

Abnormal Psychology: Psy 424

Pearl Harbor, Wednesdays 5:30 – 9:40 p.m.

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Textbook: DSM-V & Fundamentals of Abnormal Psychology 7th Edition

I. Assessments:

1. Chapter Quizzes:

- Questions will be multiple-choice
- 5 questions total from the Chapter
- Quizzes are online after the Chapter Power Point & should be completed by the following class

2. Chapter Exercises:

- Selected chapters will have an exercise in which you will provide answers
- These are practices for your Final Case Study
- Instructions will be given for each Chapter Exercise
- Grading will be based upon the content of your answer
- Submit answers via website: <http://kriskern.weebly.com>
- Score = 10 pts. for each Chapter exercise

3. Case Studies:

- Students will complete 2 case studies
- Use information from the textbook & the DSM-V
- APA citation is expected
- Goal is to provide a possible diagnosis and a treatment plan
 - Diagnosis
 - How does the person meet the criteria for the disorder?
 - Why did you rule out other diagnosis?
 - Treatment
 - Provide 2 descriptions and/or type of treatment.
 - How are the treatments you provided going to help?
- Information about the case studies can be found in the syllabus & online
- Score = 100 pts. for each Case Study

4. Final Exam:

- Consisting of 5 case studies and 10 questions per case study
- Questions will be multiple choice
- Final will be provided week prior to due date

5. Participating/Attendance:

- Students are expected to provide notification if they are missing class
- Multiple absences will jeopardize final grade

II. About the Course:

1. Program Course Linkage

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.

2. 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.

3. Student Learning Outcomes/Course goals

Upon completion of this course students will:

- Have an understanding of the historical, cultural, and societal factors related to understanding abnormal behavior
- Have an understanding of the biological, psychological, environmental, and social cultural factors affecting the development of abnormal behavior
- Be able to assess, interpret, and diagnose abnormal behavior within a DSM-V framework
- Be able to identify the symptoms, characteristics, behaviors, and treatments associated with the disorders covered in the DSM-V
- Have an understanding of the legal and ethical issues related to identification and treatment of abnormal behavior
- Have an understanding of the cross-cultural issues related to abnormal behavior
- Be able to locate and interpret current research related to abnormal psychology
- Have an understanding of abnormal behavior based on biological, psychodynamic, behavioral, cognitive, humanistic, existential, and social-cultural models of psychological abnormality
- Have an understanding of the current issues including ethical issues related to abnormal psychology
- Be able to understand and use the scientific method.

4. 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.

5. 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.

6. 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.

III. Grading: Total points = 660

Grades will be assigned according to the quality of the work produced. Case Studies will be given standards to meet and will be graded upon using the rubric provided. Grading will concentrate on your knowledge and application of the material.

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

50% - 59% = F

IV. Final Case Studies

- Students will watch two movies and will produce a Case Study for the main character
 - The format for the Case Study is provided
 - Students are expected to produce an in-depth look at the character
 - Case Study 1: Olivia Benson – Law & Order SVU
 - Andrew or Terence - Whiplash
- For information, please check the website: <http://kriskern.weebly.com>
 - Under “Chaminade” tab, look for “Abnormal Psy”, then look for “Final Case Study”
- Please see the rubric below for scoring details

Rubric for Case Study		Student:		
Category	20	15	10	5
Application of theories	Case Study clearly shows the application of the theories and content discussed during class. Student references & applies three theories to justify the diagnosis & treatment	Case Study shows the application of the theories and content discussed during class. Student references & applies two theories to justify the diagnosis & treatment	Case Study rarely applies the theories and content discussed during class. Student references & applies one theory to justify the diagnosis & treatment	Case Study does not reference to any theories or content discussed during class. Student does not reference any theory to justify the diagnosis & evaluation
Organization	Student uses the format provided, uses the cues under each category and correctly uses APA citation	Student uses the format provided, sometimes uses the cues under each category and incorrectly uses APA citation	Student uses the format provided, rarely uses the cues under each category and incorrectly uses APA citation	Student does not use the format provided, rarely uses the cues under each category and incorrectly uses APA citation
Clarity & Presentation	Student shows exceptional knowledge & understanding of the client, and provides information that is pertinent to the justification of the diagnosis	Student shows knowledge & understanding of the client, and provides information that somewhat justifies of the diagnosis	Student rarely shows knowledge & understanding of the client, and provides wrong information that somewhat justifies of the diagnosis	Student does not show knowledge & understanding of the client, and provides information that does not relate to the client
Summary & Treatment Plan	The summary clearly follows the prompts, correctly rationalizes the diagnosis, justifies the diagnosis & suggests a treatment plan that is appropriate Student cites three different theories in the Summary or Diagnosis	The summary follows the prompts, incorrectly rationalizes the diagnosis, yet justifies the diagnosis & suggests a treatment plan that is somewhat appropriate Student cites two different theories in the Summary or Diagnosis	The summary somewhat follows the prompts, incorrectly rationalizes the diagnosis and does not justify the diagnosis & the treatment plan is not appropriate Student cites one theory in the Summary or Diagnosis	The summary does not follow the prompts, incorrectly rationalizes the diagnosis and does not justify the diagnosis & the treatment plan is not appropriate Student cites one theory in the Summary or Diagnosis
Diagnosis	The diagnosis is justified correctly. The student is able to discuss a diagnosis that needs to be further evaluated and, if necessary, does delineate why the NOS (not otherwise specific) is given	The diagnosis is justified correctly. The student is somewhat able to discuss a diagnosis that needs to be further evaluated and does not delineate why the NOS (not otherwise specific) is given	The diagnosis incorrectly justified. The student is unable to discuss a diagnosis that needs to be further evaluated and does not delineate why the NOS (not otherwise specific) is given	The diagnosis incorrectly justified and is incomplete
Score:				

Calendar

Day	Chapters	Ch. Pp.
July 8	Chapter 1: Abnormal Psychology Past & Present	1 – 31
	Chapter 2: Models of Abnormality	33 – 67
July 15	Chapter 3: Clinical Assessment, Diagnosis & Treatment	69 - 95
	Chapter 4: Anxiety, OCD & Related Disorders	97 – 137
	Exercise Ch. 4: Malcolm & Patricia	
July 22	No Class	
July 29	Chapter 5: Disorders of Trauma & Stress	139 - 169
	Chapter 6: Disorders of Mood	171 – 205
	Exercises Ch. 5 & 6: Sarah, Clara & Saul	
	Case Study 1: Olivia	
August 5	Chapter 7: Suicide	207 - 233
	Chapter 8: Disorders Featuring Somatic Symptoms	235 – 263
	Chapter 9: Eating Disorders	265 – 291
	Exercises Ch. 7, 8, & 9: Suicide Worksheet, Rita & Josie	
	Case Study 1: Olivia	
August 12	Chapter 10: Substance Abuse & Addictive Disorders	294 - 327
	Chapter 11: Disorders of Sex & Gender	329 - 361
	Exercise Ch. 10: Margaret	
	Case Study 1 Due	
August 19	Chapter 12: Schizophrenia	363 - 397
	Exercise Ch. 12: Richard	
	Case Study 2: Andrew or Terence	
August 26	Chapter 13: Personality Disorders	399 - 437
	Chapter 14: Disorders of Childhood & Adolescence	439 – 475
	Exercise Ch. 14: Jodie	
	Case Study 2: Andrew or Terence	
September 2	Chapter 15: Disorders of Aging & Cognition	477 - 499
	Chapter 16: Law, Society & Mental Health Profession	501 – 529
	Exercise Ch. 16: Ethical Principles	
	Case Study 2: Andrew or Terence	
September 9	Case Study 2 & Final Exam Due	