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 small (about 3 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 textbook with the symptoms exhibited by a diagnosed subject. While I will usually be able to give students 10 minutes at the end of each class to meet with their groups, some groups might decide to meet outside of the regularly scheduled class times. It is up to the individual groups to choose other places and times to meet.

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 a total of 500 points offered.
1 – There are 16 chapters that we will cover in class; therefore, there will be 16 online quizzes (one for each chapter) that will be taken through Launch Pad. Quizzes will be worth 20 points each. Questions are random and there is a good chance that you will not see the same question twice. You may take the quiz as many times as you want; the computer will automatically save the highest score you earn. The quizzes are timed and the computer will automatically cut off when the time is up. The computer will give you a warning when your time is almost up.

Total points for quizzes = 320 points.

2 - There will be two diagnostic assessments, each worth 40 points. Total points = 80.

3 - There will be a group project presenting a chapter from your text to the class, worth 20 points; Because you are presenting on this chapter, you will not have to take this quiz but will receive full credit for having taken it. Worth 20 points.

4 – There will be a group project on a person listed below, worth 80 points.

5 - 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


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. Your thoughtfulness will be greatly appreciated.

While texting has become one of the easiest and fastest ways to keep in contact with others, it also is disruptive to the class. Therefore, mobile phones will not be permitted on your desks except at specified times noted by Dr. Carlson. 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.

LAUNCH PAD:
http://www.macmillanhighered.com/launchpad/comerfund7e/1898229
How to obtain Launchpad:
1 – new book: Launchpad comes automatically with the purchase of a new book
2 – used book: you may purchase Launchpad at the website above
3 – ebook: you may purchase Launchpad only with an ebook at the website above

For this course, students are ACTIVELY ENCOURAGED to bring their laptops or ipad to class in order to access their ebook. This ebook allows you to take notes, highlight, and reference any and all information that you might put into a regular textbook. It is your textbook but on the computer.

How to sign into LaunchPad:
1 – go to website above
2 – bookmark the page to make it easy to return to
   If you have an access code, click “enter your student access code” in the upper right corner and follow the instructions
   If you do not have an access code, either click “purchase access” or “temporary access”

If you have any problems registering, purchasing, or signing in, please contact
Tech support, 24/7 through our online form by chat or (800) 936-6899
3 am- 9 pm (HST).
All of the quizzes and the dates that they are due for this course will be accessed through Launch Pad. The quizzes consist of 20 questions for each chapter, mainly multiple choice questions. The questions are randomly picked by the computer from the text bank from the publisher, so questions that you are asked may not be the same questions that your classmate might have. Similarly, if you take the quiz more than once, you may not see the same question twice. You may take the quizzes as many times as you need; the computer will save only the highest score you receive. The entire calendar for the dates that assignments are due is on Launchpad, in the Calendar section.

**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>Chapter(s)</th>
<th>Topic</th>
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<tbody>
<tr>
<td>August 25</td>
<td>Chapter 1</td>
<td>Abnormal Psychology: Past and Present</td>
</tr>
<tr>
<td>Aug 27 – Sep 1</td>
<td>Chapter 2</td>
<td>Models of Abnormality</td>
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<tr>
<td>September 3-8</td>
<td>Chapter 3</td>
<td>Clinical Assessment, Diagnosis, and Treatment</td>
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<td>September 10-15</td>
<td>Chapter 16</td>
<td>Law, Society, and the Mental Health Profession</td>
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<td>September 17-22</td>
<td>Chapter 4</td>
<td>Anxiety, Obsessive-Compulsive, and Related Disorders</td>
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<td>Sept 24-Oct 1</td>
<td>Chapter 5</td>
<td>Disorders of Trauma and Stress</td>
</tr>
<tr>
<td>October 6-13</td>
<td>Chapter 6</td>
<td>Disorders of Mood</td>
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<td>October 15</td>
<td>Chapter 7</td>
<td>Suicide</td>
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<tr>
<td>October 20</td>
<td>Chapter 8, 9</td>
<td>Chapter Presentations</td>
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<tr>
<td>October 22-27</td>
<td>Chapter 11</td>
<td>Disorders of Sex and Gender</td>
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<td>Oct 29 - Nov 3</td>
<td>Chapter 12</td>
<td>Schizophrenia</td>
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<td>November 5</td>
<td>Chapter 10,15</td>
<td>Chapter Presentations</td>
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<td>November 10-12</td>
<td>Chapter 13</td>
<td>Personality Disorders</td>
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<td>November 17-19</td>
<td>Chapter 14</td>
<td>Disorders of Childhood and Adolescence</td>
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<td>November 24</td>
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<td>Prepare for class presentation</td>
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<td>November 26</td>
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<td>NO CLASS – THANKSGIVING DAY!</td>
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<tr>
<td>December 1</td>
<td>Class Presentation</td>
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<tr>
<td>December 3</td>
<td>Class Presentation</td>
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<tr>
<td>December 8</td>
<td>Class Presentation</td>
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<tr>
<td>December 10</td>
<td>Class Presentation</td>
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**People:** (80 points) for class presentation
- Jeffrey Dahmer
- Darth Vader
- Hannibal Lecktor
- Andrea Yates
- Harry Potter
- Homer Simpson

**Chapters:** (20 points): Students may present the following chapters from the textbook to the class. Depending on how much and how well they present, this is worth 20 points.

- Chapter 8: Disorders featuring Somatic Symptoms
- Chapter 9: Eating Disorders
- Chapter 10: Substance Use/Addictive Disorders
- Chapter 15: Disorders of Aging and Cognition

Because your progress will be assessed throughout the semester,
THERE IS NO FINAL EXAM!
HOORAY!