

California Lutheran University

Bachelor's Degree for Professionals

California Lutheran University
Psychology 222- Abnormal Psychology
Winter Term, 2016
Mondays 6:00-9:30
Oxnard, RM 115

Winter Term 2016: November 23th – February 18th

Instructor/Contact Info: Ashley Ribeiro, Psy.D., BCBA

aribeiro@callutheran.edu

Office hours: Prior to class by appointment; Telephone meetings by appointment

Course Description:

A survey and critique of traditional diagnostic categories of mental illness, plus an introduction to treatment approaches based on psychoanalytic, behavioral and humanistic models.

Learning Objectives:

By the end of this course, the successful student will be able to:

- Learn to apply the terminology and assumptions associated with various theoretical perspectives to explain the etiologies of mental illness. Evidence-based treatments are emphasized as found in the DSM-5.
- Further develop writing skills in conjunction with the use of APA format.
- Learn to evaluate the strengths and weaknesses of the major research designs used by psychologists to answer questions about causal factors and the efficacy of treatments for mental illness.
- Effectively articulate an understanding of criteria used to diagnose cases of mental disorders through writing assignments and term paper.
- Evaluate the most efficacious strategies for treating mental illness.
- Achieve university student learning outcomes and program goals of the Bachelors Degree for Professionals program through successful completion of course assignments and requirements.

Required Text:

Durand, V.M. & Barlow, D.H. (2016). *Essentials of Abnormal Psychology (7th Ed.)*. Wadsworth, Cengage Learning. ISBN: 978-1-305-09414-7

Additional readings (e.g., journal articles, case studies) will be posted on Blackboard for weekly assignments

Recommended Text:

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author. ISBN: 9781433805615

Attendance:

Attendance is mandatory, only one excused absence will be allowed. An excused absence is when the student communicates to and receives permission from the instructor prior to the absence.

Prerequisite:

- PSYC 200

Assignments:

Please see Statement on Academic Honesty provided below.

1. Participation and attendance (10% of Grade)

Participation: attentive and engaged during lectures and participating in class discussion. Chapter Exercises (CE) (see attached) are included under participation and must be completed prior to each class beginning week 3. These in-class discussions and activities cannot be made up without prior arrangement with the instructor.

Attendance: attending class meetings; arriving on time and staying until the end of class. Students will receive points for each class attended.

2. Weekly online discussions (15% of Grade)

Students are expected to thoughtfully engage in the weekly discussion questions(s) assigned by the instructor. Please do not recite from the book/assigned articles; the purpose of these assignments is to encourage critical thinking about the reading and application of the material. We will view a few films clips throughout the course and you will be asked reflect on these by identifying/describing concepts through your discussion board post. In addition, there will be research evaluations (further instructions will be provided in class) which will be a part of fulfilling carnegie hours. The questions for discussion will be posted by Thursday on Blackboard. In order to receive credit, each student will post a response by 6:00pm Monday and be prepared to discuss in class.

Each assignment has 2 possible points:

2= thoughtful/substantially accurate

1= insufficient/inaccurate response

0= no submission

3. Midterm Exam (20% of Grade)

The midterm exam will be in multiple-choice format; further details will be provided in class.

4. Paper and Presentation (30% of Grade)

An 8-10 page essay (not including title or reference pages) in APA format will be due week 8. Students will select a specific psychological disorder (a list will be provided in class) and through an extensive literature review you will identify evidence-based practices for treatment. The goal will be to identify and evaluate the most efficacious strategies for treating mental illness. As part of this assignment, students will have the opportunity to provide a conceptualization (i.e., utilizing a specific theory; psychoanalytic) and explain the possible etiologies of the disorder. As part of this assignment you should cite at least 5 references from professional journals or scholarly materials (using CLU's online library database).

Please note that topics must be submitted to the instructor week 4.

In addition to submitting final paper, students will present their topic to the class. Sign up sheet for presentations will be available week 2 and are scheduled for weeks 8 and 9. The presentation will be 20 minutes total (15 minutes for presentation and 5 minutes for questions from the class). Students are expected to use PowerPoint or Keynote to facilitate the presentation. Further details will be provided in class.

5. Final Exam (25%)

The final exam will be in multiple-choice format; further details will be provided in class.

*Late work policy: Except in the case of a documented emergency, any assignments submitted late will receive a maximum of 50% credit for up to one week late, and 0% credit for over one week late.

Rubric for Paper & Presentation

Criteria	Addresses in Detail	Addresses but with minimum detail	Does not address (0), is inadequate or inaccurate (1-2)
1. Subject is specifically addressed and clearly identified in the paper or presentation.	5 points	3-4 points	0-2 points
2. Concepts are accurately identified and are in proper context.	5 points	3-4 points	0-2 points
3. Discussion and analysis with a systematic critique and substantiating data.	5 points	3-4 points	0-2 points
4. Presentation/paper addresses how the material influenced your thoughts(s) and personal learning.	5 points	3-4 points	0-2 points
5. Text and or additional materials, works, authors or theory contributors are accurately addressed. Exceptional work will include additional, external, and particularly scholarly articles.	5 points	3-4 points	0-2 points
6. A conclusion that clearly summarizes the topic, key reflective learning of the student (“what I learned when researching this topic was...”).	5 points	3-4 points	0-2 points
7. Paper meets APA requirement of font, margins, spacing and grammatically correct.	5 points	3-4 points	0-2 points

Grading:

Participation and attendance: 10%

Weekly online discussions/Critical response to assigned articles: 15%

Midterm Exam (50 M/C questions): 20%

Paper and Presentation: 30%

Final Exam (50 M/C questions): 25%

Grading will be on a straight scale (not curved) based on the following percentages:

93-100= A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

67-69 = D+

63-66 = D

60-62 = D-

<59 = F

Weekly Schedule:

Please attend all classes and complete all assigned readings prior to class.

Week 1 (November 23): Introductions, review syllabus.

Readings: Chapter (s) 1; *Abnormal Behavior in Historical Context*. Please be prepared to ask 3-4 questions in regards to chapter.

Week 2 (November 30): Online discussion board submission due; sign up for student presentations.

Readings: Chapter (s) 3 & 13; *Clinical Assessment, Diagnosis, and Research in Psychopathology & Neurodevelopmental and Neurocognitive disorders*.

Week 3 (December 7): Online discussion board submission due.

Readings: Chapter (s) 4; *Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders*.

Week 4 (December 14): Online discussion board submission due.

Readings: Chapter (s) 6; *Mood Disorders & Suicide*.

FINAL PAPER/PRESENTATION TOPIC SELECTION DUE

Week 5 (January 4): Online discussion board submission due.

Readings: Chapter (s) 8; *Eating and Sleep-Wake Disorders*.

In-class Midterm Review

Week 6 (January 11): Online discussion board submission due. MIDTERM EXAM (Chapters 1, 3, 4, 6, 8 & 13)

Week 7 (January 18): Online discussion board submission due.

Readings: Chapter (s) 10; *Substance-Related, Addictive, and Impulse-Control Disorders*.

Week 8 (January 25): Online discussion board submission due; student presentation(s).

Readings: Chapter (s) 11; *Personality Disorders*.

TERM PAPER DUE

Week 9 (February 1): Online discussion board submission due; student presentation(s).

Readings: Chapter (s) 12; *Schizophrenia Spectrum & Other Psychotic Disorders*.

Week 10 (February 8): Online discussion board submission due.

Readings: Chapter (s) 5, *Somatiform and Related Disorders and Dissociative Disorders*.

Week 11 (February 15): FINAL EXAM (Chapters, 10-12, 5) in class at 6:00 PM.

PSY 222: Chapter Exercises (CE)

Complete one of the following* for each chapter, beginning with Chapter 4 (Anxiety Disorders). Bring to class on the day we start the chapter. They will be shared in group discussion and collected; make (TBD) copies.

1. Make a graphic organizer of one of the disorders in the chapter. A graphic organizer is a visual presentation (i.e., picture metaphor such as a garden, tree, human figure, diagram) that includes the symptoms, stressors (psychological, environmental), diathesis (genetic biological) causes of the disorder and major treatments. Use an 8 X 11 piece of paper.
2. Interview someone who suffers from one of the disorders or a therapist who treats the disorder. Summarize your interview in 1-2 pages (i.e., symptoms that are consistent and in consistent with the diagnosis, possible causal factors, persons feelings, treatment, etc.). In other words, how does this case compare with information in your text? If you interview someone who suffers from the disorder, do not use their real name (protect their privacy).
3. Find a case of an historical figure or a current well known person who suffers from one of the disorders in the chapter. Identify the diagnostic features that the case illustrates and how they were (are) manifested in the person's life. Note any symptoms they do not experience or any that are not consistent with the diagnoses. Identify any causal factors (i.e. genetic, biological, psychological) in their life that may have contributed to their developing the disorder. How does this case compare with information in your text?

CHART OF CARNEGIE INSTRUCTIONAL HOURS

The expectation for this course is that you will spend the equivalent of 4 hours per week in class (an hour is defined as 50 minutes), and you will spend approximately 9 hours per week studying and completing assignments for this course.

Activity	Instructor-Led Hours		Homework Hours		Notes
	Weekly	Course	Weekly	Course	
Required Reading			4.5	45 hrs	Over weeks 1 - 10, uneven distribution
Weekly Classes	3 hrs, 30 min	38 hrs, 30 min			
Weekly Online Discussion Board Submissions	approx. 1 hr.	11 hrs, 30 min			
Preparation for Presentation & Research Paper				35	Average, varies by student
Midterm Exam				10	Average, varies by student
Final Exam				10	Average, varies by student
Total		50		100	

Drop Dates:

Monday, December 7th last day to add; last day to drop without a “W” or financial penalty (100% tuition charge for classes dropped after this date)

Monday, January 19th; last day to withdraw without academic penalty.

Course Evaluations Statement:

All course evaluations are conducted online. Your feedback is important to us. You will receive an email message reminding you when the website is open for your feedback.

The link is: <http://courseval.callutheran.edu>

Disability Statement:

California Lutheran University is committed to providing reasonable accommodations in compliance with ADA of 1990 and Section 504 of the Rehabilitation Act of 1973 to students with documented disabilities. If you are a student requesting accommodations for this course, please contact your professor at the beginning of the semester and register with the Disability Support Services Coordinator, Wendy Jimenez, for the facilitation and verification of need. The Disability Support Services Coordinator is located in the Center for Student Success Office at 3259 Pioneer Street, and can be contacted by calling 805.493.3878 or emailing wjimene@callutheran.edu

Standards of Student Conduct Statements:

The following are excerpts from the CLU’s student handbook, which can be found on the following link: http://www.callutheran.edu/student_life/student_handbook

University Harassment Policy:

Be civil to each other, both on- and offline. For information on the University’s **student harassment policy and rights, please go to the following link:**

[Student Life Handbook](#)

Sexual Misconduct:

California Lutheran University does not tolerate any degree of sexual misconduct on or off-campus. We encourage you to report if you know of, or have been the victim of, sexual harassment, misconduct, and/or assault. If you report this to a faculty member, she or he must notify Cal Lutheran’s Title IX Coordinator about the basic facts of the incident. More information about your options for reporting can be found at:

<http://www.callutheran.edu/title-ix/>

Blackboard Information:

For assistance with Blackboard, email, or Web Advisor, please contact the help desk at 805.493.3698 or helpdesk@callutheran.edu. For Blackboard tutorials, please go to the following link: <http://ondemand.blackboard.com/students.htm>.

Statement on Academic Honesty:

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU's dedication to academic excellence is maintaining high levels of scholarship on campus. Any behavior or act which might be defined as "deceitful" or "dishonest" will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior, which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- Word for word copying without using quotation marks or presenting the work as yours
- Using the ideas or work of others without acknowledgement
- Not citing quoted material. Students must cite sources for information that is not either the result of original research or common knowledge.

Pearson Library:

Pearson Library provides access to scholarly books, journals, ebooks, and databases of full text articles from scholarly journals. To begin using these materials, visit the library web page <http://www.callutheran.edu/library>

There are many ways to contact Pearson Library for research assistance, no matter where you are!

- Email Yvonne Wilber (Professionals liaison) at ywilber@callutheran.edu
- General Library email: CLUlibrary@callutheran.edu
- Library main phone: 805.493.3250
- Text us your question: 805.493.3867
- Get more help at: <http://www.callutheran.edu/library/help/>

CLU Writing Center:

The Writing Center provides 1:1 writing consultations, in-person and online, with trained undergraduate and graduate writing consultants. We welcome all writing-related projects at any stage of the writing process across the diverse disciplines of study at Cal Lutheran. The Writing Center also hosts writing workshops, provides in-class visits, facilitates writing groups, and offers a writer's studio option for longer, sustained projects. Services suit writers of all levels, including traditional undergraduates, graduate students from all fields, all English language learners, and accomplished scholars alike. All members of the Cal Lutheran community with an @callutheran.edu email address are welcome to make use of our services. For more information, please visit at www.callutheran.edu/writing_center or call 805.493.3257. Please schedule appointments online through MyCLU Blackboard with the yellow "The Writing Center" icon in "Tools," or stop by The Writing Center itself, located in the Darling Collaboration Suite of Pearson Library.

Veterans Resources:

If you are a veteran, military member, or a family member of a veteran or military member, please refer to Cal Lutheran's Veterans Resources webpage for important information: <http://www.callutheran.edu/veterans/> . Also, if you are a veteran receiving benefits and you are struggling in a class, you most likely qualify for free tutoring. Please contact the Veterans Coordinator, Jenn Zimmerman, veterans@callutheran.edu or 805.493.3648, for more information.

Help Desk:

Students may contact the Help Desk about telephone, network, wireless network, software questions password problems, hardware problems, and general consultation (i.e. you cannot log into your MyCLU portal, or you are having problems with Blackboard). Please click on the following link for more information http://www.callutheran.edu/iss/technology_services/helpdesk.php or call: 805.493.3698

Note: The syllabus is subject to change based on needs of class/instructor's discretion.