

**Chaminade University of Honolulu**  
**2013 Evening Course Syllabus**

**COURSE NAME AND NUMBER: PSY 424, Abnormal Psychology**

**CREDIT HOURS: 3**

**TIMES AND LOCATIONS: Friday, 5:30 – 9:40 pm at Kaneohe Marine Base**

**INSTRUCTOR: Frank Palacat**

**EMAIL: francis.palacat@adjunct.chaminade.edu**

**OFFICE HOURS: by appointment**

**I. COURSE DESCRIPTION:**

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.

Catalogue Description

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.

**II. COURSE OBJECTIVES:**

Upon completion of this course students will:

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 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.

**III. COURSE REQUIREMENTS:**

**I. Chapters Presentation (30%, 300 Points)**

Each team/individual will choose two chapters, from the text. Presentation of the chapters will be decided with the instructor. Presentation of the chapter material must include at least one (1) related professional journal article. Presentation will be at least 90 minutes in length. Presentations must be interactive which may include activities, videos, discussions, guest speakers, etc. Handouts of the information must be provided for your fellow students, as well as a copy of the journal article. If the team chooses to incorporate more than one journal article, only one article need be provided in the handouts. Team and chapter selection method will be decided and implemented in the first class discussion.

Grading Rubric for Presentation is as follows:

Presentation Component	Satisfactory Description	Possible Points
90 minutes	Presentation was at least 90 minutes.	40
Mode of Presentation	Material was presented in an interactive format.	40
Chapter Material	Relevant material from the selected chapter was presented.	40
Case Study	Present a Case Study based on your Material	40
Handouts	Handouts consisting of presented chapter material (may be a copy of the .ppt presentation slides) and a copy of the journal article.	40
<b>TOTAL POSSIBLE POINTS:</b>		<b>200</b>

## II. Quizzes (30%, 300 points)

Based on Chapter presentations quizzes will be developed and given by the presenting groups/individuals.

## III. Class Activities/ Participation (10%, 100 points of total grade):

Each student will be expected to participate in specific activities each week. Activities are designed to complement information in the text and to assist you in preparing your own Theory Paper (see below). Some activities will only require participation in group activities in class, but most will require preparation outside of class and sharing the work product or information in class group discussion. It is important to **plan ahead** to make certain you complete the work required to be done outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities, there are no make up opportunities for these activities. If you plan to earn a B grade or higher for the course, it is essential that you complete these required activities as scheduled.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend class to contribute her or his share to the interactive learning that is an important part of every class. **To receive credit** for participation, each student will need to **participate**.

## IV. Case Study Paper (30%, 300 pts of total grade):

Handout with instructions to be provided in class. This is the single most important activity over the course of the semester. To be successful in this segment of the course, students need to start early and work each week to complete this project. **Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted.**

**IV. MODE OF INSTRUCTION:**

Lectures, discussions, assigned readings, participation, group projects, community field observations, role-playing, and peer teaching. Although the main concepts in cross-cultural psychology will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains.

**\*What to do if you have a learning difficulty or disability**

If you have a learning problem or disability (difficulties in one or more of the following: reading, writing, spelling, hearing, speaking, seeing, attention, concentration, or other) please let me know at the beginning of the semester. Do the same if English is your second language. 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.

**V. ASSESSMENT:**

Grades will be assigned on the basis of the number of points accumulated during the semester.

<u>Source</u>	<u>Possible Points</u>
Participation in Class Activities =	100 points
Chapter Project Presentation=	300 points
Quizzes=	300 points
Case Study Paper =	300 points
<b>TOTAL</b>	<b>=1000 pts</b>

900-1000 points = A (90-100%) 800-899 points = B (80-89%) 700-799 points = C (70-79%)  
600-699 points = D (60-69%) < 500 points = F (0 -59% )

**VI. TEXTBOOK:**

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

***Tentative Course Outline and Calendar***

<b>Week</b>	<b>Reading</b>		<b>Reading</b>
1	Intro	6	Ch. 9, 10
2	Ch. 1, 2	7	Ch. 11, 12
3	Ch. 3, 4	8	Ch. 13, 14
4	Ch. 5, 6	9	Ch. 15, 16
5	Ch. 7, 8	10	Ch. 17, 18

### 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.