<table>
<thead>
<tr>
<th>PSY 224 – ABNORMAL PSYCHOLOGY</th>
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<tbody>
<tr>
<td>CRN #62290 – 3 credits: 11:30-12:45</td>
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<tr>
<td>CRN #62308 – 3 credits: 2:30-3:45</td>
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<tr>
<td>Tuesdays/Thursdays, Alakai, 102</td>
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</tbody>
</table>

**INSTRUCTOR:** Dr. Bobbi Carlson  
**OFFICE:** Na’auao, 111  
**OFFICE HOURS:** Tuesdays/Thursdays, 12:45-2:30 pm  
**TELEPHONE:** 484-5995 to leave message  
**EMAIL:**  
[drbobbi@hawaii.rr.com](mailto:drbobbi@hawaii.rr.com); bobbic@hawaii.edu  
**EFFECTIVE DATE:** Spring, 2013

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**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.*

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**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 might need to get together outside of class time in order to complete their group project and prepare for their class presentation.

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**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 treatment plan and the most appropriate treatment strategy.
5. Complete a thorough mental status exam

COURSE TASKS

There will be four mini-exams, each worth 50 points.
There will be four diagnostic assessments, each worth 25 points.
There will be a class presentation on a topic selected below worth 75 points
There will be a class/group project, on a person selected below worth 125 points.
Extra points will be given for attendance, exceptional participation, and homework assignments at Dr. Carlson’s discretion.
Because your progress will be monitored throughout the semester, THERE IS NO FINAL EXAM!

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. Therefore, excessive, unexcused absences (more than 3) may result in the reduction of one full grade.
2 – In order to actively participate in the class discussion, 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 and ipads will NOT be permitted on your desks. Please place them in your pocket or your backpack.

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.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter(s)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>January 8-10</td>
<td>Abnormal Psychology in Historical Context</td>
<td>Chapter 1</td>
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<tr>
<td>January 14-17</td>
<td>An Integrative Approach to Psychopathology</td>
<td>Chapter 2</td>
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<td>January 22</td>
<td>MINI-EXAM #1</td>
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<tr>
<td>January 24-29</td>
<td>Clinical Assessment and Diagnosis</td>
<td>Chapter 3</td>
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<td>Jan 31-Feb 5</td>
<td>Mental Health Services: Legal and Ethical Issues</td>
<td>Chapter 16</td>
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<td>February 7</td>
<td>MINI-EXAM #2</td>
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<td>February 12</td>
<td>Presentations on Eating/Sleeping D/O; Suicide</td>
<td>Chapter 4</td>
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<tr>
<td>February 14-19</td>
<td>Anxiety Disorders</td>
<td>Chapter 4</td>
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<tr>
<td>February 21-28</td>
<td>Dissociative Disorders</td>
<td>Chapter 5</td>
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<td>March 5</td>
<td>MINI-EXAM #3</td>
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<td>March 7</td>
<td>Presentations on Sexual/Gender Identity; Physical/Health Psychology</td>
<td>Chapter 6</td>
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<td>March 12-19</td>
<td>Mood Disorders</td>
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<td>March 21</td>
<td>Substance Related</td>
<td>Chapter 10</td>
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<td>March 26-30</td>
<td>NO SCHOOL – SPRING BREAK</td>
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<tr>
<td>April 2-9</td>
<td>Schizophrenia and other Psychotic Disorders</td>
<td>Chapter 12</td>
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<td>April 11</td>
<td>MINI-EXAM #4</td>
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<tr>
<td>April 16</td>
<td>Presentations on Somatoform Disorders; Develop/Cognitive D/O</td>
<td>Chapter 6</td>
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<td>April 18</td>
<td>Presentations on Personality Disorders</td>
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<tr>
<td>April 23-May 2</td>
<td>Begin Presentations</td>
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Topics: (75 points) Eating Disorders/Sleeping Disorders; Sexual/Gender Identity Disorders; Personality Disorders; Suicide; Somatoform Disorders; Physical Disorders/Health Psychology; Developmental/Cognitive Disorders

People: (125 points) Michael Jackson; Jack the Ripper; Jeffrey Dahmer; Andrea Yates; Unabomber; Hannibal Lecktor; Harry Potter, Homer Simpson; Darth Vader; Charles Manson, John Hinkley, Tipper Gore

Extra Credit: a presentation on a recent event or person as seen on the news or on TV

**GRADES**
**MINI-EXAMS:**

#1 = _______/50  
#2 = _______/50  
#3 = _______/50  
#4 = _______/50  

**DIAGNOSTIC ASSESSMENTS:**

#1 = _____/25  
#2 = _____/25  
#3 = _____/25  
#4 = _____/25  

**TOTAL - /200**  

**CHAPTER PRESENTATION:**  
_____________/75

**GROUP PRESENTATION:**  
_______________/125

**TOTAL POINTS FOR MINI-EXAMS:**  
_____________________/200

**TOTAL POINTS FOR ASSESSMENTS:**  
_____________________/100

**TOTAL POINTS FOR CHAPTER:**  
_____________________/75

**TOTAL POINTS FOR GROUP:**  
_____________________/125

**ANY EXTRA CREDIT:**  
______________________________

**TOTAL POINTS:**  
______________________________/500

A = 450 POINTS  
B = 400 POINTS  
C = 350 POINTS  
D = 300 POINTS  
F – BELOW 300 POINTS