

PSY 224: ABNORMAL PSYCHOLOGY

3 CREDIT HOURS

Fall 2016 – Monday & Wednesday

INSTRUCTOR: Frank Palacat
 OFFICE: Na`auao 123
 OFFICE HOURS: MW 11:30am – 12:30pm; TR 9:00am – 10:00am
 TELEPHONE: (808) 236-9209
 EMAIL: palacatf@hawaii.edu (best contact)

**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 Ko'olau 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.

PREREQUISITES:

None

RECOMMENDATIONS:

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

I. 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:

Presentation Component	Satisfactory Description	Possible Points
50 minutes	Presentation was at least 50 minutes.	40
Mode of Presentation	Material was presented in an interactive format.	40
Chapter Material	Relevant material from the selected chapter was presented.	40
Research Study	Present a Research Study based on your Material	40
Handouts	Handouts consisting of presented chapter material (may be a copy of the .ppt presentation slides) and a copy of the journal article.	40
TOTAL POSSIBLE POINTS:		200

II. Exams (40%, 400 points)

Based on Chapter presentations a Midterm and Final Exam will be developed and given.

III. Character Review (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.**

IV. 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**.

ASSESSMENT TASKS AND GRADING

Task	Possible Pts
Exams	= 400 pts
Presentation	= 200 pts
Participation	= 200 pts
Character Review	= 200 pts
Total	= 1000 pts

Grade Criterion	
900 - 1000 points	= A
800-899 points	= B
700- 799 point	= C
600 - 699 points	= D
<600 points	= F or N

LEARNING RESOURCES

Required Text:

Comer, R. (2011). Fundamentals of Abnormal Psychology (6th ed.). New York: Worth

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

Recommended Reading Resources:

Comer, R. (2008). Student Workbook for Fundamentals of Abnormal Psychology. New York: Worth

American Psychiatric Association. (2000). Diagnostic and Statistical Manual, (4th Ed), Text Revision. Washington DC: Author. (In Reference section of WCC Library Call number: RC455.2.C4D536 2000)

Campus Resources:

TRIO: Tutoring and resource center for low-income, first-generation, and/or students with disabilities.

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.

PSY 224 Tentative Schedule Fall 2016

Dates:	Chapter Readings	Class Activity	Learning Outcome Focus
Aug 22		Introduction	1, 2, 3
24	CH. 1	Lecture/ Discussion	1, 2, 3
29	CH. 1	Lecture/ Discussion	1, 2, 3
31	CH. 2	Lecture/ Discussion	2
Sept 7	CH. 2	Lecture/ Discussion	2
12	CH. 3	Group Jigsaw	
14	CH. 3	Group Jigsaw	
19	CH. 4	Sending an Expert	
21	CH. 4	Sending an Expert	
26	CH. 5	Clicker Activity	
28		Unit Exam 1	
Oct 3	CH. 6	Snowball	
5	CH. 6	Speed Terming	
10	CH. 7	Lecture/ Discussion	
12	CH. 7	Lecture/ Discussion	
17	CH. 8	Group Jigsaw	
19	CH. 8	Group Jigsaw	
24	CH. 9	Conference Workshop	
26	CH. 9	Conference Workshop	
31	CH. 10	Individual Jigsaw	
Nov 2	CH 10	Individual Jigsaw	
7		Unit Exam 2	
9	CH. 11	Expert Group	
14	CH. 11	Expert Group	
16	CH. 12	Lecture/ Discussion	
21	CH. 12	Lecture/ Discussion	
23	CH. 13	Term Sharing	
28	CH. 13	Character Review Due	
30	CH. 14 / 15	Role Playing	
Dec 5	CH. 14 / 15	Song Writing	
7		Unit Exam 3	
12	(8:30am – 10:30am)	Final Exam / Makeup exam	

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, 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-V for the 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-V at your local library.
 - ii. Cause of the behavior slide – Speculate as to WHY the person developed this disorder. How did the disorder develop? Nature/Nurture?
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.)	20pts.	
* Cover Sheet		20pts.
* Abstract		20pts.
* Background Information	20pts.	
* Research portion		50pts.
* Analysis of Character	50pts.	
* Reference page	20pts.	
Total:		200

7. 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 patters 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:

(Speilberg, 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, 198