WINDWARD COMMUNITY COLLEGE MISSION STATEMENT
Windward Community College offers innovative programs in the arts and sciences and opportunities to gain knowledge and understanding of Hawai‘i and its unique heritage. With a special commitment to support the access and educational needs of Native Hawaiians, we provide O‘ahu’s Koʻolau region and beyond with liberal arts, career and lifelong learning in a supportive and challenging environment — inspiring students to excellence.

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. (3 hours lecture). WCC: DS

PREREQUISITES: None
RECOMMENDED PREPARATION: Completion of PSY100: Survey of Psychology. Read and write at the college level, basic computer literacy, and basic understanding of percentages & probability.

STUDENT LEARNING OUTCOMES
After successfully completing this course, the student will be able to:

1. Compare and contrast historical and current theories of abnormal behavior.
2. Identify and describe different 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

• Major Psychological Theories
• Psychological Assessment
• Diagnosis and Treatment
• Ethical Considerations
• Cultural Competency

Skills or Competencies

1. Describe and evaluate models of abnormality
2. Define criteria for common disorders
3. Integrate symptomology for case conceptualization
4. Compare & contrast effective therapies for specific disorders
5. Discuss ethical guidelines for practice
6. Identify the importance of understanding culture and diversity when working assessing, diagnosing, & treating mental illness

COURSE TASKS

1. Chapters Presentation (20%, 200 Points)

Each team/individual will choose two chapters, from the text. Presentation of the chapters will be decided with the instructor. Presentation of the chapter material must include at least one (1) related professional journal article. Presentation will be at least 50 minutes in length. Presentations must be interactive which may include activities, videos, discussions, guest speakers, etc. Handouts of the information must be provided for your fellow students, as well as a copy of the journal article. If the team chooses to incorporate more than one journal article, only one article need be provided in the handouts. Team and chapter selection method will be decided and implemented in the first class discussion.

Grading Rubric for Presentation is as follows:

<table>
<thead>
<tr>
<th>Presentation Component</th>
<th>Satisfactory Description</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 minutes</td>
<td>Presentation was at least 50 minutes.</td>
<td>40</td>
</tr>
<tr>
<td>Mode of Presentation</td>
<td>Material was presented in an interactive format.</td>
<td>40</td>
</tr>
<tr>
<td>Chapter Material</td>
<td>Relevant material from the selected chapter was presented.</td>
<td>40</td>
</tr>
<tr>
<td>Case Study</td>
<td>Present a Case Study based on your Material</td>
<td>40</td>
</tr>
<tr>
<td>Handouts</td>
<td>Handouts consisting of presented chapter material (may be a copy of the .ppt presentation slides) and a copy of the journal article.</td>
<td>40</td>
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</tbody>
</table>

**TOTAL POSSIBLE POINTS:** 200
II. **Exams (40%, 400 points)**
Based on Chapter presentations a Midterm and Final Exam will be developed and given.

III. **Class Activities/ Participation (20%, 200 points of total grade):**
Each student will be expected to participate in specific activities each week. Activities are designed to complement information in the text and to assist you in preparing your own Theory Paper (see below). Some activities will only require participation in-group activities in class, but most will require preparation outside of class and sharing the work product or information in class group discussion. It is important to **plan ahead** to make certain you complete the work required to be done outside of class so you are ready to share with the class at the time the topic is discussed. Because the activities are planned in-class group learning opportunities, there are no make up opportunities for these activities. If you plan to earn a B grade or higher for the course, it is essential that you complete these required activities as scheduled.

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions, and responsive listening are valued and contribute to a positive learning environment. Consequently, it is important that every student attend class to contribute her or his share to the interactive learning that is an important part of every class. **To receive credit** for participation, each student will need to participate.

IV. **Case Study Paper (20%, 200 pts of total grade):**
Handout with instructions to be provided in class. This is the single most important activity over the course of the semester. To be successful in this segment of the course, students need to start early and work each week to complete this project. **Because this is a semester long project, there is no excuse for a late paper. LATE PAPERS will not be accepted.**

<table>
<thead>
<tr>
<th><strong>ASSESSMENT TASKS AND GRADING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task</strong></td>
</tr>
<tr>
<td>Exams</td>
</tr>
<tr>
<td>Presentation</td>
</tr>
<tr>
<td>Participation</td>
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<tr>
<td>Case Study</td>
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<td>Total</td>
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</table>
LEARNING RESOURCES

Required Text:
The required text may be purchased at the WCC Bookstore located in Hale `Ākoakoa Rm#160.

Recommended Reading Resources:


Campus Resources:
TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities (see attached flyer).

Peer Mentoring: tutoring and mentoring for any student in need of tutoring or educational support (see your campus counselor at Student Services).

TTC: The Testing Center for assistance in an alternative testing site.

Library Study Services: See the librarian for additional details.

EBSCOHost Journal Online DataBase can be accessed through the Library Website: http://library.wcc.hawaii.edu

Additional Information

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 `Ākoakoa 213 for more information.

You are encouraged to speak with your instructor to discuss any concerns regarding your educational progress and insure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see me right away to get help.
Project Guidelines:

Abnormal Psychology Character Review

In addition to their sheer entertainment value, popular movies often depict psychological disorders. There is certainly no shortage of “Abnormal Psychology movies” available for viewing; however, many provide inaccurate portrayals of psychological behaviors, traits and disorders. This often leads to the public at large having a distorted view of what Psychopathology is or how Clinical Psychologists work. Remember from General Psychology, a major part of becoming a “critical thinker” is becoming a critical consumer of popular information.

Your mission in this assignment is to choose a film, TV show with an abnormal psychological character portrayed in the film, and then carefully analyze how well or accurately you believe the character presented the disorder to the viewing audience.

Instructions:

1. Choose a movie

2. View the movie at least once. **Even if you have seen the movie previously, watch it again.** You will need to pay very close attention to what is being portrayed and you should probably take some notes. They **will** come in handy later, as you write your paper.

3. Write a reaction/research paper using the following guidelines:
   a. In an opening paragraph or two (**one page**), Highlight important background information about the character such as name, age, family information, profession, major life events, family history of mental illness, etc. I do NOT need to hear the plot of the movie. Sources such as [www.imdb.com](http://www.imdb.com), wikipedia, or fan sites will help you find background information.

   b. Find three to five Internet articles that deal with the specific type of psychological disorder/issue portrayed by the character in the movie (Obsessive-Compulsive Disorder, Aversive Therapy, Insanity Defense, etc.) and then **write at least three pages** on what you have learned from your Internet research. You may also use your textbook as one of your sources, if you wish. **Make sure** to cite your sources in **APA style**, in the body of your paper **and** on your reference page. (See my website for examples)

   c. In the final portion of your paper, you will analyze (based upon your internet research) how well you think the character portrayed the abnormal psychological disorder. You will do this by addressing the following questions: (**write at least three pages**)
i. **Diagnosis:** What are the exact diagnostic criteria from the DSM-IV-TR for
the Axis I or Axis II diagnosis you have made. You are allowed to (but not
required to) ascribe more than one diagnosis, but your paper should be
limited to the detailed presentation of only one. You must defend your
diagnosis by outlining specific examples of how the character meets or
does not meet EACH criterion. Consider using quotes or movie clips to
support your assertions. Directly address how you eliminated other
disorders that are listed in your DSM criteria. This is the heart of the
presentation so do it well. *Note: if you diagnose your character with
schizophrenia, you must first demonstrate that they have the disease and
then name and defend the subtype.* You can find the DSM-IV at your local
library or you can consult the diagnostic criteria online at:

ii. **Cause of the behavior slide – Speculate** as to WHY the person developed
this disorder. How did the disorder develop? Nature/Nurture?

iii. **Multiaxial Evaluation Report Form** – Your must complete the Multiaxial
Evaluation Report Form (attached).

4. Papers will be submitted, in class, on any day. Papers are to be submitted in a two-pocket
report folder. In the left side pocket, place the Internet articles used in your research. In
the right side pocket, place your paper, which will include a title page, abstract page, text
or body of report (5p), and reference page.

5. Papers should be word-processed in **MS Word**, double-spaced, using a 12-point Times
New Roman font and should be at least **eight (8) total** pages in length if the directions,
indicated above, are followed completely. The first section (see 3-a above) and last
section (see 3-c above) of your paper will be your own words/opinion and will require no
reference citations. HOWEVER, YOU WILL NEED TO CITE YOUR REFERENCES,
**APA STYLE**, IN THE THREE PAGES OF RESEARCH (see 3-b above) WRITTEN
FROM YOUR INTERNET SOURCES. NOT DOING SO WILL BE CONSIDERED
**PLAGIARISM** AND WILL **SUBSTANTIALLY** REDUCE YOUR PAPER’S
GRADE!!

6. Papers will be graded based upon the following rubric:
* Following directions (length, font, double-spacing, etc.) 10pts.
* Cover Sheet 10pts.
* Abstract 10pts.
* Background Information 20pts.
* Research portion 50pts.
* Analysis of Character 50pts.
* Reference page 10pts.
* Appendix: Multiaxial Evaluation Report Form 40pts.

**Total:** 200
Guidelines for APA-style (citations, abstract, reference page, etc.) are attached.

In preparing a paper in APA style, the following general guidelines should be followed.

- **Font Selection**
  Font size should be 12 points, with Times Roman being preferred.

- **Line Spacing**
  Double-space everything: title page, abstract, paper, and reference list.

- **Margins and Indentations**
  Leave one-inch margins at the left, right, top, and bottom of each page. Indent paragraphs five spaces using the “Tab” feature.

- **Page Header**
  The page header consists of a brief version of the paper’s title (usually 2 or 3 words), followed by five spaces and then a page number. Starting with the title page, it appears in the upper-right corner of each page of your paper, including the reference page. Use the “Header” feature of your word-processing program to insert the header information.

I. **Title Page (or Cover sheet) (page 1)**
   Name
   Title of Project
   PSY 224
   Date

II. **Abstract Page**
   The abstract follows the title page/cover sheet (it is page 2 of your paper) and is a one-paragraph summary of the content of your paper. The abstract should be no longer than 120 words. Because it is a summary of your project, it should be written after your paper is complete. Guidelines: Two lines below the page header, type the word, Abstract, and center it. Two lines below that, begin the paragraph, which should be unindented and double-spaced.

III. **Text (or Body) of Paper**
   The text of your paper begins on page 3. The page header appears on the top line. Two spaces below that, center the title. Two spaces below the title, the paper begins. Six pages, minimum, with text notes when citing research.

IV. **Reference Page**
   The list of references used comes at the end of your paper and begins on a new page, continuing the numbers from the text of your paper. Two spaces below the page header, center the word, References. Two spaces below that, begin the first reference entry. The entries should be entered alphabetically by the author’s last name. If the author’s name is not given, alphabetize by the first major word of the title of the source, omitting A, An, or The. Each entry should start at the left margin; additional lines for that entry should be indented 5 spaces from the left margin. The reference page should be double-spaced.
There are NUMEROUS sources on the internet for APA-style papers (besides my web site). One very good one is:  http://owl.english.purdue.edu/handouts/research/r_apa.html

**Parenthetical Citation**
The APA system of citing sources indicates the author's last name and the date, in parentheses, within the text of your paper.

A. A typical citation consists of the author's name and the year of publication.  
Example:  
Charlotte and Emily Bronte were polar opposites, not only in their personalities but in their sources of inspiration for writing (Taylor, 1990).  
Use the last name only in both first and subsequent citations, except when there is more than one author with the same last name. In that case, use the last name and the first initial.

B. If the author is named in the text of your paper, only the year is cited.  
Example:  
According to Irene Taylor (1990), the personalities of Charlotte and Emily. . .

C. If both the name of the author and the date are used in the text, parenthetical reference is not necessary.  
Example:  
In a 1989 article, Gould explains Darwin's most successful. . .

D. When the reference is to a work by two authors, cite both names each time the reference appears.  
Example:  
This theory often has been used to explore patterns of various insect mating (Alcock & Thornhill, 1983). –OR- Alcock and Thornhill (1983) also demonstrate …

E. When the reference is to a work by three to five authors, cite all the authors the first time the reference appears. After that, use the first author's last name followed by et al. (Which means "and others").  
Example:  
This pattern has long plagued the internal politics of college administration in Texas (Douglas et al., 1997).

F. **When the reference is to a film, begin with the director’s name followed by the year of the film’s release.**  
Example:  
(Spielberg, 1989)

G. When the reference is to a work by a corporate author, use the name of the organization as the author.  
Example:  
Retired officers retain access to all of the university's educational and recreational facilities
(Columbia University, 1987).

**Instructions for Multiaxial Evaluation Form:**

**Axes I and II:** This is where you will place your primary diagnosis. While you may have both an Axis I and Axis II diagnosis, it is not required. You should choose ONE to defend in detail in your diagnosis section.

**Axis III:** This axis is for reporting general medical conditions that are potentially relevant to the understanding or management of the disorder. Examples may include: infections, chronic migraines, heart disease, cancer, diabetes, ulcers, infertility, anemia, vision loss, or drug overdose. **YOUR CHARACTER MAY NOT HAVE ANY.**

**Axis IV:** This axis is for reporting psychosocial or environmental problems that may affect the diagnosis, treatment, or prognosis of mental disorders. Examples include: death of a loved one, divorce, discrimination, illiteracy, threat of job loss, discord with landlord, poverty, inadequate health insurance, incarceration, exposure to war. **THIS SECTION MUST BE COMPLETED.**

**Axis V:** This axis is for reporting the clinician’s judgment of the individual’s overall level of functioning. It is a NUMBER from 0-100 selected from a chart that can be found at wikipedia’s “Global Assessment of Functioning” entry

Multiaxial Evaluation Report Form

轴 I: 临床障碍和其他可能成为临床关注焦点的条件

诊断代码 | DSM-IV-TR名称
--- | ---
| |
轴 II: 人格障碍和精神迟钝

诊断代码 | DSM-IV-TR名称
--- | ---
| |
轴 III: 一般医学条件

轴 IV: 心理社会和环境问题

检查:
- 问题与主要支持群体
  说明: __________________________
- 社会环境相关问题。说明: __________________________
- 教育问题 说明: __________________________
- 职业问题 说明: __________________________
- 住房问题 说明: __________________________
- 经济问题 说明: __________________________
- 健康服务访问问题 说明: __________________________
- 法律系统/犯罪问题 说明: __________________________
- 其他心理社会和环境问题 说明: __________________________

轴 V: 全球功能评估尺度

分数: ____ ____ ____
For careers in counseling, social work, education, psychology and human development.

Psycho-Social Development

Academic Subject Certificate

If you like helping people, a career in human services may be for you—whether it's social work, counseling, teaching, corrections, psychology or human development.

The Psycho-Social Developmental Studies (PSDS) certificate provides pre-professional training for students planning to enter the human services field. The curriculum combines liberal arts courses with field experience in social service agencies and other community sites.

Students have the opportunity to gain skills in real-life settings and lay the foundation for more advanced study in their major. Those planning to go into teaching can also gain required classroom field experience through this program.

To earn the PSDS academic subject certificate, students must complete a total of 27 credits with a cumulative grade point average of 2.0 or better for all required courses. See course descriptions for prerequisites. Twelve credits, including SSCI 193V and SSCI 293V, must be taken at Windward Community College.

Required courses:
(24 credits)

- PSY 100 Survey of Psychology (3)
- Select one course from three options:
  - PSY 170 Psychology of Adjustment or
  - SOC 218 Introduction to Social Problems (3) or
  - SOC 231 Introduction to Juvenile Delinquency (3)
  - PSY 224 Abnormal Psychology (3)
  - PSY 240 Developmental Psychology (3)
  - SOC 100 Survey of General Sociology (3)
  - SOC 251 Introduction to Sociology of the Family (3)
  - SSCI 193V Cooperative Arts and Science Education (3)
  - SSCI 293V Cooperative Arts and Science Education (3)

Elective (3 credits)
Select one course from the list below:

- ANTH 200 Cultural Anthropology (3)
- BOT 105 Ethnobotany (3)
- ECON 120 Introduction to Economics (3)
- ICS 100 Computing Literacy and Applications (3)
- POLS 180 Introduction to Hawaiian Politics (3)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>Introduction – Syllabus</td>
<td>Receive Syllabus</td>
</tr>
<tr>
<td>29</td>
<td>Introduction – Abnormal Psych</td>
<td>Chapter 1 (pp. 1-33)</td>
</tr>
<tr>
<td>Sept 3</td>
<td>What is Abnormal Psychology?</td>
<td>Chapter 1 (pp. 1-33)</td>
</tr>
<tr>
<td>5</td>
<td>Causes and Risk Factors Biological Perspective</td>
<td>Chapter 2 (pp. 34-47)</td>
</tr>
<tr>
<td>10</td>
<td>Psychological Perspectives</td>
<td>Chapter 2 (pp. 48-58)</td>
</tr>
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<td>12</td>
<td>Psychological Causal Factors Sociocultural Perspective</td>
<td>Chapter 2 (pp. 58-73)</td>
</tr>
<tr>
<td>17</td>
<td>Clinical Ax &amp; DSM-IV-TR Classification</td>
<td>Chapter 3 (pp. 74-90)</td>
</tr>
<tr>
<td>19</td>
<td>Clinical Tx</td>
<td>Chapter 3 (pp. 90-114)</td>
</tr>
<tr>
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<td>Chapter 3 (pp. 90-114)</td>
</tr>
<tr>
<td>26</td>
<td>Stress</td>
<td>Chapter 4 (pp. 115-140)</td>
</tr>
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<td>Oct 1</td>
<td>Anxiety Disorders</td>
<td>Chapter 5 (pp. 141-179)</td>
</tr>
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</tr>
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<td>8</td>
<td>Mood Disorders</td>
<td>Chapter 6 (pp. 180-223)</td>
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</tr>
<tr>
<td>15</td>
<td>Somatoform Disorders</td>
<td>Chapter 7 (pp. 224-237)</td>
</tr>
<tr>
<td>17</td>
<td>Dissociative Disorders</td>
<td>Chapter 7 (pp. 238-252)</td>
</tr>
<tr>
<td>22</td>
<td>MIDTERM EXAM</td>
<td>Chapters 1-7</td>
</tr>
<tr>
<td>24</td>
<td>MID-SEMESTER REVIEW*</td>
<td>Double Attendance Day!</td>
</tr>
<tr>
<td>29</td>
<td>Personality Disorders</td>
<td>Chapter 9 (pp. 281-314)</td>
</tr>
<tr>
<td>31</td>
<td>Personality Disorders</td>
<td>Chapter 9 (pp. 281-314)</td>
</tr>
<tr>
<td>Nov 5</td>
<td>Substance-Related Disorders</td>
<td>Chapter 10 (pp. 315-348)</td>
</tr>
<tr>
<td>7</td>
<td>Sexual Disorders</td>
<td>Chapter 11 (pp. 349-381)</td>
</tr>
<tr>
<td>12</td>
<td>Schizophrenia and Psychoses</td>
<td>Chapter 12 (pp. 382-416)</td>
</tr>
<tr>
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</tr>
<tr>
<td>21</td>
<td>Cognitive Disorders</td>
<td>Chapter 13 (pp. 417-438)</td>
</tr>
<tr>
<td>26</td>
<td>Childhood Disorders</td>
<td>Chapter 14 (pp. 439-472)</td>
</tr>
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<tr>
<td>Dec 3</td>
<td>The Law and Ethics</td>
<td>Chapter 15 (pp. 473-494)</td>
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<td>5</td>
<td>Presentations*</td>
<td>ALL PAPERS DUE TODAY! Students 1-12 Present</td>
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<td>Students 13-24 Present</td>
</tr>
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<td>12</td>
<td>Presentations*</td>
<td>Student 24+ Present</td>
</tr>
<tr>
<td></td>
<td>FINAL EXAM</td>
<td>Chapters 9-15</td>
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