

Course Information

Course title:	Abnormal Psychology
Course number:	PSY 424
Course discipline:	Psychology
Course description:	<p>Program Course Linkage</p> <p>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.</p> <p>Catalogue Description</p> <p>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. Current research and assessment tools will also be covered.</p>
Course date:	Monday, July 2, 2012 through Friday, August 10, 2012
Location:	Online
Meeting day(s):	At students discretion
Meeting time(s):	At students discretion
Prerequisite(s):	<p>PSY 101</p> <p>IMPORTANT -</p> <ol style="list-style-type: none">1. All assignments must be completed by the due date. Any assignments received late will not receive any points.2. Due to problems in the past I am unable to give any incomplete grades so make sure that you keep up and turn everything in on time.

Instructor Information

Name:	Dale Fryxell, Ph.D.
Email:	dfryxell@chaminade.edu
Office location:	Behavioral Sciences, Room 115
Office hours:	By Appointment
Phone:	808 342-8549 (cell)
Biography:	Dr. Fryxell is a full-time professor in the Psychology Department. He is a community psychologist with research interests in the areas of anger/aggression/violence; developmental disabilities; drug and alcohol prevention; and childhood behavioral difficulties.

Student Learning Outcomes

Course goals:	<p>Upon completion of this course students will:</p> <ol style="list-style-type: none">1. have an understanding of the historical, cultural, and societal factors related to understanding abnormal behavior;2. have an understanding of the biological, psychological, environmental, and social cultural factors affecting the development of abnormal behavior;3. be able to assess, interpret, and diagnose abnormal behavior within a DSM-IV framework;4. be able to identify the symptoms, characteristics, behaviors, and treatments associated with the disorders covered in the DSM-IV;5. have an understanding of the legal and ethical issues related to identification and treatment of abnormal behavior;6. have an understanding of the cross-cultural issues related to abnormal
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behavior;

7. be able to locate and interpret current research related to abnormal psychology;

8. have an understanding of abnormal behavior based on biological, psychodynamic, behavioral, cognitive, humanistic, existential, and social-cultural models of psychological abnormality;

9. have an understanding of the current issues including ethical issues related to abnormal psychology; and

10. be able to understand and use the scientific method.

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.

Textbooks

Required reading: *Fundamentals of Abnormal psychology (6th Edition)*, Comer, J. C., W. H. Freeman and Company, 2011, ISBN: 1-4292-4583-2

Required reading: *Diagnostic and statistical manual of mental disorders (4th Ed.) Text Revision*, American Psychiatric Association, American Psychiatric Association, 2000 (Pocket Edition is fine)

Course Requirements

Introduction: Course Requirements Grades for the course will be assigned based on the quality of student work as demonstrated by successful completion of the following requirements:

A. Case Studies (8 @ 25 points each) = 200 points

B. Quizzes (16 @ 10 points each) = 160 points

TOTAL = 360 points

Requirements: A. Case Studies (8 @ 25 = 200 points) Each week one case study will be posted for you to diagnose and suggest possible treatments for. The case studies will describe a person and the situation that they are in. Your assignment is to use information from the textbook and the DSM-IV to decide on the most likely diagnosis for the person and then describe how a psychologist or psychiatrist might treat the person. Your answers should include:
Part 1: Diagnosis. In this section provide a description of how you made the diagnosis (i.e. what criteria were or were not met) and how and why you ruled out other disorders. You should describe how the person meets each of the criteria for the disorder that you think fits the person.
Part 2: Treatment. In this section provide a description of the types of treatment that might be used to help the person. Also identify the type of treatment that you think would be most appropriate Your answers should be approximately two pages in length (12 point type, double spaced). Copy and paste your papers into an email message to me and send by the due date (the pasted document will probably lose the double spacing but that is not a problem). This works better than sending attachments which sometimes cannot be opened and also tend to carry viruses.
To submit your papers place them in the ecollege dropbox.

B. Quizzes (16 @ 10 points, each correct answer is worth 1 point) - The quizzes will be available on Monday of the week that they are assigned. There is a one hour time limit for each of the quizzes and they

can only be opened one time so make sure that you are ready to take them before you open them.

Grading: Grades will be assigned according to the quality of the work produced using a straight percentage format (total possible points = 460).

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

50% - 59% = F

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, 739-4603, 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.

Calendar

Week

/Topics/Reading/Assignments
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Week 1 – July 2

Chapter 1: Abnormal Psychology: Past and Present

Read:

Comer: Chapter 1

DSM-IV: Introduction

Take Chapter 1 Quiz

Chapter 2: Models of Abnormality

Read:

Comer: Chapter 2

DSM-IV: Appendices

Take Chapter 2 Quiz

Week 2 – July 9

Chapter 3: Clinical Assessment, Diagnosis, and Treatment

Read:

Comer: Chapter 3

DSM-IV Appendices

Take Chapter 3 Quiz

Chapter 4: Anxiety Disorders

Read:

Comer Chapter 4

DSM-IV Anxiety Disorders

Take Chapter 4 Quiz

Chapter 5: Stress Disorders

Read:

Comer Chapter 5
DSM-IV Anxiety Disorders

Take Chapter 5 Quiz

Case Study #1 Post by July 15th

Week 3 – July 16

Chapter 6: Somatoform and Dissociative Disorders

Read:

Comer Chapter 6
DSM-IV Somatoform, Factitious and Dissociative Disorders

Take Chapter 6 Quiz

Chapters 7 & 8: Mood Disorders and Suicide

Read:

Comer Chapters 7 & 8
DSM-IV Mood Disorders

Take Chapter 7 & 8 Quizzes

Case Study #2 Post by July 22nd

Week 4 – July 23

Chapter 9: Eating Disorders

Read:

Comer Chapter 9
DSM-IV Eating Disorders

Take Chapter 9 Quiz

Chapter 10: Substance Related Disorders

Read:

Comer Chapter 10
DSM-IV Substance Related Disorders

Take Chapter 10 Quiz

Chapter 11: Sexual and Gender Identity Disorders

Read:

Comer Chapter 11

DSM-IV Sexual and Gender Identity Disorders

Take Chapter 11 Quiz

Case Study #3 Post by July 29

Case Study #4 Post by July 29

Case Study #5 Post by July 29

Week 5 - July 30

Chapter 12: Schizophrenia

Read:

Comer Chapter 12

DSM-IV Schizophrenia and Other Psychotic Disorders

Take Chapter 12 Quiz

Chapter 13: Personality Disorders

Read:

Comer Chapter 13

DSM-IV Personality Disorders

Take Chapter 13 Quiz

Chapter 14: Disorders of Childhood and Adolescence

Read:

Comer Chapter 14

DSM-IV Disorders Usually First Diagnosed In Infancy, Childhood, or Adolescence

Take Chapter 14 Quiz

Case Study #6 Post by August 5

Case Study #7 Post by August 5

Case Study #8 Post by August 5

Week 6 – August 6

Chapter 15: Disorders of Aging and Cognition

Read:

Comer Chapter 15

DSM-IV Delirium, Dementia, and Amnestic and Other
Cognitive Disorders

Take Chapter 15 Quiz

Chapter 16: Law, Society and the Mental Health Profession

Read:

Comer Chapter 16
DSM-IV Childhood Disorders

Take Chapter 16 Quiz
