

PSY 424 Abnormal Psychology
11 Jan 2012 – 15 March 2012
Schofield Barracks Education Center
Thursdays 1730-2140

Instructor: Brandi Chew, Ph.D.
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Office Hours: Appointments available by request only

Required Texts:

Fundamentals of Abnormal psychology (6th Edition), Comer, J. C., W. H. Freeman and Company, 2011.
The Center Cannot Hold: My Journey Through Madness by Elyn R. Saks

Recommended Text:

Diagnostic and statistical manual of mental disorders (4th Ed.) Text Revision, American Psychiatric Association, 2000.

NOTE: The use of cell phones, electronic tablets (e.g. iPad), and laptops is not permitted in class unless otherwise indicated as an ADA classroom accommodation through the CUH Counseling Center (see page 3 for more information).

Catalog Course Description

This course provides the study of the development, treatment, and prevention of psychological disorders. Presentation of the dynamics of abnormal behavior from a biological, psychological, and socio-cultural context will also be included in the course contents. Current research and assessment tools will also be covered.

Program Linking Statement

This course develops and assesses the skills and competencies for the program student learning outcome of Life Span Development. In addition, this course also addresses the program student learning outcomes of: 1) Scientific Method and its Application in the Field of Psychology; and 2) Cross-Cultural Psychology.

Student Learning Outcomes

Student will demonstrate an understanding of:

1. The relationship between the historical perspectives in the field of abnormal psychology.
2. Psychology incorporating cultural, societal and cross-cultural factors in abnormal behavior.
3. Psychological models of abnormality, etiology, epidemiological, socio-cultural factors affecting development of abnormality, and research methodology in these areas.
4. Purpose and the methodology of assessment, diagnosis, treatment, and the scientific method.
5. Characteristics of anxiety, mood, problems of mind and body, psychosis, and life-span problems.
6. Legal and ethical issues related to identification and treatment of abnormal behavior, from a cross-cultural perspective.
7. Genesis of abnormal behavior based on biology, behavioral, cognitive, psychodynamic, humanistic/existential and socio-cultural models.
8. DSM-IV in diagnosis, treatment, and outcome and to be able to relate this to counseling.
9. Research and its application to the field of abnormal psychology.
10. How the Five Marianist Educational Values are integrated into the course.

Assessment

1. Attendance / participation (50 points, 5 points per class). Being in class is very important. Students will receive 5-points per class session if they are present for **all** in-classes exercises in a single class session. There are no make-ups for in-class exercises.

2. Case Study (40 points). This assignment provides the chance to deepen your understanding of chronic mental illness by reading one woman's autobiographical account. You will read Elyn Sak's, The Center Cannot Hold: My Journey through Madness, then write a 5-page, double-spaced paper that applies concepts learned in class. Detailed information, including guidelines, requirements, and expectations will be provided during the term.

3. Research Paper (40 points). The focus of the research paper is for students to become familiar with a particular psychological disorder. This assignment will be a 10-page, double-spaced paper **written in APA format**. Detailed information, including guidelines, requirements, and expectations will be provided during the term.

4. Mental Illness in the Media Paper & Critical Think Tank (40 points). To engage critical thinking skills, students will identify, read, and evaluate media stories about topics in abnormal psychology. This assignment will enhance awareness of how psychiatric illness and their treatments are portrayed to the public and will challenge students to become more thoughtful, informed consumer of reports about these topics. Students will be graded on a 3-page, double-spaced paper **written in APA format** and a semi-structured group discussion. Detailed information, including guidelines, requirements, and expectations will be provided during the term.

5. Final Exam (100 points). The final exam will include multiple-choice questions. Questions will be drawn from class lectures, assigned readings, including Sak's The Center Cannot Hold, and from additional material covered in class.

See class schedule for specific due dates.

Grading

Grades will be assigned according to the quality of the work produced using a straight percentage format (total possible points = 270).

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

50% - 59% = F

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Expectations & How to Succeed In Class

It is my hope that your interest will be sparked in this course so that long after it is over you will continue to pursue answers to the questions that interest you most. It is my expectation that you will do your best to learn as much as you can. I am always happy to meet with you by appointment to discuss any course-related issues on your mind. Please feel free to use the time before and after class for quick questions or to schedule a time to meet with me.

I have some minimum expectations. Class begins promptly and tardiness distracts both your peers and the instructor. If you must leave early, please let me know before class begins. Be prepared for class. The content of class meetings will go beyond the reading. I assume you have read it; if you have not read it, class discussion will be hard to follow. Focus your attention during class on our class; for example, do not attend class while completing work for another class.

You should attend every class. I understand that extenuating circumstances arise that can make this difficult, but please let me know *before* class if you cannot attend (via email).

Missed Assignments

There are no make-up assignments for missed classes.

- Papers and assignments turned in late will hold a penalty of one (1) grade step lower each week it is late, starting from the day after the due date. In other words, if you had in an assignment 1-7 days late, it will be scored one letter grade down from a B, hand the assignment in from 8-15 days late and it will be scored from a C.
- Due dates are clearly defined on your Tentative Schedule.
- The instructor will not provide special arrangements for individual extra credit or special arrangements nor will the instructor customize extra assignments for students wanting to “bump up” their grade.
- All work needs to be completed within the specified times. No assignments or exams will be accepted after the last class of the term.

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments (note: see Missed Assignments). I understand that extenuating circumstances arise that can make this difficult, but please let me know *before* class if you cannot attend (via email) or call the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule*

**When necessary, this schedule may be revised at the instructor's discretion*

Week 1 – 12 January

Chapter 1: Abnormal Psychology: Past and Present

Read: Comer Chapter 1

Week 2 – 19 January

Chapter 2: Models of Abnormality

Chapter 3: Clinical Assessment, Diagnosis, and Treatment

Read: Comer Chapters 2 & 3

Week 3 – 26 January

Chapter 4: Anxiety Disorders

Chapter 5: Stress Disorders

Read: Comer Chapters 4 & 5

Week 4 – 2 February

Chapter 6: Somatoform and Dissociative Disorders

Read: Comer Chapter 6

Assignment Due: Mental Illness in the Media Paper & Critical Think Tank

Week 5 – 9 February

Chapter 7: Mood Disorders

Chapter 8: Suicide

Chapter 9: Eating Disorders

Read: Comer Chapters 7, 8, & 9

Week 6 – 16 February

Chapter 10: Substance Related Disorders

Chapter 11: Sexual and Gender Identity Disorders

Read: Comer Chapters 10 & 11

Assignment Due: Case Study (*The Center Cannot Hold* by Elyn Saks)

Week 7 – 23 February

Chapter 12: Schizophrenia

Chapter 13: Personality Disorders

Read: Comer Chapters 12 & 13

Week 8 – 1 March

Chapter 14: Disorders of Childhood and Adolescence

Chapter 15: Disorders of Aging and Cognition

Read: Comer Chapters 14 & 15

Assignment Due: Research Paper

Week 9 – 8 March

Chapter 16: Law, Society and the Mental Health Profession

Read: Comer Chapter 16

Article on culture and psychiatric illness

Week 10 – 15 March

Final Exam