

**Abnormal Psychology
PSY 3021(3): Section 1
Fall Semester 2022**

M W 1:30-2:40

Final Exam: Friday 1:30pm-4:00pm

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 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* (9th 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.