



PSY 224 WI : ABNORMAL PSYCHOLOGY
 3 Credit Hours (CRN 63159)
 TR 1130-1245



INSTRUCTOR: Frank Palacat
OFFICE: Na`auao 123
OFFICE HOURS: MW 8:30am – 9:45am; TR 11:30am – 12:45pm (Online via Zoom)
<https://www.star.hawaii.edu/appointment/>
TELEPHONE: (808) 236-9209
EMAIL: palacatf@hawaii.edu (*best contact*)
EFFECTIVE DATE: Spring 2021

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 the Ko‘olau region of O‘ahu 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

A. PARTICIPATION (10%, 100 points of total grade):

Each student will be expected to participate each week. Activities are designed to complement information in the text. Optimal learning will require preparation through reading and processing, and then sharing the work product or information in class or online class forums. 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 with weekly deadlines, there are no make-up opportunities for these activities.

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 to contribute to the interactive learning that is an important part of every course. **To receive credit** for participation, each student will need to **participate, on time**.

A. QUIZZES (10%, 100 points of total grade)

Complete weekly online quizzes.

B. CHAPTER REFLECTIONS (20%, 200 points of total grade)

Complete weekly reflections for each chapter.

C. CHAPTERS PRESENTATION (20%, 200 points of total grade):

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 a class discussion.

Grading Rubric for Presentation is as follows:

Presentation Component	Satisfactory Description	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
Case Study	Present a Case 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

D. CHARACTER REVIEW PAPER (40%, 400 points of total grade):

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.**

ASSESSMENT TASKS AND GRADING

Task	Possible Pts	Grade Criterion
Participation =	100 pts	900 - 1000 points = A
Quizzes =	100 pts	800-899 points = B
Presentation =	200 pts	700- 799 point = C
Reflections =	200 pts	600 - 699 points = D
Char. Review =	400 pts	<600 points = F or N
Total =	1000 pts	

LEARNING RESOURCES

Required Text:

Comer, R. (2016). Fundamentals of Abnormal Psychology (8th ed.). New York: Worth

Recommended Reading Resources:

Comer, R. (2008). Student Workbook for Fundamentals of Abnormal Psychology. New York: Worth
 American Psychiatric Association. (2000). Diagnostic and Statistical Manual, (5th 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>

DISABILITIES ACCOMMODATIONS

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.

TITLE IX

Title IX prohibits discrimination on the basis of sex in education programs and activities that receive federal financial assistance. Specifically, Title IX prohibits sex discrimination; sexual harassment and gender-based harassment, including harassment based on actual or perceived sex, gender, sexual orientation, gender identity, or gender expression; sexual assault; sexual exploitation; domestic violence; dating violence; and stalking. For more information regarding your rights under Title IX, please visit: https://windward.hawaii.edu/Title_IX/.

Windward Community College is committed to the pursuit of equal education. If you or someone you know has experienced sex discrimination or gender-based violence, Windward CC has resources to support you. To speak with someone confidentially, contact the Mental Health & Wellness Office at 808-235- 7393 or Kaahu Alo, Designated Confidential Advocate for Students, at 808-235-7354 or kaahualo@hawaii.edu. To make a formal report, contact the Title IX Coordinator, Karla K. Silva-Park, at 808-235-7468 or karlas@hawaii.edu.

ACADEMIC INTEGRITY

Work submitted by a student must be the student's own work. The work of others should be explicitly marked, such as through use of quotes or summarizing with reference to the original author.

Students can upload papers to <http://www.TurnItIn.com> to have papers checked for authenticity, highlighting where the paper potentially fails to appropriately reference sources.

In this class, students who commit academic dishonesty, cheating or plagiarism will have the following consequence(s):

Students will receive a failing grade for plagiarized Reflections.

All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

ALTERNATE CONTACT INFORMATION

If you are unable to contact the instructor, have questions that your instructor cannot answer, or for any other issues, please contact the Academic Affairs Office:

Location: Alakai 121

Phone: 808-235-7422

Email: wccaa@hawaii.edu

ADDITIONAL INFORMATION

A. ACTIVITIES REQUIRED AT SCHEDULED TIMES OTHER THAN CLASS TIME

Students are required to conference with the instructor (face-to-face or via telephone) twice during the semester. If the conference is via telephone, be sure to have access to a computer and internet during that time.

B. WRITTEN COMMUNICATION HALLMARKS

A WI course is a discipline-specific course in which writing plays a major integrated role. Students in course sections designated as a “WI” learn to understand course content through writing and to write in ways appropriate to that discipline. English 100 is a prerequisite before students take the two required WI courses for the Associate in Arts degree. Students transferring to some bachelor’s degree campuses in the UH system may bring two or three WI courses with them to count for the bachelor’s degree. The hallmarks of a writing intensive course are:

- W1.** The class uses writing to promote the learning of course materials. *Writing is considered to be a process in which multiple drafts are encouraged.*
- W2.** The class provides interaction between the instructor and students while students do assigned writing. *At least one student-teacher conference on a writing Reflection is required in writing intensive courses.*
- W3.** Written Reflections contribute significantly to each student’s course grade.
- W4.** The class requires students to do a substantial amount of writing—a minimum of 4,000 words, or about 16 pages.
- W5.** To allow for meaningful professor-student interaction on each student’s writing, the class is restricted to 20 students.

PSY 224 Tentative Schedule

<u>Week</u>	<u>Readings</u>	<u>Due @ 11:59pm</u>	<u>Due Online in AT&S</u>	<u>Due in Class</u>
Jan 10-16	Syllabus	1/16	Practice Video Reflection & Pre-Survey	
17-23	CH 1	1/23	CH 1 Quiz & Reflection	CH 1 Lecture/Discussion
24-30	CH 2	1/30	CH 2 Quiz & Reflection	CH 2 Lecture/Discussion
31-Feb 6	CH 3	2/6	CH 3 Quiz & Reflection	CH 3 Lecture/Discussion
7-13	CH 4	2/13	CH 4 Quiz & Reflection	Group Chapter Presentations
14-20	CH 5	2/20	CH 5 Quiz & Reflection; Character Review Introduction*	Group Chapter Presentations
21-27	CH 6	2/27	CH 6 Quiz & Reflection	Group Chapter Presentations
31-Mar 6	CH 7	3/6	CH 7 Quiz & Reflection	Group Chapter Presentations
7-13	CH 8	3/13	CH 8 Quiz & Reflection	Group Chapter Presentations
14-20	Spring Break			
21-27	CH 9	3/27	CH 9 Quiz & Reflection	Group Chapter Presentations
28-Apr 3	CH 10	4/3	CH 10 Quiz & Reflection	Group Chapter Presentations
4-10	CH 11	4/10	CH 11 Quiz & Reflection; Character Review Lit. Review*	Group Chapter Presentations
11-17	CH 12	4/17	CH 12 Quiz & Reflection	Group Chapter Presentations
18-24	CH 13	4/24	CH 13 Quiz & Reflection	Group Chapter Presentations
25-May 1	CH 14	5/1	CH 14 Quiz & Reflection	Group Chapter Presentations
2-8	CH 15	5/8	CH 15 Quiz & Reflection; Character Review Discussion/Conclusion*	Group Chapter Presentations
9-15		5/13	Postsurvey	

* Place in the Drop Box online

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 Reflection 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. **INTRODUCTION:** In one or two pages (**300-600 words**), 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. **LITERATURE REVIEW:** 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 (900 words)** 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. **DISCUSSION/CONCLUSION:** 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 900 words**)
 - i. Diagnosis: What are the exact diagnostic criteria from the DSM-V for the diagnosis you have made in Section I of your Psychological Evaluation Report Form. 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 or you can consult the diagnostic criteria online at: <http://www.behavenet.com/disorders>
 - ii. Cause of the behavior slide – Speculate as to WHY the person developed this disorder. How did the disorder develop? Nature/Nurture?
 - iii. Psychological Evaluation Report Form – You must complete the Psychological Evaluation Report Form (attached).
4. Papers will be submitted via Turnitin.com
5. Papers should be written in APA format, 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. |
| * Introduction (Background Information) | 40pts. |
| * Literature Review (Research portion) | 100pts. |
| * Analysis of Character | 100pts. |
| * Reference page | 20pts. |
| * Appendix: Psychological Evaluation Report Form | <u>80pts.</u> |
| Total: | 400 |
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.

Windward Community College is an equal opportunity, affirmative action institution.

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: <https://owl.purdue.edu/owl/>

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, 1987).

Psychological Evaluation Form:

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

Section III: This section 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.

Section IV: This section 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.

Section V: This section is for reporting your judgment of the individual's overall level of functioning.

Psychological Evaluation Report Form

Section I: Clinical Disorders and Other Conditions That May Be a Focus of Clinical Attention

ICD-10-CM code	DSM-V name
____.____	_____
____.____	_____
____.____	_____

Section II: Personality Disorders and Neurodevelopmental Disorders

ICD-10-CM code	DSM-V name
____.____	_____
____.____	_____

Section III: General Medical Conditions

Section IV: Psychosocial and Environmental Problems

Check:

- *Problems with primary support group Specify:* _____
- *Problems related to the social environment. Specify:* _____
- *Educational problems Specify:* _____
- *Occupational problems Specify:* _____
- *Housing problems Specify:* _____
- *Economic problems Specify:* _____
- *Problems with access to health care services Specify:* _____
- *Problems with the legal system/crime. Specify:* _____
- *Other psychosocial and environmental problems Specify:* _____

Section V: Overall Assessment

