

Course Information

Course title: Abnormal Psychology

Course number: PSY 524

Course discipline: Psychology

Course description:

Catalog Course Description

This course provides the study of psychological disorders with an emphasis on DSM-V categories. Biological and environmental determinants of abnormal behavior, symptomatology, assessment, and intervention strategies are also covered in course material. The course focuses on understanding psychological disorders relative to the counseling context; with special emphasis given to the DSM-V diagnostic process through the format of case studies.

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of Human Growth and Development. In addition, this course also addresses the MSCP core program student learning outcomes of: 1) Professional Issues and Ethics; 2) Research and Evaluation; and 3) Social and Cultural Foundations.

Course Description

The course has been designed for individuals entering the counseling field and will explore both normal and abnormal human behavior. This course will focus on biological and environmental determinants of abnormal behavior, symptomatology, assessment, and intervention strategies. In addition, students will become familiar with the use of the Diagnostic and Statistical Manual (DSM-V) through the presentation of over 50 different case studies.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Course date: 2014 Summer Term July 7 through September 15, 2014

Location: Online

Meeting day(s): At students discretion

Meeting time(s): At students discretion

IMPORTANT -

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:	808 739-4678 (office) 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:

Student Learning Outcomes

Student will demonstrate an understanding of:

1. The relationship between the past and present in the field of abnormal psychology; incorporating culture, societal and cross cultural factors in abnormal behavior.
2. Psychological models of abnormality, etiology, epidemiological, and socio-cultural factors affecting development of abnormality.
3. Purpose and the methodology of assessment, diagnosis, treatment, and the scientific method.
4. The characteristics of anxiety states, moods, problems of mind and body, psychosis, and life-span issues prevalent in a counseling setting.
5. Legal and ethical issues related to identification and treatment of abnormal behavior, from a cross-cultural perspective.
6. Genesis of abnormal behavior based on biological, behavioral, cognitive, psychodynamic, humanistic/existential and socio-cultural models.
7. Abnormal psychology in the context of school counseling, community counseling, and marriage and family counseling.
8. DSM-IV-TR use in diagnosis, treatment, and outcome variables and application to counseling.
9. The scientific method and research relative to their application in the field of abnormal psychology.

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 1: *Comer, J. C. (2014). Abnormal psychology, DSM-V Updated Edition (8th Edition), W. H. Freeman and Company. ISBN: 9781464137198*

Required reading 2: *American Psychiatric Association (2013). Diagnostic and statistical manual of mental disorders (5th Ed.) (DSM-V), American Psychiatric Association. ISBN: 9780890425558*

Required reading 3: *Pomeroy, E. & Wambach, K. (2003). The Clinical Assessment Workbook, Thomson - Brooks/Cole. ISBN: 9780534989002*

Required reading 4:

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 sets @ 50)

B. Quizzes (19 @ 10 points each) = 190 points

TOTAL = 590 points

Requirements: A. Case Studies (8 sets @ 50 = 400 points)

Each week you should complete and submit the case studies from the workbook chapters that have been assigned (the number of cases will vary by week). For each case study you should write a simple statement expressing summarizing the persons

main problem in your own words. Following this statement, you should describe how the person meets the DSM criteria for the disorder that you select. To submit your case study papers place them in the Ecollege dropbox - do not send them to my Chaminade email account.

B. Quizzes (19 @ 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

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.

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 7: Introduction

Read:

Comer - Chapters 1 & 2

Week 2 – July 14: Models, Assessment, Diagnosis, and Treatment

Read:

Comer: Chapters 3 & 4

DSM-V: Intro. & Appendices

Workbook - Read Chapter 1

Week 3 – July 21 : Anxiety and Stress Disorders

Read:

Comer: Chapters 5 & 6;

DSM-V - Anxiety Disorders

Workbook - Chapter 7 Cases Post by July 27

Week 4 – July 28: Somatoform/Eating Disorders

Read:

Comer - Chapters 7 & 11;

DSM-V - Somatoform/ Eating Disorders

Workbook - Chapters 8, 9, & 11 Cases Post by August 3

Week 5 – August 4: Mood Disorders

Read:

Comer - Chapters 8 - 10

DSM-V - Mood Disorders

Workbook - Chapter 6 Cases Post by August 10

Week 6 – August 11: Substance-Related Disorders

Read:

Comer - Chapter 12;

DSM-V - Substance-Related Disorders

Workbook - Chapter 4 Cases Post by August 17

Week 7 – August 18: Sexual Disorders

Read:

Comer - Chapter 13;

DSM-V - Sexual Disorders

Workbook - Chapter 10 Cases Post by August 24

Week 8 – August 25: Schizophrenia

Read:

Comer - Chapters 14 & 15

DSM-V - Schizophrenia

Workbook - Chapter 5 Cases Post by August 31

Week 9 – September 1: Personality Disorders

Read:

Comer - Chapter 16;

DSM-V - Personality Disorders

Workbook - Chapter 14 Cases Post by Sept 7

Week 10 – September 8: Disorders of Childhood, Adolescence, Aging
and Cognition

Read:

Comer - Chapters 17 - 19

DSM-V - Disorders of Childhood, Adolescence, Aging and Cognition

Workbook - Chapter 2, 3, 12 & 13 Cases Post by Sept 14

