

Course title: Abnormal Psychology Summer II 2020

Course number: PSY 424

Course discipline: Psychology

Course description: Program Course Linkage - This course develops and assesses the skills and competencies for the Psychology program student learning outcome 1) Students will identify key concepts, principles, and overarching themes in 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.

Course date: June 29 - August 7, 2020

Location: Online

Meeting day(s): At students discretion

Meeting time(s): At students discretion

Prerequisite(s): PSY 101 IMPORTANT - 1. **All assignments must be completed by the due dates (no exceptions). 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.

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Biography: Dr. Fryxell is the Dean of the School of Education and Behavioral Sciences and 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

Upon completion of this course students will:

1. have an understanding of the historical, cultural, and societal factors related to understanding
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.

Course goals:

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.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Students With Disabilities

Chaminade University will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact the counseling center 735-4845 or, 739-4603, (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.

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.

Textbooks

Required reading: *Comer, J. C., W. H.(2016). Fundamentals of Abnormal psychology (8th Edition),* Freeman and Company. ISBN: 9781464176982. This book should be available in the bookstore with the access code for the Launchpad website. If you do not want a hard copy of the book and are comfortable with just an ebook you can purchase access the ebook and Launchpad site (where the course materials are - including the quizzes and Learning Curve activities) by going to:
<https://www.macmillanhighered.com/launchpad/comerfund8e/13702160> (Links to an external site.)

and following the instructions. Note: If you purchase a hard copy of the textbook from a source other than the bookstore, you may still have to purchase access to the Launchpad site (which includes an ebook) so you will be paying for the book twice.

Required reading: *Diagnostic and statistical manual of mental disorders (5th Ed.),* American Psychiatric Association, American Psychiatric Association, 2013 (Full Version, Desk Reference or Pocket Edition are all 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 @ 20 points each) = 160 points
- B. Learning Curve Modules (35 @ 5 points) = 175 points
- C. Quizzes (16 @ 5 points each) = 80 points

TOTAL = 415 points

Case Studies (8 @ 20 A. = 160 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-V 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 DSM-V 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).

B. Learning Curve (35 chapters @ 5 points) While reading each chapter, complete the Learning Curve exercises on the Launchpad website. Some chapters have 2 Learning Curve sections and some have 3.

Requirements: C. Quizzes (16 @ 5 points) After reading and studying the chapter materials and other information that is available on the Launchpad website (i.e., videos) and completing the Learning Curve activity for the chapter, you should take the Summative Quiz on the Launchpad website.

D. Class Discussions (5 @ 0 points.) Five sets of discussion questions will be posted in Canvas. You should post your initial response to each discussion question by Thursday of the week that it is assigned and then respond to at least three of your classmates post by Sunday night of that week.

- Ask open-ended questions to promote discussion. Open-ended questions require individuals to write more than a simple one- or two-word answer. Open-ended questions require the use of critical thinking skills and allow individuals to reflect on their thoughts and feelings about a particular topic.
- Don't be afraid to disagree. It is okay to disagree with what someone has to say or play the "devil's advocate." However, when you choose to disagree, remember to do so respectfully. Everyone is entitled to their own opinion and it is okay for you to offer your own interpretation.
- Give reasons for your opinion. It is important to provide reasons for your thoughts and feelings about the topic. You may even choose to make a personal connection or share a personal experience with your classmates. Applying class information to real-world situations is a great way to demonstrate that you truly understand what you are learning.

- Think outside the box. Online discussions can get boring when everyone's posts begin to sound the same. Don't be afraid to propose a new idea or ask a probing question to generate conversation.
- Include outside resources. It is often helpful to include outside resources in your responses. Share an article or a website that is relevant to the topic of discussion. Introducing new, relevant ideas from resources, other than the provided class materials, can help take learning to the next level.

Grading: Grades will be assigned according to the quality of the work produced using a straight percentage format (total possible points = 440).

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 59% = F

Calendar

Notes:

1) The dates for assignments are not set on Canvas so you should follow the dates on the following calendar. Work for each week should be completed by Sunday night at 11:59 pm unless otherwise indicated.

2) I suggest that for each chapter you review the PowerPoint slides (located in the "Files" folder on the left hand side of this page. then read the chapter, complete the chapter Learning Curve modules, and finally take the chapter quiz.

Week 1 – June 29

Chapter 1: Abnormal Psychology: Past and Present

Read: Comer: Chapter 1

DSM-V: Introduction

Complete Chapter 1 Learning Curve

Take Chapter 1 Quiz

Chapter 2: Models of Abnormality

Read: Comer: Chapter 2

DSM-V: Appendices

Complete Chapter 2 Learning Curve

Take Chapter 2 Quiz

Participate in Discussion 1

Week 2 – July 6

Chapter 3 - Clinical Assessment, Diagnosis, and Treatment

Read: Comer: Chapters

DSM-V: Appendices

Complete Chapter 3 Learning Curve

Take Chapter 3 Quiz

Chapter 4: Anxiety Disorders

Read: Comer: Chapter 4

DSM-V Anxiety Disorders

Complete Chapter 4 Learning Curve

Take Chapter 4 Quiz

Chapter 5: Stress Disorders

Read: Comer: Chapter 5

DSM-V Anxiety Disorders

Complete Chapter 5 Learning Curve

Take Chapter 5 Quiz

Case Study #1 Post by July 12

Participate in Discussion 2

Week 3 – July 13

Chapter 6: Mood Disorders

Read: Comer Chapter 6

DSM-V Somatoform, Dissociative and Mood Disorders

Complete Chapter 6 Learning Curve

Take Chapter 6 Quiz

Chapter 7: Suicide

Read: Comer Chapter 7

DSM-V Somatoform, Dissociative and Mood Disorders

Complete Chapter 7 Learning Curve

Take Chapter 7 Quiz

Chapter 8: Somatoform and Dissociative Disorders

Read: Comer Chapter 8

DSM-V Somatoform, Dissociative and Mood Disorders

Complete Chapter 8 Learning Curve

Take Chapter 8 Quiz

Case Study #2 Post by July 19

Participate in Discussion 3

Week 4 – July 20

Chapter 9: Eating Disorders

Read: Comer Chapter 9

DSM-V Eating Disorders

Complete Chapter 9 Learning Curve

Take Chapter 9 Quiz

Chapter 10: Substance Related Disorders

Read: Comer Chapter 10

DSM-V Substance Related Disorders

Complete Chapter 10 Learning Curve

Take Chapter 10 Quiz

Chapter 11: Sexual and Gender Identity Disorders

Read: Comer Chapter 11

DSM-V Sexual and Gender Identity Disorders

Complete Chapter 11 Learning Curve

Take Chapter 11 Quiz

Case Study #3 Post by July 26

Case Study #4 Post by July 26

Case Study #5 Post by July 26

Participate in Discussion 4

Week 5 – July 27

Chapter 12: Schizophrenia

Read: Comer Chapter 12

DSM-V Schizophrenia and Other Psychotic Disorders

Complete Chapter 12 Learning Curve

Take Chapter 12 Quiz

Chapter 13: Personality Disorders

Read: Comer Chapter 13

DSM-V Personality Disorders

Complete Chapter 13 Learning Curve

Take Chapter 13 Quiz

Chapter 14: Disorders of Childhood and Adolescence

Read: Comer Chapter 14

DSM-V Disorders Usually First Diagnosed in Infancy, Childhood,
or Adolescence

Complete Chapter 14 Learning Curve

Take Chapter 14 Quiz

Case Study #6 Post by August 2

Case Study #7 Post by August 2

Participate in Discussion 5

Week 6 – August 3

Chapter 15: Disorders of Aging and Cognition

Read: Comer Chapters 15

DSM-V Delirium, Dementia, and Other Cognitive Disorders

Complete Chapter 15 Learning Curve (complete by August 7th)

Take Chapter 16 Quiz (complete by August 7th)

Chapter 16: Law, Society and the Mental Health Profession

Read: Comer Chapters 16

Complete Chapter 16 Learning Curve (complete by August 7th)

Take Chapter 16 Quiz (complete by August 7th)

Case Study #8 Post by August 7th

Dear Students,

My LaunchPad course is open for registration. When you create a LaunchPad account, you will get free access to the course for 14 days. You can purchase full access or redeem an access code once you are logged in.

You will need to use the same LaunchPad account for the duration of the course because your grades are linked to your registered email address. Please use the "Forgot Password" link on the Sign In page if you run into trouble.

To enroll, please go to <https://www.macmillanhighered.com/launchpad/comerfund8e/13702160> (Links to an external site.)

Looking forward to seeing you in class!

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For assistance, please visit: <https://macmillan.force.com/macmillanlearning> (Links to an external site.)