**CHAMINADE UNIVERSITY OF HONOLULU**

# PSY 424 Abnormal Psychology

# Spring 2021 (AY SE21)

Class Time: Online

Location: Online

**Instructor:** DarrenIwamoto, Ed.D., LMHC

Email: diwamoto@chaminade.edu

Office Telephone: 808-739-4604

Office: BS 111A

Office Hours: T & TH 10:00 am – 11:00 am and by appointment

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| **Texts:** | 1. *Comer, R. & Comer, J. (2018) Abnormal Psychology 10th Edition New York: Worth Publishers ISBN: 978-1319066949*
2. *Pomeroy, E. (2015) The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis, Second Edition* Cengage Learning ISBN: 978-1-285-74888-7
3. American Psychiatric Association: Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition. Washington, DC, American Psychiatric Association Publishing, 2013.
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**Catalog Course Description**

Study of the development, treatment, and prevention of psychological disorders. Presentation of the dynamics of abnormal behavior, psychological, and socio-cultural context. Current research and assessment tools will also be covered.

**Psychology Program Learning Outcomes (PLO)**

1. Students will identify key concepts, principles, and overarching themes in psychology.
2. Students will exhibit the value of adaptation and change through the critical thinking process of interpretation, design, and evaluation of psychological research.
3. Students will exhibit effective writing and oral communication skills within the context of the field of psychology.
4. Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one's mind, body, and social influences.

**Program Linking Statement**

This course develops and assesses the skills and competencies for the MSCP program core student learning outcomes of 1) Students will identify core counseling, theories, principles, concepts, techniques, and facts, and 4) Students will exhibit the value of educating the whole person through the description and explanation of the dynamic nature between one’s mind, body, and social influences.

**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.

**Articulation of Characteristics and Values**

PSY 424 Abnormal Psychology is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, “new times call for new methods.” This could not be truer for the field of Psychology, in particular, Abnormal Psychology. Abnormal Psychology seeks to identify and understand why we do what we do and think what we think. This value guides this course through its focus on the additional development of:

1. Flexible thinking;
2. Being respectful of differences;
3. Critical thinking; and
4. Open-mindedness.

This will be found in our weekly discussions and in the capstone paper.

**Class structure**

The student learning outcomes will be accomplished via the integration of theory, review of current literature, anecdotal accounts, and the completion of 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.

**Student Learning Outcomes (SLO)**

By the end of this course, students will:

1. Describe the historical, cultural, and societal factors related to understanding abnormal behavior (PLO1, PLO4)
2. Assess, interpret, and diagnose abnormal behavior within a DSM-V framework (PLO1)
3. Identify the symptoms, characteristics, behaviors, and treatments associated with the disorders covered in the DSM-V (PLO1)
4. Describe the legal and ethical issues related to identification and treatment of abnormal behavior (PLO1)
5. Explain the cross-cultural issues related to abnormal behavior (PLO1)
6. Locate and interpret current research related to abnormal psychology (PLO1)

**Assessments/Assignments**

**Final Exam** (Assessment for SLO 1, 2, 3, 4, 5) (100 multiple-choice questions worth 2 points each = 200 points)

The final examination will focus on chapters 1 through 19 in Abnormal Psychology by Comer & Comer. Please note that Canvas will shut down the Final Exam at 11:59 pm on the last day of the class, as specified in Canvas, regardless of how far you are into the exam. Subsequently, please plan ahead and give yourself ample time so this does not become an issue for you.

**Best Practice Literature Reviews** (Assessment for SLO 1, 2, 3, 4, 5, 6) (20 points per week = 180 points)

*Best Practice Literature Reviews (10 points)* – Each student will respond to the Best Practice questions utilizing a peer-reviewed journal article from Chaminade University’s EBSCOHost database (<https://lib.chaminade.edu/>) and/or credible Internet sources that is related to the DSM-V classifications being discussed within its respective modules.

In order to receive full credit, you must cite the source(s) that you used for your discussion response.

You may use an article from your Recommended Learning Materials list for this assignment. The respective articles in that list are located in the Files section of this Canvas classroom.

**Psychology Communities of Practice** (Assessment for SLO 5) (20 points total)

You will need to provide evidence of your participation in one of the communities of practice. You are enrolled in two separate communities, the Psychology Community and the larger Chaminade University Community.  Throughout your time in the course, the moderators of those communities will post discussion questions, share news articles, and/or post their thoughts on current events related to our field.

The purpose of these communities is to provide you with a space to join in discussion with fellow students, faculty, and Chaminade alumni.  You can participate by commenting on their posts or by sharing your own relevant materials.  In order to earn credit for this assignment, you need to provide the following:

1. One or more screenshots demonstrating significant, meaningful participation in at least one of the communities of practice.  ***Please note: multiple screenshots may be required to capture your participation, but please do not upload more than five images.***
2. A short reflection highlighting how your coursework at Chaminade informed your participation in the discussion.  ***Please note: the connection to your coursework does not need to come from this class; you are free to draw on all the courses you have taken at Chaminade when crafting this reflection.  HINT: Please answer the question, "how does your participation (substantive reply, uploading an article, etc...) inform the field of Psychology?"***

You will participate in the communities of practice twice (2) in this class. Each participation is worth 10 points each.

To access the Psychology communities of practice use this link: <https://fb.me/g/8h1Xorl1P/5dOL01wM>

If you need assistance with navigating the communities of practice please watch this video: <https://youtu.be/-PZXxpYt0mE>

**Capstone Paper** (Assessment for SLO 2, 3, 4, 5, 6) (50 points – paper = 50 points)

For this paper you are going to utilize popular media to identify a client in need. This paper will include the following:

1. Identify a character from a movie or book;
2. Diagnose that character with a psychological disorder from the DSM-V;
3. Explain why you feel the character should be diagnosed with that psychology disorder (use the DSM-V criteria);
4. Identify a best practice therapeutic approach (refer to the Discussion threads) that would best meet the need for the character. Incorporate how you would address any legal, ethical, and cross-cultural issues that may arise based on the context of your character.
5. Develop a minimum of two treatment goals for the character (explain why you felt these should be the treatment goals); and
6. Based on the best practice therapeutic approach you identified, describe what the character would experience and how would that person improve over the course of a 10-week program.

This research paper will be no less than 4 full pages, double-spaced, 12 pt Times Roman font, written using APA style. Your paper will also include a title page, headers (Introduction, Diagnosis, Therapeutic Approach, Treatment Goals, Program), and reference page. Title and reference pages do not count towards your minimum page count.

You must have a minimum of 3 credible sources. Interviews with social service professionals can count towards this requirement. A reference list is required. It can either be in your video or presentation.

APA formatting tutorial: <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

*Assignment Characteristics for the Capstone Paper:*

Pedagogical Method - Experiential learning: Students will identify a character from a movie or book, diagnose that character, identify an applicable counseling theoretical approach, develop a treatment plan, and conceptualize a 10-week counseling program for that individual.

X Factor Element – Finding Happiness: Students will develop a deeper understanding on an abnormal psychology issue that they are interested in. They will discover the feeling of empowerment as they develop their skills diagnosing, treatment planning, and the development of counseling program. This will have an influence on their sense of being a student (academic), person (self-concept), and as a professional (opening their mind to differential diagnosing and treatment options).

Student Ideas – Long-Term Project: This assignment is introduced early in the semester and the concepts and themes learned throughout this course will be implemented in the delivery of this paper.

**Grading**

Total possible points = 525 points

A = 90% – 100%

B = 89% – 80%

C = 79% – 70%

D = 69% – 60%

F = 59% – 0%

The instructor will determine the final grade for all students based on the above Grading Scale.  The instructor will enforce the following class policies:

*All assignments will be due in Canvas by 11:59 pm on the last day of class (Sunday, June 13, 2021 by 11:59 pm). Please note that you will lose access to submit any assignments or complete any exams at 11:59 pm so please plan accordingly.*

Attendance

It is expected that you will be active on Canvas and complete all of the required assignments and exams by the last day of this class.

**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.

**Course Approach:**

This course is utilizing a flex model where the only due date that you have will be at 11:59 pm on the last day of class. The flex model provides you with the convenience and ability to work at your own pace and complete assignments when it is convenient for you. You can work as fast as you want but please note that this class will end in 10 weeks so please plan accordingly.

**Course Website Address (Canvas):**  <https://chaminade.instructure.com/>

**Hardware Requirements:** Canvas is accessible from both PC and Mac computers with a reliable internet connection.  You will also need to be able to access audio and video files.  Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

**Software Requirements:**  You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free.  If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

**Disability Access**

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ʻIke: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ʻIke Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

**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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

**Credit Hour Policy**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 37.5 hours of engagement. For example, in a one credit hour traditional face to face course, students spend 50 minutes in class per week for 15 weeks, resulting in a minimum of 12.5 instructional hours for the semester. Students are expected to engage in reading and other assignments outside of class for at least 2 additional hours per week, which equals an additional 25 hours. These two sums result in total student engagement time of 37.5 hours for the course, the total engagement time expected for each one credit course at Chaminade.

The minimum 37.5 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

**Tentative Course Schedule**

*AP = Comer, R. & Comer, J. (2018) Abnormal Psychology 10th Edition New York: Worth Publishers ISBN: 978-1319066949*

*CA = Pomeroy, E. (2015) The Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis, Second Edition* Cengage Learning ISBN: 978-1-285-74888-7

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

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| **Recommended Schedule (not a requirement to follow)** | **Topic** | **Readings & Assignments Due** |
| Week 1 | IntroductionsReview Course SyllabusChapter 1 IntroductionChapter 20 Other Conditions That May Be a Focus of Clinical AttentionVideo - Out of Sight: The Rise and Fall of the Asylum—Madness(Films-on-Demand) | CA = Chapter 1 & 20AP = Chapters 1, 2, 3, 4, & 19 |
| Week 2 | Stress, Anxiety, & Depression and its relationship to mental health challengesDepressive DisordersAnxiety Disorders | CA = Chapters 5 & 6AP = Chapters 5, 7, 8, & 9**Best Practice Literature Review assignment****Case Studies** |
| Week 3 | Dissociative DisordersSomatic Symptom and Related Disorders | CA = Chapters 9 & 10AP = Chapters 6 & 10**Best Practice Literature Review assignment****Case Studies** |
| Week 4 | Obsessive-Compulsive and Related DisordersTrauma and Stressor-Related Disorders | CA = Chapters 7 & 8AP = Chapters 5 & 6**Best Practice Literature Review assignment****Case Studies** |
| Week 5 | Disruptive, Impulse-Control, and Conduct DisordersSubstance-Related and Addictive Disorders | CA = Chapters 15 & 16AP = Chapters 12 & 17**Best Practice Literature Review assignment****Case Studies****Mid-Point Psychology Communities of Practice participation** |
| Week 6 | Schizophrenia Spectrum and Other Psychotic DisordersBipolar and Related DisordersPersonality Disorders | CA = Chapters 3, 4, & 18AP = Chapters 7, 14, 15, & 16**Best Practice Literature Review assignment****Case Studies** |
| Week 7 | Feeding, Eating, and Elimination DisordersSleep-Wake Disorders | CA = Chapters 11 & 12AP = Chapter 11**Best Practice Literature Review assignment****Case Studies** |
| Week 8 | Video – Sexual DisordersSexual Dysfunctions DisordersGender DysphoriaParaphilic Disorders | CA = Chapters 13, 14, & 19AP = Chapter 13**Best Practice Literature Review assignment****Case Studies** |
| Week 9 | Chapter 2 Neurodevelopmental DisordersChapter 17 Neurocognitive Disorders | CA = Chapters 2 & 17AP = Chapter 18**Best Practice Literature Review assignment****Case Studies****Psychology Communities of Practice participation** |
| Week 10 | Capstone PaperFinal Exam | **Capstone Paper****Final Exam** |

**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.

1. **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.

1. **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.

1. **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.

1. **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 thatphilosophy 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.

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.

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| *The above quotes were taken directly from:* |  | 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.

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| *The above quotes were taken directly from:* |  | 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.

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| *The above quotes were taken directly from:* |  | 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.

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| *The above quotes were taken directly from:* | <http://allpsych.com/researchmethods/replication.html> |