

Chaminade University of Honolulu
Master of Science in Counseling Psychology Program
PSY 524 Abnormal Psychology
Fall 2019
Behavioral Science Building 101
5:30-9:20pm

Instructor: Sean P Croucher
393-4873 (work)

Office Hours: 5pm
by appointment before class

Email: sean.croucher@chaminade.edu

Required Texts: Comer, R. J (2018)
Abnormal Psychology 10th Edition
New York: Worth Publishers

Pomeroy, E. (2015)
The Clinical Assessment Workbook: Balancing Strengths and Differential
Diagnosis, Second Edition. California: Brooks/Cole- Thompson Learning.

American Psychiatric Association: Diagnostic and Statistical Manual of
Mental Disorders, Fifth Edition. Washington, DC, American Psychiatric
Association Publishing, 2013.

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

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 this class. The course focuses on understanding psychological disorders and practical implementation of this knowledge in the counseling context; special emphasis will be given to DSM-V diagnostic process as well as advocating for strength based mental health. The preceding will be accomplished via the integration of theory, anecdotal accounts, and over 50 diagnostic case studies. Furthermore, students will be encouraged to display

critical thinking regarding research/current mental health trends, as well as best-practices within the counseling context.

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.

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-V 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 as well as critical thinking regarding the use of said method.
10. Strength based approach to promoting mental health.

Assessments

Class participation- Objective, every class students are expected to participate in class and group discussions. Participation is especially important during the in-class portion where case studies are being discussed as well as designated active student responding times (ASRs). Lack of participation may negatively affect your participation grade (per participation rubric). If a student misses a class it is the student's responsibility to contact the professor regarding how to make up class participation points (each class is 8 points). A qualitative rubric of participation expectations and coinciding point allocation will be provided to the students. **(80 points)**

Case Studies- Students will be required to complete several case studies weekly. Case studies will integrate what was learned in the text and in class. 24 total case studies, 5 points each **(120 points)**, an additional 16 case studies will be reviewed and discussed in class. Active engagement in these cases will count toward class participation. Case studies must be sent via email to sean.croucher@chaminade.edu , before the commencement of class.

Weekly quizzes will include all material covered prior to the quiz, with emphasis on current topics and topics requiring group remediation. Exam will include multiple choice, true/false, and short answer questions. Quizzes will be taken via Canvas; a tablet or laptop is recommended. **(Total of 100 points)**

Critical Thinking Paper- Students will be required to read an article and answer critical thinking questions. Questions are aimed at provoking students to think about how information/ trends in abnormal psychology impact their professional schema. **(50 points)**

Final- Exam will include all material covered prior to exam, exam will include multiple choice, true/false, and short answer questions. Final via Canvas **(100 points)**

Take Home Final- Written portion of the final, it will consist of 10 case studies. Students will be required to formulate a diagnosis/case conceptualization from a given case study. Rubric for grading will be provided when case studies are presented. Be advised that grading for these studies, as this is a culminating exercise, will be more stringent than previous case studies. **(50 points)**

Aggregate: 500 points

Grading

A = 500-450

B = 449-400

C= 399- 325

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Attendance

As stated in the graduate general catalog if you miss more than one class, you will be given a “C” and you must retake the class. Extreme tardiness (over 30 minutes) as well as leaving early from class (30 minutes or more) will be viewed as an absence. Habitual tardiness will negatively impact class participation grade (students will be warned and made aware of any point deduction). Prompt attendance is required; the instructor will not review any material covered prior to the late arrival. If absent, it is the student’s responsibility to obtain relevant class material from another classmate.

Academic Honesty

Violations of academic honesty principles are extremely serious and won’t be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion 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, 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.