormal psychology with their own faith.

**Required Texts:**

1. Comer, R.J. and Comer, J.S. (2019). Fundamentals of Abnormal Psychology (9th ed.). New York, Worth.

2. Stanford, Matthew S. (2012). *Grace for the Afflicted: A Clinical and Biblical Perspective on Mental Illness*. Downers Grove, IL: InterVarsity Press.

### **Recommended Resources:**

1. American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition*. Washington, D.C.: the American Psychiatric Association.

### **Assignments:**

#### *Scheduled Readings*

- The reading assignments in the schedule form the basis of the lectures and discussions and should be read prior to the lecture date. All chapters listed refer to those in *Fundamentals of Abnormal Psychology* (Comer & Comer, 2019).

#### *Faith and Abnormal Psychology Essay*

- Students will write a paper exploring the intersection of their faith and the field of abnormal psychology. This will consist of both 1) a response to the content and themes presented in *Grace for the Afflicted: A Clinical and Biblical Perspective on Mental Illness*, and 2) an exploration of their own thoughts and connection to their own personal faith. This paper should not simply be a review and summary of *Grace for the Afflicted*, but rather it is an opportunity for students to freely explore, discuss, and evaluate their stance on a variety of topics, including, but not limited to: the existence of suffering due to mental illness, spiritual conceptualizations of mental illness, and the implications of psychological disorders leading people towards/away from God. Given the very broad nature of this assignment, I will be open and available to meet with students in order to help choose and/or refine their topics of discussion. Further, credit for this assignment will be very generous as long as it demonstrates a meaningful and genuine discussion of the above topics. A full lecture period devoted to a group discussion of the content of this assignment will immediately follow when the assignment is collected. This paper should be written in APA style with the body being approximately 8 pages long.

#### *Psychological Disorder Essay*

- Students will write a comprehensive review of a specific psychological disorder of their own choosing. They can pick from any specific disorder found in the DSM-5 (e.g., Schizophrenia, Obsessive-Compulsive Disorder, etc.). This essay will provide a detailed discussion of: 1) the clinical features/symptoms of the disorder, 2) prevalence and epidemiology, 3) the major theories regarding the disorder and its etiology (e.g., biochemical, psychological, sociocultural), 4) contemporary treatment methodologies, and 5) anything else relevant to understanding the condition from a contemporary perspective. The goal of this paper is to foster a deeper understanding of a specific psychological disorder. The textbook for this course (Comer & Comer, 2019), the DSM-5, and lecture notes should be used as resources as well as a general outline for important domains to cover in the essay. Sources from peer-reviewed journal articles, professional textbooks, or other forms of professional and evidence-based online resources are also encouraged. Students are encouraged to reach out to the professor to discuss their desired topic, for any assistance in vetting references, and ensuring

the essay is of appropriate and sufficient scope. This paper should be written in APA style with the body being approximately 8 pages long.

**Exams:**

There will be four (4) exams spaced evenly across the semester. Each exam will include information derived from a combination of assigned readings and lecture material, and will consist of a combination of multiple choice and short-response style questions. In each exam, heavy emphasis will be placed on the students’ ability to analyze clinical case examples. Exam #1 will consist of information covered from Weeks 1-3, Exam #2 Weeks 4-7, and Exam #3 Weeks 8-11. The final exam (Exam #4) will be cumulative (covering Weeks 1-15) but weighted towards information covered from Week 12-15. Performance distributions of these exams will be evaluated and adjusted at the discretion of the professor. Per PLNU Policy, exams may be deferred due only to illness or other equally valid conditions over which the student has no control. Approval for deferral must occur **before** the scheduled examination, and is subject to the discretion of the professor.

**Grading Criterion and Scale:**

<i>Letter Grade</i>	<i>Percentage Score</i>
A	>93%
A -	90-92%
B +	88-89%
B	84-87%
B -	80-83%
C +	77-79%
C	70-76%
C -	65-69%
D +	62-64%
D	55-61%
D -	50-54%
F	<50%

<i>Assignment</i>	<i>Percent of Total Grade</i>
Exams #1-3	15% each (45% total)
Exam #4 (Final Exam)	25%
Christianity and Abnormal Psychology Essay	15%
Psychological Disorder Essay	15%

**Late Work Policy:**

All assignments must be uploaded in digital form to Canvas at the start of class (8AM) on the date indicated on the course outline and schedule in order to be graded. After this cutoff has passed, the submission portal will close and assignments can no longer be submitted. However,

late assignments will be accepted if they are emailed directly to the professor. Please note that all late submissions will receive a penalty of a **10% deduction per day** off the total points for the assignment until the assignment is received by the professor. If the assignment is not submitted within 7 days of the due date, and no exception has been granted by the professor, the assignment will be counted as missing and receive no credit.

### **Official PLNU Policies:**

#### ***Final Examination***

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***

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.

#### ***Academic Honesty***

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.

#### ***Academic Accommodations***

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 (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.

### ***Attendance and Participation***

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.

### ***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.

### **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.

### **Office Hours and Availability:**

I am able and willing to meet with students by request. In addition to addressing lecture materials, assignments, and/or course performance, I am happy to meet with students in order to discuss anything and everything related to the practice of psychology, and to provide whatever support or assistance I can.

## Tentative Schedule and Course Outline:

<i>Week</i>	<i>Date</i>	<i>Topic</i>	<i>Readings</i>	<i>Exams/Assignments</i>
1	9/2	Course Introduction and DSM-5 Basics		
2	9/7	Models of Psychopathology I	Chapters 2-3	
	9/9	Models of Psychopathology II		
3	9/14	Basics of Clinical Assessment	Chapter 3	
	9/16	Neurodevelopmental Disorders and Disorders of Childhood I	Chapter 14	
4	9/21	Neurodevelopmental Disorders and Disorders of Childhood II		
	9/23			<i>Exam #1</i>
5	9/28	Gender, Sexual Dysfunctions, and Paraphilic Disorders	Chapter 11	
	9/30	Personality Disorders I	Chapter 13	
6	10/5	Personality Disorders II		
	10/7	Schizophrenia Spectrum Disorders I	Chapter 12	
7	10/12	Schizophrenia Spectrum Disorders II		
	10/14	Depressive and Bipolar Disorders I	Chapter 6	
8	10/19	Depressive and Bipolar Disorders II		
	10/21			<i>Exam #2</i>
9	10/26	<i>Faith and Abnormal Psychology In-Class Discussion</i>		<i>Faith and Abnormal Psychology Essay Due*</i>
	10/28	Suicide	Chapter 7	
10	11/2	Somatic Symptom and Related Disorders	Chapter 8	
	11/4	Anxiety Disorders I	Chapter 4	
11	11/9	Anxiety Disorders II		
	11/11	Trauma and Stressor-Related Disorders; Dissociative Disorders I	Chapter 5	
12	11/16	Trauma and Stressor-Related Disorders; Dissociative Disorders II		
	11/18			<i>Exam #3</i>
13	11/23	Feeding and Eating Disorders	Chapter 9	
	11/25	<b><i>Thanksgiving Holiday – No Class</i></b>		
14	11/30	Substance-Related and Addictive Disorders	Chapter 10	
	12/2	Obsessive-Compulsive and Related Disorders	Chapter 4	
15	12/7	Neurocognitive Disorders and Aging	Chapter 15	
	12/9	<i>In-class review session for final exam</i>		<i>Psychological Disorder Essay Due*</i>
16	12/14	<i>Final Exam</i>		<i>Exam #4 (Final)</i>
	12/16	<i>Finals Week – NO CLASS</i>		

**Please note: All assignments must be submitted online through Canvas by 8AM on the day the assignment is due. If they are submitted at any time past this deadline they will be considered late.**

