

CHAMINADE UNIVERSITY

PSY 424: Abnormal Psychology

Online

Fall Term – August 21 – December 8, 2023

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Dr. Fryxell is the Dean of the School of Education and Behavioral Sciences and is a Professor of Psychology. 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.

Textbooks:

1. *Comer, J. C., W. H. (2022). Fundamentals of Abnormal psychology (10th Edition)*, Freeman and Company. ISBN: 9781319424510. Students should purchase access to the ebook and Achieve site (where the course materials are - including the quizzes and Learning Curve activities) by going to <https://achieve.macmillanlearning.com/courses/vsa3eb> and following the registration instructions. Note: If you purchase a hard copy of the textbook from another source, you will still have to purchase access to the Achieve site (which includes an ebook) so you will be paying for the book twice.

2. *Diagnostic and statistical manual of mental disorders (5th Ed.)*, American Psychiatric Association, American Psychiatric Association, 2013 (The Pocket or Desktop Editions are fine)

Catalog Course 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.

Program Linking Statement

This course develops and assesses the skills and competencies for the Psychology program student learning outcomes I.) Students will identify key concepts, principles,

and overarching themes in psychology; and IV.) 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.

Student Learning Outcomes

Student performance, relative to the following specific course objectives, will be assessed. You will be asked, at various points throughout the course to demonstrate through quizzes, papers, and activities, what you have learned in this course.

Upon completion of this course students will:

1. describe the historical, cultural, and societal factors related to understanding abnormal behavior;
2. identify the biological, psychological, environmental, and social cultural factors affecting the development of abnormal behavior;
3. assess, interpret, and diagnose abnormal behavior within a DSM-V framework;
4. identify the symptoms, characteristics, behaviors, and treatments associated with the disorders covered in the DSM-IV;
5. describe the legal and ethical issues related to identification and treatment of abnormal behavior;
6. explain the cross-cultural issues related to abnormal behavior;
7. locate and interpret current research related to abnormal psychology;
8. explain abnormal behavior based on biological, psychodynamic, behavioral, cognitive, humanistic, existential, and social-cultural models of psychological abnormality;
9. describe the current issues including ethical issues related to abnormal psychology; and
10. use the scientific method to explore psychology.

Course Requirements

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 |

D. Discussions (5 @ 10 points each) = 50 points

TOTAL = 465 points

1. Case Studies (8 @ 20 = 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 (16 @ 5 points) After reading each chapter, complete the Learning Curve exercise on the Achieve website.

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

2. Class Discussions (6 @ 10 points each)

Six class discussion question will be posted. Sometime between Monday and Thursday each week, you should respond to the question. Then, sometime between Friday and Sunday, you should go back and read all of the submissions and respond to at least three of your classmate's posts. It is expected that each student's posts for each week will be approximately one page in length. The following guidelines should be used to actively and intelligently participate in the class discussions (adopted from <http://www.rasmussen.edu/student-life/blogs/college-life/tips-for-writing-thoughtful-discussion-responses//Links to an external site.>

- 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

Unless otherwise indicated, all assignments for each week are due by 11:59 pm on Sunday night of the week that they are assigned. *No late assignments will be accepted or graded.* Final grades will be based on the quality of work and will be assigned based on a straight percentage basis using the following chart:

90%	-	100%	A
80%	-	89%	B
70%	-	79%	C
60%	-	69%	D
59% or below			F

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructor when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4751 or 739-8393). It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course will receive a failing grade.

Unexcused absences equivalent to more than three days of classes may lead to a grade reduction for the course. Any absence exceeding three days or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

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

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 'Ike: 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 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Statement

Chaminade University of Honolulu (CUH) 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.

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 in 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.

Relations

Research Method In Social

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.

Cozby

Methods In Behavioral Research;

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>Links to an external site.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

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.

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.

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.

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.

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 however, the main focus is on the value of educating for adaptation and change. Psychology, by its nature, looks at how people adapt and change depending on the environment and circumstances that they are in. The inability to adapt and change can often lead to psychological problems or disorders. These disorders will be explored in this course.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom

5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf> (Links to an external site.)Links to an external site.

Credit Hour Policy

This is a three-credit hour course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 24 hours preparing case studies, 35 hours completing Learning Curve Modules, 16 hours reviewing for and taking the chapter quizzes, and 5 hours participating in class discussions. There will be an additional 55 hours of work required beyond what is described here which includes reading the course materials, averaging 3.43 hours each week.

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 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 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.

Course Calendar

**IMPORTANT Note* - You should complete the work for the course according to the following schedule. Most assigned work should be completed each week by Sunday night at midnight unless otherwise indicated

Week 1 – August 21

Chapter 1: Abnormal Psychology: Past and Present

Read:

Comer: Chapter 1

DSM-V: Introduction

Complete Chapter 1 Learning Curve

Take Chapter 1 Quiz

Participate in Discussion 1

Week 2 – August 28

Chapter 2: Models of Abnormality

Read:

Comer: Chapter 2

DSM-V: Appendices

Complete Chapter 2 Learning Curve

Take Chapter 2 Quiz

Week 3 – September 4

Chapter 3 - Clinical Assessment, Diagnosis, and Treatment

Read:

Comer: Chapters

DSM-V: Appendices

Complete Chapter 3 Learning Curve

Take Chapter 3 Quiz

Week 4 – September 11

Chapter 4: Anxiety, Obsessive-Compulsive and Related Disorders

Read:

Comer: Chapter 4

DSM-V Anxiety Disorders

Complete Chapter 4 Learning Curve

Take Chapter 4 Quiz

Participate in Discussion 2

Week 5 – September 18

Chapter 5: Disorders of Trauma and Stress

Read:

Comer: Chapter 5

DSM-V Anxiety Disorders

Complete Chapter 5 Learning Curve

Take Chapter 5 Quiz

Case Study #1 Post by September 24

Week 6 – September 25

Chapter 6: Depressive and Bipolar Disorders

Read:

Comer Chapter 6

DSM-V Somatoform, Dissociative and Mood Disorders

Complete Chapter 6 Learning Curve

Take Chapter 6 Quiz

Week 7 – October 2

Chapter 7: Suicide

Read:

Comer Chapter 7

DSM-V Somatoform, Dissociative and Mood Disorders

Complete Chapter 7 Learning Curve

Take Chapter 7 Quiz

Case Study #2 Post by October 8

Week 8 – October 9

Chapter 8: Disorders Featuring Somatic Symptoms

Read:

Comer Chapter 8

DSM-V Somatoform, Dissociative and Mood Disorders

Complete Chapter 8 Learning Curve

Take Chapter 8 Quiz

Participate in Discussion 3

Week 9 – October 16

Chapter 9: Eating Disorders

Read:

Comer Chapter 9

DSM-V Eating Disorders

Complete Chapter 9 Learning Curve

Take Chapter 9 Quiz

Case Study #3 Post by October 22

Week 10 – October 23

Chapter 10: Substance Use and Addictive Disorders

Read:

Comer Chapter 10

DSM-V Substance Related Disorders

Complete Chapter 10 Learning Curve

Take Chapter 10 Quiz

Case Study #4 Post by October 29

Week 11 – October 30

Chapter 11: Sexual Disorders and Gender Variations

Read:

Comer Chapter 11

DSM-V Sexual and Gender Identity Disorders

Complete Chapter 11 Learning Curve

Take Chapter 11 Quiz

Case Study #5 Post by November 5

Participate in Discussion 4

Week 12 – November 6

Chapter 12: Schizophrenia and Related Disorders

Read:

Comer Chapter 12

DSM-V Schizophrenia and Other Psychotic Disorders

Complete Chapter 12 Learning Curve

Take Chapter 12 Quiz

Case Study #6 Post by November 12

Week 13 – November 13

Chapter 13: Personality Disorders

Read:

Comer Chapter 13

DSM-V Personality Disorders

Complete Chapter 13 Learning Curve

Complete Chapter 13 Learning Curve

Take Chapter 13 Quiz

Case Study #7 Post by November 19

Week 14 – November 20

Chapter 14: Disorders Common Among Children and Adolescents

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 #8 Post by November 26

Week 15 – November 27

Chapter 15: Disorders of Aging and Cognition

Read:

Comer Chapters 15

DSM-V Delirium, Dementia, and Other Cognitive Disorders

Complete Chapter 15 Learning Curve

Take Chapter 15 Quiz

Chapter 16: Law, Society and the Mental Health Profession

Read:

Comer Chapters 16

Complete Chapter 16 Learning Curve (complete by December 2)

Take Chapter 16 Quiz (complete by December 2)

Week 16 – December 4

Participate in Final Discussion (#5) due by December 8

Case Study Rubric

Case Study # _____

Performance Area

Rating = 4

Rating = 3

Rating = 2

Rating = 1 Score

Structure	Written work has clear and appropriate beginning, development and conclusion. Paragraphing and transitions are also clear and appropriate.	Written work has adequate beginning, development and conclusion. Paragraphing and transitions are also adequate.	Written work has weak beginning, development and conclusion. Paragraphing and transitions are also deficient.	Organizational structure and paragraphing have serious and persistent errors.
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Content	The length of the written work provides in-depth coverage of the topic, and assertions are clearly supported by evidence.	The length of the written work is sufficient to cover the topic, and assertions are supported by evidence.	Written work does not do an adequate job of covering the assigned topic, and assertions are weakly supported by evidence.	Written work does not cover the assigned topic, and assertions are not supported by evidence. (this category will be multiplied by 2)
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Mechanics	Written work has no major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work is relatively free of errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has several major errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.	Written work has serious and persistent errors in word selection and use, sentence structure, spelling, punctuation, and capitalization.
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Total

$$\text{Average Score} = \text{Total}/4$$

$$\text{Total Score} = \text{Average score} \times 4$$

times 5

0

/2