WINDWARD COMMUNITY COLLEGE MISSION STATEMENT

Windward Community College is committed to excellence in the liberal arts and career development; we support and challenge individuals to develop skills, fulfill their potential, enrich their lives, and become contributing, culturally aware members of our community.

CATALOG DESCRIPTION

Concepts and principles used in clinical practice: dynamics, diagnosis, and treatment of abnormal behavior. Compares and contrasts the different patterns of abnormal behavior. Examines the differences in theoretical models for understanding maladaptive behavior.

Activities Required at Scheduled Times Other Than Class Times: Students will be grouped together in smaller (about 4 students per group) groups in order to prepare a class presentation. The goal of each group will be to compare and contrast the symptoms in the DMS-IV with the symptoms exhibited by a diagnosed subject. Students will get together outside of class time in order to complete their group project and prepare for their class presentation.

STUDENT LEARNING OUTCOMES

The student learning outcomes for the course are:

1. Compare and contrast historical and current theories of abnormal behavior.

2. Identify and describe types of abnormal behavior and the “best practice” therapies associated with each type.

3. Apply the principles of psychology to their own thoughts and feelings.

4. Illustrate understanding of the role of culture, ethnicity, and socio-economic factors in defining abnormal behavior.
COURSE CONTENT

Concepts or Topics

• What is a psychological disorder?
• What are probable causes of a psychological disorder?
• How are the symptoms of certain psychological disorders manifested?
• Treatment recommendations
• Assess and diagnose a person’s symptoms

Skills or Competencies

1. What factors constitute a disorder?
2. Know some of the etiological causes contributing to a disorder.
3. Be able to assess and diagnose psychological symptoms
4. Provide a comprehensive treatment plan and the most appropriate treatment strategy.
5. Complete a thorough mental status exam

COURSE TASKS

There will be three exams, each worth 100 points. There will be a class/group project, worth 200 points. Extra points will be given for attendance, exceptional participation, and homework assignments at Dr. Carlson’s discretion.

ASSESSMENT TASKS AND GRADING

A = 450 points; B = 400 points; C = 350 points; D = 300 points; F = below 300 points

LEARNING RESOURCES


RECOMMENDED: Pocket DSM-IV

Additional Information:

1 – students are expected to attend each class. Excessive, unexcused absences (more than 3) may result in the reduction of one full grade.
2 – students are expected to keep us with the readings and are expected to participate actively in class.

DISABILITIES ACCOMMODATION STATEMENT

If you have a physical, sensory, health, cognitive, or mental health disability that could limit your ability to fully participate in this class, you are encouraged to contact the Disability Specialist Counselor to discuss reasonable accommodations that will help you succeed in this class. Ann Lemke can be reached at 235-7448, lemke@hawaii.edu, or you may stop by Hale ‘Akoakoa 213 for more information.
**PLEASE NOTE:** While we live in the age of technology, there is a time and a place for such activities. The classroom is NOT the place for mobile phones. They are disruptive to both me and to your classmates; therefore, please place your phone on silent or vibrate – or simply shut them off. If you are expecting an urgent phone call, when your phone vibrates, please quietly excuse yourself from class to take your call. Any phones that ring in the classroom after the first week of class, will automatically and immediately become the property of Dr. Carlson until the end of the semester (this includes sim cards)!

While texting has become one of the easiest and fastest ways to keep in contact with others, it has also been used to communicate answers and information that is not permitted. Therefore, mobile phones will NOT be permitted on your desks. Please place them in your pocket or your backpack. Any phones that are used during this classroom time will become the property of Dr. Carlson until the end of the semester!

Lastly, I uphold the University of Hawaii’s non-discrimination policy in my classes. Any discriminatory acts or language on the basis of race, religion, sex, age, national origin, ancestry, disabilities, or sexual orientation will NOT be tolerated.

**SCHEDULE OF TOPICS AND EXAMS:** Please note that this schedule is subject to change. It is the student’s responsibility to be aware of any changes to the schedule.

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<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>Topic</th>
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<tbody>
<tr>
<td>September 8-10</td>
<td>1</td>
<td>Abnormal Psychology in Historical Context</td>
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<tr>
<td>September 15-17</td>
<td>2</td>
<td>An Integrative Approach to Psychopathology</td>
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<td>September 22-24</td>
<td>3</td>
<td>Clinical Assessment and Diagnosis</td>
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<td>Sept 29-Oct 1</td>
<td>16</td>
<td>Mental Health Services: Legal and Ethical Issues</td>
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<td>October 6</td>
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<td>EXAM #1</td>
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<td>October 8-13</td>
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<td>Anxiety Disorders</td>
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<td>October 15-27</td>
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<td>Dissociative Disorders</td>
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<td>November 3-5</td>
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<td>Mood Disorders and Suicide</td>
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<td>November 10</td>
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<td>EXAM #2</td>
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<td>November 12-17</td>
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<td>Substance Related and Impulse Control Disorders</td>
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<td>November 19-24</td>
<td>12</td>
<td>Schizophrenia and other Psychotic Disorders</td>
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<td>November 26</td>
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<td>THANKSGIVING – No class!</td>
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<td>December 1-3</td>
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<td>Developmental and Cognitive Disorders</td>
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<td>December 8</td>
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<td>EXAM #3</td>
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<td>December 10</td>
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<td>Begin Presentations</td>
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**FINAL EXAM:** Tuesday, December 15, 3:30-5:20pm: Class Presentations

**Topics:** Stress/Health Disorders
Eating Disorders
Sleep Disorders
Sexual/Gender Identity Disorders
Personality Disorders

**People:**
- Michael Jackson
- Jack the Ripper
- Jeffrey Dahmer
- Andrea Yates
- Unabomber
- Hannibal Lecktor