

California Lutheran University

Bachelor's Degree for Professionals

Course Number and Title Abnormal Psychology PSYC 222

Term, Year 2017 Winter term, November 21, 2016 – February 16, 2017, Mondays 6-9:30

Campus & Classroom number Oxnard 117

Drop Dates: Monday, December 5th Last day to add/drop without financial penalty

Tuesday, January 17th Last day to withdraw without academic penalty

Instructor: Sodah Minty, MA, MS Doctoral Student

Contact: sminty@callutheran.edu

Office Hours: Appointments available upon request.

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.

Textbooks/Required Readings

Essentials of Abnormal Psychology by M. Durand and D. Barlow -*6th Edition*
Wadsworth Cengage Learning, copyright2010,2013,from Cengage.com

Student Edition ISBN -13: 978-1-111-83698-6 \$167.75

Paperbound Edition ISBN13: 978-1-111-83729-7 142.48

Course Structure

The course will be largely discussion-based, with a considerable amount of that discussion being student-led. The course will require each student to lead an in-class discussion of a chosen chapter in the text as well as a final project that will culminate in a class presentation and a written paper.

Recommended Readings

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders* (Fifth ed.). Arlington, VA: American Psychiatric Publishing. pp. 74–85.
[ISBN 978-0-89042-555-8.](#)

Course Outcomes

1. Learn to apply the terminology and assumptions associated with various theoretical perspectives to explain the causes of mental illness. Evidenced based treatments are emphasized as found in DSM V.
2. 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.

3. Apply the terminology and criteria used to diagnose cases of mental disorders.
4. Evaluate the most efficacious strategies for treating mental illness.

Course Assignments/Requirements/Course Schedule

*Please complete assigned readings before the class for which the readings are assigned.
Assignments/dates/exams are subject to change*

Week	Date	Topic	Chapter in text/assignment
1	11/21/16	Introduction to course	Ch. 1 Abnormal Behavior (p.1-29) <u>skim</u> and be prepared to ask 3-4 questions about information you found interesting or that you are skeptical about from this chapter.
2	11/28/16	An Integrative Approach to Psychopathology	Ch. 2
3	12/5/16	Anxiety Disorders	Ch. 4 Quiz 1 (chap 1 and 2) Research Evaluation (optional)
4	12/12/16	Mood Disorders and Suicide	Ch. 6 BB discussion
	1/2/17	New Year's Holiday, no class!	Read Ch. 7 <i>Physical Disorders and Health Psychology</i> , review posted Power Point Slides and complete BB assignment (this assignment is designed to make up time from one class that will be lost due to the New Year's holiday)
	1/9/17	Review Chapter 7 Eating and Sleep Disorders	Ch. 8 Quiz 2 (chap 4 and 6)

	1/16/17	Substance-Related and Impulse-Control Disorders	Ch. 10 BB discussion
	1/23/17	Personality Disorders	Ch. 11
	1/30/17	Schizophrenia and Other Psychotic Disorders	Ch. 12 BB discussion Quiz 3 (chap 8 & 10)
	2/6/17	Schizophrenia and Other Psychotic Disorders	Ch. 12 continued BB Discussion Research Evaluations due (2)
1	2/13/17	Dissociative & Somatoform Disorders	Ch. 5 Quiz 4 (Chap 11, 12 and 7)

Student Workload/Carnegie Hours:

Student Workload for a 4-credit course (50-minute hour):

Activity	Instructor-Led Hours		Homework Hours		Remarks
	Weekly	Course	Weekly	Course	
Readings of required text			5	55	Over 11 weeks, uneven distribution
Weekly Classes	3 hr. 20 min.	36 hrs. 40 min.			Average, varies by student
Research Summaries		7 hrs		15	Average, varies by student
Quiz Prep (x4) No final				20	Average, varies by student
In class discussions/exercises		7hrs			Average, varies by student
Chapter Exercises				10	Average, varies by student
Total		50		100	

** In this chart the Carnegie Instructional Hours have already been converted to traditional clock hours; these are based on a 60-minute clock hour.

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.

Grading

CRITERION	PORTION	GRADING SALE GRADE PERCENTAGE
1. Class Activities (BB Discussion, attendance)	20%	A 95-100 A- 90-94.9
2. Four Quizzes	50%	B+ 86-89.9 B 83-85.9
3. Research Summary	30%	B- 80-82.9 C+ 76-79.9

Assignments:

Four Quizzes

The purpose of these quizzes is to test a student's content knowledge of the concepts and theories covered each week.

Two Research Summaries:

You will be responsible for summarizing (in your own words) **two articles** from Psychological or Psychiatric (see guidelines and sample below).

The purpose of this assignment is to familiarize you with finding, reading, and analyzing research articles in professional journals. The first evaluation is due Week 3 (optional) so that I can check to see that you understand the assignment format. The 1st and 2nd evaluations will be week 9.

Blackboard Discussions

These will be posted on the course website and are designed to facilitate student knowledge of the content and theories covered in this course. These posts are also meant to encourage engagement in the material outside of the classroom

* No makeup quizzes will be given except for medical or family emergencies. In order to receive full credit, the quiz must be made up before I return the quizzes to the class.

GRADING SCALE **GRADE PERCENTAGE**

A 95-100
A- 90-94.9
B+ 86-89.9

B 83-85.9
B- 80-82.9
C+ 76-79.9
C 73-75.9
C- 70-72.9

Attendance Policy Please attend all classes on time. If for any reason you will be late or need to miss a class in case of an emergency, please contact the instructor ASAP.

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

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 our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for 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 any information that is not either the result of original research or common knowledge.

Standards of Student Conduct Statements:

- [Student Life Handbook](#)
- [Academic Honesty Statement](#)

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/>

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 CLU. 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 CLU 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

Final Note

This syllabus is subject to change. Every effort will be made to alert students to changes that occur in a timely manner.

DRAFT

Evaluate two journal articles. Please refer to the “template” for further instructions.

Your Research Evaluations will be evaluated based on:

- Correct use of APA style for citation
 - Quality and variety of journals (2009 or later)
Clarity of the summary (purpose, how conducted, what was found, conclusions reached)
– remember that the article must be about treatment
 - Analysis
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Evaluate two journal articles

Journal Article Review Template

This is intended to help you think critically about the article as you read it.

Step 1: Read the Article

Carefully read the article. As you are reading, it may be helpful to underline, highlight, or write notes in the margins related to key aspects of the study that you will need to summarize and write about in your evaluation.

Step 2: Title/Citation

Identify the citation for the article in APA-style format at the top of the page. For this first Research Evaluation Assignment, I have already done this for you. Simply cut and paste the reference/citation for the article from above onto a new document.

Step 3: Summary

Summarize the main points of the article. In particular, I would like you to address the following questions in your summary:

- 1.) **What were the research questions?** (Please state these as questions in your assignment).
- 2.) **Why are they important?** (e.g. What is the significance of this research?)
- 3.) **What were the hypotheses ?** (These may be formal or implied in the article, but I would like you to explicitly state them in your assignment. Remember that hypotheses are different from research questions, in that they make predictions about what the authors expect to find as a result of their study).
- 4.) **What was the research design?** (experimental, correlational, analogue, field study, etc.)
- 5.) **Who were the participants in the sample (e.g. ages, gender, ethnicity, etc.)?** (e.g. demographic information)
- 6.) **What were the independent and dependent variables (if an experimental design was used)? What were the variables of interest (if another type of research design was used)?**
- 7.) **What procedures did the study follow?** How was the study conducted? (what the researchers did in this study. For example, how did they carry out their study? When did they collect their data? Where did they collect it? What did participants have to do in this study?)

- 8.) **What did the authors find? What were the study results?** (Please use *your own words* to describe the *major* findings from this study)

Step 4: Personal Reaction

Describe your personal reaction to the study and your personal opinion of it. In particular, please address the following questions:

- 1.) **What did you like or dislike about the article?** (Please be specific and explain your answer thoroughly).
- 2.) **What are your personal thoughts about the results and conclusions?** (Were you surprised by the study results? Do you agree with them? Disagree with them? Please explain your answer thoroughly).
- 3.) **What did you find confusing or difficult about the article?**
- 4.) **What questions or thoughts do you have about the article?**