



PSY 224: ABNORMAL PSYCHOLOGY
3 Credits (CRN 62343)
WCCC Classroom; MW 6:30p – 8:00p

INSTRUCTOR: Falisha Herbic, MACL
OFFICE: Na`auao 124
OFFICE HOURS: by appointment
TELEPHONE: (808) 236-9211 (leave msg; allow 2 business days for reply)
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EFFECTIVE DATE: Spring 2024

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: PSY100

RECOMMENDATIONS: Read and write at the college level, possess knowledge of foundational theories of psychology, and have a basic understanding of percentages and probability.

STUDENT LEARNING OUTCOMES

As a result of taking this course, students can expect to attain the following outcomes:

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. EXAMS (40%, 400 points of total grade):

Complete one Midterm examination and one (1) Final examination covering assigned readings, class activities, discussions, lectures, videos, handouts, assignments, etc. Each Exam will consist of Multiple Choice, True-False, Fill in the Blank, Short Answer, and Essay questions.

EXAM	DATES:	MATERIAL	%/POINTS possible
Midterm	See Schedule	Chapters 1-8	20%/ 200pts
Final	See Schedule	Chapters 9-16	20%/ 200pts

Do not miss exams. Fairness in testing depends on students having equal preparation opportunities. Consequently, make-up tests will be allowed **ONLY** in the event of a genuine family or medical **EMERGENCY** with appropriate documentation. In the event of an emergency, the instructor must be notified **IN ADVANCE** of the exam, unless absolutely impossible. If the instructor is not notified of the emergency prior to the start time of the exam, and/or appropriate documentation of proof of emergency is not provided, the student will receive a zero for that exam.

Routine appointments are not emergencies, and should be scheduled outside of class hours. In case of emergencies, it is the responsibility of the student to contact the instructor before class begins, in order for the student to avoid penalty.

B. PARTICIPATION / ATTENDENCE (20%, 200 points of total grade):

Each student will be expected to participate in lectures and discussion activities each class. Discussion activities are designed to complement information in the text. Optimal learning 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 discussion activities are planned in-class group learning opportunities, 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 attend and contribute to the interactive learning that is an important part of every class. Routine appointments should be made outside of class time.

To receive credit for participation, each student will need **to be present for the entirety of the class and actively participate**. An attendance sign-in sheet will be circulated during each class. It is the student's responsibility to ensure s/he signs in every class period. Neglecting to sign in will result in "0" participation/attendance points for that class period.

C. INSTRUCTOR QUIZZES (10%, 100 points of total grade):

Quizzes will be administered on a variable interval schedule of reinforcement. Quiz content will most often include material covered in required preparatory reading for the current class. Occasionally, quizzes may include instruction/reading from previous classes. Quizzes will be administered at the moment class begins and will take approximately five minutes or less to complete. If the student is not present at the time of the quiz, s/he will receive zero points. There are **NO MAKE-UPS** for quizzes. Quizzes are motivation for preparatory reading, studying, and on-time attendance in class; therefore, students must be present to participate in the quiz.

D. HOMEWORK WORKSHEETS (10%, 100 points of total grade):

Worksheets will be handed out in class. Students must complete a minimum of 10 worksheets, at full points, to earn the maximum points for this course task. Students may complete as many worksheets as they wish, to max out at 100 Homework points for the semester. Worksheets are due at the beginning of class on the **FIRST** day that particular chapter is to be covered (see schedule). Students may complete additional homework worksheets to earn up to, but not exceeding, 40 additional extra credit points for the course. This is the only extra credit that will be offered for this course.

E. CHARACTER REVIEW, PRESENTATION, and DISCUSSION (20%, 200 pts of total grade):

You will choose a POPULAR (well known) person or character—real (celebrity, politician, etc.) or fictitious (from a book, movie, TV Show, etc.), dead or alive—to metaphorically observe as a prospective “case study.” You will create an outline describing the probable diagnosis the character is portraying, according to specifications listed in the DSM-5, and according to criteria from your textbook or other resources available to you. You will carefully analyze the accuracy of the diagnosis, the accuracy of the portrayal, and discuss ramifications. You will then exhibit your outline and ideas to the class in a 5-10 minute presentation of your outline, and lead the class in a discussion of your “case study” and the principles of the disorder you have chosen.

Due dates will vary according to the discussion topic you choose, and the corresponding date that disorder is to be covered according to your class schedule.

You must have prior approval from the instructor on your paper topic (disorder) and person/character, to prevent duplicates.

Additional details will be provided.

This project should be taken seriously! This activity is to aid the student in developing an understanding of psychological disorders, while leading a college level discussion; as well as an opportunity for experience speaking in public. Your work quality and professional presentation is expected to be at college level performance. To be successful in this segment of the course, students need to start early and work to complete this project on time. See rubric for additional instructions on project requirements. Because this is a semester project, with disorder and deadline choice, there is no excuse for a late paper/presentation.

LATE PROJECTS WILL NOT BE ACCEPTED.

ASSESSMENT TASKS AND GRADING

Task	Possible Pts	Grade Criterion
Exams (2x200)	= 400 pts	900 - 1000 points = A
Participation	= 200 pts	800 - 899 points = B
Quizzes	= 100 pts	700 - 799 point = C
Homework	= 100 pts	600 - 699 points = D
Character Review Project	= 200 pts	< 600 points = F or N
Total	= 1000 pts	

LEARNING RESOURCES

Required Resources:

If you are unable to purchase any of the following through your Pell, the following required resources will be loaned to you via the Education Center. If you do not return the text by semester's end, the value of the textbook (as much as \$150) will be billed to you. If you do not return the supplemental reading by semester's end, the value of the books (as much as \$85) will be billed to you.

TEXTBOOK:

Comer, R. & Comer, J. (2019). *Fundamentals of Abnormal Psychology*, 9th ed. New York: Worth.

SUPPLEMENTAL READING:

Kreisman, J. & Straus, H. (2010). *I Hate You—Don't Leave Me: Understanding the Borderline Personality*, revised and updated. New York: Penguin Group

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.)

ADDITIONAL INFORMATION

MODES OF INSTRUCTION:

Lectures, assigned readings, videos, worksheets, discussions, collaborative work-groups, student presentations, participation, group projects, community field observations, role-playing, peer teaching, interactive engagement. Although the main concepts in Abnormal Psychology will be covered, not all important information will be discussed in class. The text, course activities, and interactive resources are mutually complementary; meaning they overlap. Students are responsible for information presented in all domains.

REQUEST FOR Cr/N GRADES:

Requests for Credit/No Credit grades, as opposed to the traditional A-F grades, must be made by the official withdrawal date (approximately mid-semester; see calendar for date) directly through your counselor.

ABSENCES, LATE WORK, RELEASE, or TRANSFER:

As stated in “Course Tasks, B.,” attendance and participation are crucial to the interactive learning environment. As this is a “discussion-based course,” an absence, release, or transfer equates to a deficiency in learning; therefore, absences can NOT be made up and continuation of the course outside the WCCC facility is not possible. As stated in “Course Tasks: A & D,” missed quizzes or exams will NOT be made up. Doctor notes can NOT excuse an absence. As stated in “Course Tasks: D,” late assignments are not be accepted.

RELEASE or TRANSFER:

I realize the possibility of immediate release or transfer to another facility is possible and not within your control. If you are being released or transferred to a place you are certain has internet access and you have the ability to gain weekly access to the internet for extended periods of time, it may be possible to continue the course online. This contingency will be considered ONLY under the following conditions:

- 1) You are CERTAIN you will be able to obtain the textbook and reliable and consistent internet access within one week of transfer/ discharge;
- 2) You have already completed at least 50% of the course in the classroom;
- 3) You have already completed the midterm exam and scored a “C” or higher;
- 4) You had a “B” or higher for your mid-semester grade assessment;
- 5) You contact the instructor via email within one week of transfer/ discharge;
- 6) Any additional conditions as deemed appropriate by the instructor and/ or WCC counselor.

If any of these conditions cannot be met, it is my recommendation that your WCC counselor withdraw you from the course. It is our wish to set you up for success in your higher education goals. These conditions are in place to ensure successful completion of the course and to prevent us from inadvertently setting you up for failure.

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 your WCC Counselor to discuss reasonable accommodations that will help you succeed in this class. The on-campus Accessibility Counselor, Roy Inouye, can be reached at (808) 235-7448, royinouye@hawaii.edu, or you may stop by Hale Kāko‘o 106 for more information. You are encouraged to speak with your instructor to discuss any concerns regarding your educational progress and ensure you have an equal opportunity to succeed in this class. Anyone who has difficulty during the semester should see your instructor right away to get help.

SEX DISCRIMINATION AND GENDER-BASED VIOLENCE RESOURCES (TITLE IX)

Windward Community College is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking.

If you or someone you know is experiencing any of these, WCC has staff and resources to support and assist you. To report an incident of sex discrimination or gender-based violence, as well as receive information and support, please contact one of the following:

Jojo Miller, Confidential Advocate

Phone: (808) 348-0663

Email: advocate@hawaii.edu

Office: Hale Kāko‘o 110

Desrae Kahale, Mental Health Counselor &
Confidential Resource

Phone: (808) 235-7393

Email: dkahale3@hawaii.edu

Office: Hale Kāko‘o 101

Karen Cho, Deputy Title IX Coordinator

Phone: (808) 235-7404

Email: kcho@hawaii.edu

Office: Hale ‘Alaka‘i 120

As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator. Although the Title IX Coordinator and I cannot guarantee confidentiality, you will still have options about how your case will be handled. My goal is to make sure you are aware of the range of options available and have access to the resources and support you need.

For more information regarding sex discrimination and gender-based violence, the University’s Title IX resources and the University’s Policy, Interim EP 1.204, go to manoa.hawaii.edu/titleix/

ACADEMIC INTEGRITY

Academic dishonesty cannot be condoned by the University. Such dishonesty includes cheating and plagiarism (examples of which are given below) which violate the Student Conduct Code and may result in receiving zero points for an assignment, failing an exam, failing the class, and ***expulsion from the University of Hawaii***.

Cheating: Cheating includes but is not limited to copying another student’s work, giving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grades, altering answers after an examination has been submitted, falsifying any official UH record, and misrepresenting the facts in order to obtain exemptions from course requirements.

Plagiarism: Plagiarism includes but is not limited to submitting any document to satisfy an academic requirement that has been copied in whole or part from another individual’s work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student’s language and style, or paraphrasing a passage so closely that the reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved. All cases of academic dishonesty are referred to the Vice Chancellor for Student Affairs.

PSY-224 CRN:62343
Spring 2024 MW 6:30p-8:00p
Tentative Schedule

	Date		Chapter/ Reading Due	Topic	Assignment Due/Notes
Jan	M	8		Introduction	
	W	10		What is Abnormal Psychology?	Read Syllabus <i>film</i>
	M	15	NO CLASS	HOLIDAY: MLK DAY	NO CLASS
	W	17	Ch. 1 (pp. 1-33)	Abnormal Psychology: Past and Present	
	M	22	Ch. 2 (pp. 35-71)	Models of Abnormality	<i>film</i>
	W	24	Ch. 3 (pp. 73-99)	Ax, Dx, and Tx	<i>film</i>
	M	29	Ch. 3 (cont.)	Ax, Dx, and Tx	
	W	31	Ch. 4 (pp. 101-137)	Anxiety D/Os	<i>film</i>
Feb	M	5	Ch. 4 (cont.)	Anxiety D/Os	<i>film</i>
	W	7	Ch. 4 (cont.)	Anxiety D/Os	PRESENTATION x2
	M	12	Ch. 5 (pp. 139-171)	PTSD and Dissociative D/Os	<i>film</i>
	W	14	Ch. 5 (cont.)	PTSD and Dissociative D/Os	<i>film</i>
	M	19	NO CLASS	HOLIDAY: PRESIDENTS' DAY	NO CLASS
	W	21	Ch. 5 (cont.)	PTSD and Dissociative D/Os	PRESENTATION
	M	26	Ch. 6-7 (pp. 173-235)	Mood D/Os and Suicide	PRESENTATION x2
	W	28	Ch. 8 (pp. 211-235)	Factitious and Conversion D/Os	<i>film</i>
Mar	M	4	Ch. 8 (cont.)	Factitious and Conversion D/Os	PRESENTATION x2
	<i>W</i>	6	<i>Chapters 1-8</i>	<i>Review for Midterm</i>	!!! STUDY !!!
	M	11	Chapter 1-8	MIDTERM EXAM	!!!STUDY!!!
	<i>W</i>	<i>13</i>	<i>N/A</i>	<i>Midsemester Assessment</i>	
	*****		MARCH 18-22	***** SPRING BREAK *****	***** NO CLASSES *****
	M	25	Ch. 10 (pp. 293-327)	Substance Use and Addiction	<i>film</i>
	W	27	Ch. 11 (pp. 329-361)	Sexual D/Os	<i>film</i>
Apr	M	1	Ch. 9 (pp. 265-291)	Eating D/Os	PRESENTATION
	W	3	Ch. 12 (pp. 363-395)	Schizophrenia	<i>film</i>
	M	8	Ch. 12 (cont.)	Schizophrenia	<i>film</i>
	W	10	Ch. 12 (cont.)	Schizophrenia	<i>film</i> PRESENTATION
	M	15	Ch. 13 (pp. 397-433)	Personality D/Os	<i>film</i>
	W	17	BOOK: "I Hate You, Don't Leave Me"	Personality D/Os	<i>film</i>
	M	22	Ch. 14 (pp. 435-469) Ch. 15 (pp. 471-493)	Childhood D/Os Aging D/Os	PRESENTATION x2
	W	24	Ch. 16 (pp. 495-521)	Ethics	PRESENTATION
	<i>M</i>	<i>29</i>	<i>Chapters 9-16</i>	<i>Review for Final Exam</i>	
May	W	1	Chapters 9-16	FINAL EXAM	!!!STUDY!!!

PSY224 ABNORMAL PSYCHOLOGY CASE STUDY ANALYSIS: (WCCC) OUTLINE

CHARACTER REVIEW, PRESENTATION, and DISCUSSION PROJECT

In addition to their sheer entertainment value, popular films, TV shows, books, and even celebrity gossip often depict psychological disorders. There is an abundance of “Abnormal Psych Movies” and characters out there in the mediaverse; however, many provide inaccurate portrayals of psychological behaviors, traits and disorders. This often leads to a distorted view of Psychopathology among society, which shapes the cultural norms for acceptance and treatment of those coping with a mental health issue. Remember from General Psychology, a major part of becoming a “critical thinker” is becoming a critical consumer of popular information; question everything!

You will choose a POPULAR (well known) person or character—real (celebrity, politician, etc.) or fictitious (from a book, movie, TV Show, cartoon, etc.), dead or alive—to metaphorically observe as a “case study.” You will create an outline demonstrating the probable diagnosis the character is portraying, carefully analyze how well or accurately you believe the character presented the disorder to the viewing audience, present your outline and ideas to the class, and lead a class discussion on the ideas you presented.

1) Create an outline depicting the following criteria:

- A. **Psychological Evaluation Report:** Provide an appropriately formatted DSM-5 Diagnosis using the Psychological Evaluation Report format provided.
 - i. See attached Psychological Evaluation Format.
- B. **Client Conceptualization:** Summarize the “client” history by listing specific examples of behaviors commonly displayed by your client.
 - i. Tell us about their history: their name, age, family information, profession, major life events, familial history of mental illness, etc.
 - ii. Tell us about their current dysfunction/distress: what maladaptive behaviors they are engaging in, maladaptive thoughts they appear to be having, what physiological symptoms are they presenting with, etc.; and how are these thoughts, behaviors, and/or symptoms affecting various domains of their life, (emotional stability, work, family, relationships, responsibilities, etc.).
 - iii. I do NOT need the plot of the book/story; just the character’s attributes.
- C. **Diagnostic Criteria:** Define your character’s psychological disorder according to specifications listed in the DSM-5, and/or according to criteria from your textbook or other resources available to you.
 - i. List the exact diagnostic criteria from the DSM-5 for the diagnosis made in Section I of your Psychological Evaluation Report Form.
 - ii. You are allowed to (but not required to) ascribe more than one diagnosis for this character, but your paper should be limited to the detailed presentation of only one.
 - iii. Outline specific examples of how the character meets, or does not meet, EACH criterion of the diagnosis.
 1. Consider using quotes or specific observed behaviors, characteristics, symptomology, etc. of your client (i.e.: “Client presents with [symptom a] as demonstrated by [behavior b] which meets [criterion c].”) to justify your diagnosis.
 2. Directly address how you eliminated other criterion that are listed in the DSM-5 criteria (i.e.: “Client does not present with [symptom d] as demonstrated by [behavior e], and therefor does not meet [criterion f].”).
 3. *Note: if you diagnose your character with schizophrenia, you must first demonstrate that they have the disorder, then name and defend the subtype and/or specifiers.*

D. Diagnostic Etiology: Speculate as to WHY the person developed this disorder.

- i. How do you believe the disorder may have developed, based on history and past experiences? (Nature/Nurture, reinforcement, trauma, observation?)
- ii. How do you believe the current episode may have been triggered, if relevant?
- iii. If there is no evidence in the client's history or present circumstances to determine the probable cause of the disorder, or probable trigger of the current episode, then state that.

E. Differential Diagnosis: "Rule out" at least one other possible closely related disorder/ syndrome.

- i. Tell us what other DSM-5 Dx they might appear to present with, but you have "ruled it out."
- ii. List the DSM-5 criteria for your differential diagnosis.
- iii. Describe why it might appear to be, but could NOT be, this disorder.
 1. Consider using quotes or specific observed behaviors of your client (i.e.: "Although client presents with [symptom v] as demonstrated by [behavior w], [diagnosis x] has been ruled out because it does not fit [criteria y] as demonstrated by [behavior z].).

F. Critical Analysis: Consider, based upon your understanding of the DSM-5 criteria, how well you think the character portrayed the psychological disorder. What ramifications, if any, do you feel this portrayal will have on the understanding and acceptance of psychopathology and mental health diagnosis/treatment.

- i. Did they realistically portray all the criteria necessary for your diagnosis?
 1. To what extent do you feel the portrayal of the disorder criteria was accurate?
 - a. Did the character meet the required criteria for clinical diagnosis? Which criterion did they meet? Which criterion did they not meet?
 - b. What are the DSM-5 statistical prevalence rates of behaviors of this disorder vs. number of behavioral incidence of the character? Are they equal or disproportionate? etc.
 2. To what extent do you feel the portrayal of specific characteristics were embellished or exaggerated for character/media sensationalization? Which characteristics? In what way?
- ii. In what way do you feel the accuracy and/or embellishment of this portrayal will positively and/or negatively affect individual persons diagnosed with this disorder in real life?
 1. Likelihood of, or roadblock to, seeking diagnosis? Accepting diagnosis? Seeking treatment? Stigma or acceptance from others? Self-esteem? Relationships? Fear? Stereotype threat? Exploitation? Sustaining employment/sick leave?, etc.
- iii. In what way do you feel the accuracy and/or embellishment of this disorder, or its characteristics, will positively and/or negatively affect the perception of mental health among society?
 1. Assessing human worth? Cultural acceptance of psychopathology? Cultural norms for humane vs. inhumane regard? Prioritizing or government funding of research? Normalizing psychopathology? Stigmatizing mental health? Funding insurance? Requiring companies provide insurance? Requiring insurance companies offer adequate coverage? Employers hiring?, etc.

G. References: The paper shall follow APA (American Psychological Association) format; a handout will be provided for you.

- i. Provide proper APA parenthetical references in the body of the paper.
- ii. Provide proper APA citations list in a References section at the end of the paper.

- 2) Exhibit your outline ideas to the class in a 5-10 minute presentation of your outline. **You will NOT be permitted to READ from your paper;** although you may use notes to prompt you to succinctly summarize your ideas in a conversational manner for presentation. You will not have more than 10 minutes.
- 3) Lead the class in a discussion of your “client,” the principles of the disorder diagnosis you have chosen, the differential diagnoses you have ruled out, the accurate/inaccurate portrayal of the specified disorder, and the potential ramifications of said portrayal. Answer any questions your classmates might have regarding your client and your choice of diagnoses. Discussion may last as long as there is inquiry.

Due dates will vary according to the character/discussion topic chosen, and the corresponding date that disorder is to be covered in your course schedule.

This project should be taken seriously! This activity is to aid the student in developing an understanding of psychological disorders, while leading a college level discussion; as well as an opportunity for experience speaking in public. Your work quality and professional presentation is expected to be at college level performance. To be successful in this segment of the course, students need to start early and work to complete this project on time. See rubric for additional instructions on project requirements. Because this is a semester project, with disorder and deadline choice, there is no excuse for a late paper/presentation. **LATE PROJECTS WILL NOT BE ACCEPTED.**

You must have prior approval from the instructor on your paper topic (disorder) and person/character, to prevent duplicates.

Psychological Evaluation Format:

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 might 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, using the *World Health Organization's Disability Assessment Schedule (WHODAS)* as justification:

- Cognition – understanding and communicating
- Mobility – moving and getting around
- Self-care – hygiene, dressing, eating and staying alone
- Getting along – interacting with other people
- Life activities – domestic responsibilities, leisure, work and school
- Participation – joining in community activities

PSYCHOLOGICAL EVALUATION REPORT

Name: _____

Age: _____

Occupation: _____

Gender: _____

Section I: Clinical Disorder(s) and Other Condition(s) That May Be a Focus of Clinical Attention

_____. [ICD-10-CM code] _____ [DSM-V name]
_____. _____
_____. _____

Section II: Personality Disorder(s) and Neurodevelopmental Disorder(s)

_____. [ICD-10-CM code] _____ [DSM-V name]
_____. _____

Section III: General Medical Condition(s)

Section IV: Psychosocial and Environmental Problems [specify only if present]

- *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 [use WHODAS]

PSY224: Scoring Rubric for Abnormal Psychology Case Study Analysis

(self-grade this sheet and turn in to instructor with your paper)

<u>CONTENT</u>		
1. Psychological Evaluation Report: Complete, accurate, and in format provided 20	Few mistakes in accuracy and/or formatting 15 10 5	Incomplete, inaccurate, or poorly formatted 0
2. Excellent background, context, and idea development: Described client hx and/or current behavior with specific details 10	Adequate background, context, and idea development 8 6 4	Poor background, context, and idea development 2 0
3. Excellent description of the disorder(s): Included clear criteria and specifications 10	Adequate description of the disorder(s) 8 6 4	Technical information was poorly developed 2 0
4. Impressive depth of insight/ analysis: Justified dx thru clearly observed behaviors 10	Adequate depth of insight/analysis 8 6 4	Unexceptional insight/analysis 2 0
5. Effective Etiology: Clearly provided a detailed description of possible antecedents 10	Adequate speculation; brief description 8 6 4	Weak or missing etiology 2 0
6. Excellent differential dx: "Rule Out" is clearly developed; included descr. of <i>why</i> 10	Differential and criteria included, but not clearly described 8 6 4	Differential weak, missing criteria, or not described 2 0
7. Effective conclusion/integration: Clearly provided a detailed analysis of character portrayal and ramifications 30	Adequate conclusion/integration; brief description or listing of requirements 20 15 10	Weak or missing conclusion/integration, and/or requirements 0
<u>FORMAT AND STYLE</u>		
1. Excellent APA Style: Includes references, parenthetical references; no mistakes in APA 10	Adequate APA Style, few mistakes in APA format 8 6 4	Poor APA Style, many mistakes in APA format 2 0
2. Comprehensive: Outline includes all information required, with attention to detail and fulfilled to highest potential. 30	Outline included most basic required content; lacks attention to detail and/or potential effort 20 15 10	Outline did not comply w/ two or more specified instructions or was missing content 0
3. Clear organization: Correct grammar; no spelling mistakes, smooth transitions; Clean/legible manuscript 10	Few grammar errors/spelling mistakes, adequate transitions 8 6 4	Incorrect grammar/ many spelling mistakes, illegible 2 0
<u>PRESENTATION AND DISCUSSION</u>		
1. Excellent presentation: Client hx, dx, tx plan were clear; did not read from the paper; presentation was professional and scientific 30	Presentation was adequate and/or read some parts; was professional and scientific 20 15 10	Inadequate or no presentation; missing content; unprofessional 0
2. Excellent discussion and inquiry: Lead discussion in professional and scientific manner; answered questions effectively 20	Adequate discussion and inquiry, professional and scientific, answered many questions 15 10 5	Weak or no discussion, unable to answer questions, unprofessional 0
TOTAL POINTS/200: _____	NAME: _____.	