

Welcome to the course of Abnormal Psychology; an extremely complex and interesting course.

Our **goal** is to understand maladaptive behavior patterns and to develop an accepting attitude toward those who suffer from mental illness.

The **focus** is on learning about the complex interaction of many causes for maladaptive behavior and the multidimensional treatment approaches to help the client and the family or significant others.

Note:

We have such a short period of time to cover so much information.

I will follow the packet and the textbook very closely.

****Every student must have both the packet and the textbook the first night of class.**

If this is impossible, call me 553-5668(cell phone).

****Sharing a textbook &/or packet is not advisable because some of the tests will be open-book/open-note.**

Assignment:

1. Review the syllabus and schedule and mark areas that need more explanation.
2. Read textbook chapter 1 & 2.
Fill in as much of the packet information for chapter 1 & 2 from what you know or can be found from the textbook. We will go over this in class.
3. I would like for you to be prepared to participate in a class discussion on the Information in chapter 1 & 2..
4. View the film “One Flew Over the Cooooks Nest”. Many references will be made in class to the characters in the film and the institutional setting of the film.
5. **Become familiar with the text and the resources available –**

I look forward to seeing you the first night of class.

Thank you,

Patricia Giacomini

Session C May 8 – July 2, 2006
Class Location - D229
Class Meeting Time – 6pm-10pm
Day of Week – Tuesday

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ABNORMAL PSYCHOLOGY (PSY 213)

I. Course Description

This course is designed to acquaint the student with the various types of mental illnesses as well as the etiology, clinical picture, treatment modes currently in use, and preventative measures. Also covered will be the current research in the field.

Prerequisites: None

II. Textbook

Required Text:

Durand, M., Barlow, D. 2006, **Essentials of Abnormal Psychology**. 4th ed.; Kentucky, Florence: Wadsworth/Thomson Learning.

III. Mission Statement

The mission of Springfield College in Illinois is to provide students the best liberal arts education in the Ursuline tradition of a nurturing faith-based environment. We prepare students for a life of learning, leadership and service in the diverse world.

IV. Goals, Objectives and Outcomes.

A. Goals. Upon completion of the course the student will:

- * To develop an understanding of maladaptive behavioral patterns and an accepting attitude toward those who suffer from mental illness.
- * To develop insight into the dynamics of one's holistic behavior and personality development as a method of fulfilling needs.
- * To examine types of maladaptive behaviors in terms of biopsychosociocultural etiologic conceptual views and treatment modalities.
- * To be aware of the community agencies available to help individuals cope with life's stressful problems.
- * Understand the process to critically and ethically evaluate research information related to abnormal psychology

B. Objectives. The following Common Student Learning Objectives (CSLOs) adopted Dec.9, 2004, are addressed:

- **Content Knowledge** (Lifelong Learning) CK.
Know and apply the central concepts of the subject matter. CK-1
Use current research to support assumptions and beliefs. CK-2
Use technology to enhance learning CK-3
- **Communication Skills** (Lifelong Learning and Leadership) CS.
Communicate effectively in oral and written forms. CS-1
- **Problem Solving Skills** (Lifelong Learning and Leadership) PS.
Seek information and develop an in-depth knowledge base, grounded in research. (PS-2)
Use self-reflection to enhance personal growth and understanding of content. (PS-3)
- **Social Responsibility** (Service and Leadership) SR.
Evaluate how choices and actions affect others. SR-1
Develop good citizenship. SR-3
- **Global Perspectives** (Diversity) GP.
Recognize the importance of diversity of opinion, abilities and cultures. GP-1
- **Self-Direction and Personal Growth** (Lifelong Learning) SD.
Develop a sense of intellectual curiosity. SD-1

C. Course Based Student Learning Objectives. Upon completion of the course, students will be able to demonstrate their mastery of the following learning outcomes, addressing the following CSLOs (in parentheses):

- CBSLO-1. To identify and compare major biopsychosocial-moral research theories in the field of abnormal psychology. (CK-1, CK-3, PS-2, SR-1, GP-1)
- CBSLO-2. To describe the influences comprising the multidimensional model of causality, treatment and prevention of mental illnesses. (CK-1, PS-2, PS-3, GP-1, SD-1)
- CBSLO-3. Describe the nature and function of clinical assessment and the concepts that determine the value of assessment. (CK-1, CK-3, PS-3, GP-1, SD-1)
- CBSLO-4. To differentiate the legal concept of mental illness from a clinically diagnosed psychological disorder. (CK-1, PS-2, PS-3, SR-1, SR-3, GP-1, SD-1)
- CBSLO-5. To exercise critical and ethical thinking in the use of research study and evaluative skills in written and oral presentation, including the use of the World Wide Web for informative and peer-reviewed research and evaluating Web sites for content (CK-3, CS-1, PS-2, SR-3, GP-1. SD-1).

V. Teaching Methods/Delivery System.

Teaching methods may include lecture, class discussion, small group activities, Student presentations, and audiovisual material.

Although much material in this course is covered by the instructor in lecture format, it is the belief of this instructor that the student will benefit most by taking an active role in the process of learning. Student assignments and learning activities support this philosophy and are provided to enhance learning. Contact me if you have questions or comments and **please do not hesitate to ask for help.**

VI. Course Requirements

A. Attendance Policy - Attendance is important and will be recorded!!

Class attendance will impact your final grade! To avoid class disruption, students must be on time. **If absent, notes are to be obtained from another student.** The student should refer to the class schedule for assignments. If there are questions, the student should contact the instructor before the next scheduled class.

(see page 1 of this syllabus for phone numbers)

B. Reading Assignments – Please see course schedule/calendar for assignments.

It is expected that the student will have completed all assignments before coming to class, including reading assignments, and will be prepared to participate in class.

C. Written and Oral Assignments -

* An individual or group presentation of research information on a selected topic of interest using some type of teaching technology such as PowerPoint is required. Current **research journal** references should be used and cited in the appropriate MLA or APA format. Depending on the size of the group, the presentation should be 20 to 30 minutes in length. A detailed written outline and a bibliography written in MLA or APA style is required. (CBLSO 5)

Please review the grading tool for the presentation assignment.

Research Journals

Scholars publish most of their research in peer reviewed journals, which are the core information source in virtually every academic discipline.

The major sections of an article include the abstract, introduction, method, results, discussion, and references.

*Unit Tests:

There are six unit tests and a cumulative final examination with a combination of multiple-choice and essay questions. All questions will evaluate the student's ability to identify, discuss and reflect on the course goals and objectives. (CBLSO 1,2,3,4,5)

NOTE: If the student is absent for a test, a different, but equally valid, form of the test must be taken as soon as possible.

If the student is absent for two tests, the student will be asked to withdraw from the course. **REGARDLESS OF THE REASON FOR NOT TAKING A TEST ON THE DAY ASSIGNED, ALL EXTRA POINTS WILL BE FORFEITED FOR THAT TEST.**

D. *Professionalism:*

The student is expected to be considerate and respectful to others.
It is important to be accountable and demonstrate mature and professional behavior.

VI. Means of Evaluation of Outcomes

Your final grade will be based on assignments weighted as follows:

Unit Test Grade Average ----- 80% Total Grade

Research Presentation Grade ---- 20% Total Grade

The course grading scale is as follows:

A = 100 – 90.50

B = 90.49 – 80.50

C = 80.49 – 70.50

D = 70.49 – 60.50

E = 60.49 -----

Plagiarism

Students should avoid plagiarism in all written and oral assignments.

Plagiarism is defined as follows: “The act of appropriating the literary composition of another, or parts of passages of his [or her] writing, or the ideas of language of the same and passing them off as the product of one’s own mind. To be liable for plagiarism it is not necessary to exactly duplicate another’s literary work, it being sufficient if unfair use of such work is made by lifting of substantial portion thereof.” Black’s Law Dictionary 1035 (5th ed. 1979). Also useful to establish guidelines for delineating plagiarism is Diana Hacker’s definition: “Three different acts are considered plagiarism: (1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks, and (2) failing to put summaries and paraphrases in your own words.” (A Writer’s Reference by Diana Hacker, Bedford St. Martin’s Press, 2003, page 331.) The SCI Student Handbook lists plagiarism as a serious breach of conduct standards and will result in disciplinary action.

VII. Course Outline & Calendar - Psy 213 - Session C - Tuesday 6:00 – 1000pm

The schedule of assignments in the calendar below is tentative. Changes will be announced in class. It is the student's responsibility to make appropriate adjustments and to follow the schedule.

<u>DATE</u>	<u>TOPIC</u>	<u>REFERENCES</u>
UNIT I: PERSPECTIVES ON ABNORMAL BEHAVIOR		
05/09	Introduction and Objectives Definition of Terms Historical Views An Integrative Approach Audiovisual and Discussion	Syllabus Chap. 1 Chap. 1 Chap. 2
05/16	Clinical Assessment & Diagnosis Research Methods Mental Health Services Audiovisual & Discussion	Chap. 3 Chap. 3 Chap. 14
05/23	**UNIT I TEST	
UNIT II: PERSONALITY AND ADDICTIVE DISORDERS		
	Personality Disorders Substance-Related Disorders Audiovisual & Discussion	Chap. 11 Chap. 10
05/30	**UNIT II TEST	
UNIT III: PSYCHOSES		
	Mood Disorders Audiovisual and Discussion	Chap. 6
06/06	**UNIT III A TEST	
	Schizophrenic Disorders Delusional Disorders	Chap. 12 Chap. 12

06/13 **Unit III B TEST (Test #4)

**UNIT IV: ANXIETY & PSYCHOPHYSIOLOGICAL
DISORDERS**

Anxiety Disorders	Chap. 4
Somatoform & Dissociative Disorders	Chap. 5
Physical Disorders & Health Psychology	Chap. 7
Audiovisual & Discussion	

06/20 **UNIT IV TEST (Test #5)

**UNIT V: EATING, DEVELOPMENTAL AND COGNITIVE
DISORDERS**

Eating Disorders	Chap. 8
Developmental Disorders	Chap. 13
Cognitive Disorders	Chap. 13
Audiovisual & Discussion	

06/27 **UNIT V TEST (Test #6)

VIII. Americans with Disabilities Act (ADA)

Springfield College in Illinois provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact the instructor as early as possible.

IX. Assessment

Goals, objectives, and learning outcomes that will be assessed in the class are stated in this syllabus in Sections IV and VI. This instructor will use the pre-test/post-test, learning self assessment tool, minute or “muddiest point” papers and/or other Classroom Assessment Techniques as deemed necessary in order to provide continuous improvement of instruction. Students are required to take part in all assessment measures.

SUGGESTED LIST FOR CHARACTER ANALYSIS

- | | | |
|------------------------|-------------------------|----------------------|
| 1. Ali, Mohamed | 18. Iacocca, Lee | 35. Newman, Paul |
| 2. Baker, Jim | 19. Jones, James | 36. Dean, Jimmy |
| 3. Baker, Tammy | 20. Kennedy, Jacqueline | 37. Jackson, Michael |
| 4. Cobb, Ty | 21. Kennedy, John F. | 38. Mother Theresa |
| 5. Clinton, Bill | 22. Kennedy, Rose | 40. Rosemary Kennedy |
| 6. Clinton, Hillary | 23. Kennedy, Joseph Sr. | |
| 7. Crawford, Joan | 24. Kennedy, Ted | |
| 8. Eisenhower, Dwight | 25. Manson, Charles | |
| 9. Fonda, Jane | 26. Monroe, Marilyn | |
| 10. Freud, Sigmund | 27. Nixon, Richard | |
| 11. Faulkner, William | 28. Oswald, Lee Harvey | |
| 12. Gates, Bill | 29. Piersall, James | |
| 13. Garland, Judy | 30. Princess Diana | |
| 14. Hilter, Adolf | 31. Presley, Elvis | |
| 15. Hoover, John Edgar | 32. Sinatra, Frank | |
| 16. Hughes, Howard | 33. Sirhan, Sirhan | |
| 17. Hurest, Patty | 34. Trump, Donald | |

SUGGESTED GUIDELINES FOR CHARACTER ANALYSIS REPORT

1. Give an account of the person's life. Include a summary of **significant events** which influenced the individual's personality development.
2. Describe and give examples of biopsychosocial-cultural events or circumstances when the person demonstrated extreme personality traits. (**Use conceptual models**)
3. Describe the **pre-illness personality pattern** or persistent and extreme personality pattern.
4. According to the DSM IV-R, what is the **specific diagnostic mental disorder(s)**? Describe and give **symptoms and/or characteristics** that are usually associated with the diagnostic mental disorder.
5. What **adjustment mechanisms** are frequently used by this individual? Give some specific **examples**.
6. What type of **treatment** helped this person or what would have helped if treatment would have been received?
7. Who were the **supportive individuals**, or significant others, in this person's life? Describe both positive and negative supportive systems.
8. Give other information which may help in the understanding of the **dynamics of the person's holistic behavior**.
9. **Display articles, books, and photographs or show any other audio-visual material which will help to understand the person's mental health/illness.**

SUGGESTED TOPICS FOR RESEARCH

1. The Influence of Toxins Causing Mental Illness.
2. ECT
3. The Importance and Effects of Humor in One's Life.
4. The Role of Religion and Spirituality in Psychology.
5. Psychological Implications of Trauma.
6. Rights of Children in the Health Care System.
7. The Homeless Mentally Ill.
8. Munchausen Syndrome
9. Patterns of Adaptation for the Post Divorce Family.
10. Personality: Major Traits Found Stable Through Life.
11. Brain Chemistry
12. Roots of Addiction.
13. Dr. Spock Had It Right
14. Children After Divorce.
15. Deinstitutionalization and Mental Illness.
16. Neuroscience Advances and Mental Illness.
17. Psychology and the Law

THEORISTS

- 1. Abraham Maslow and the New Self.**
- 2. Erikson and His Expanded View of Life.**
- 3. Adler: Individual Psychology.**
- 4. Sullivan: Interpersonal Theory.**
- 5. Bandura: Social Cognitive Theory.**
- 6. Rogers: Person-Centered Theory.**
- 7. May: Existential Psychology.**
- 8. Freud : Psychoanalysis**

PRESENTATION GRADING TOOL

STUDENT _____ CLASS _____

TOPIC _____

1. RESOURCES **COMMENTS**

- *Submits typed **Bibliography on Day of Presentation** (7) _____
- *Submits typed **Outline on Day of Presentation** (7) _____
- *Uses **Recent** Published Research (4) _____
- *Cites Researcher & Resource in Presentation (4) _____
- *Submits at least **2 Research & 2 Information Articles** (8) _____
- Total (30)** _____

2. INTRODUCTION OF SELF/TOPIC

- *Introduction of Self & Presentation Topic (2) _____
- *Interest of Audience (2) _____
- *Questions/Discussion By Audience (2) _____
- Total (6)** _____

3. PRESENTATION OF INFORMATION

- *Creativity (2) _____
- *Eye Contact With Audience (2) _____
- *Appropriate Language (2) _____
- *Speaks Loudly and Clearly (2) _____
- *Uses Teaching Strategies
(power-point, slides, video, chalk board, etc.) (10) _____
- *Appropriate Dress – No cap/hat (2) _____
- *Appropriate Body Language & Manner (2) _____
- Total (22)** _____

4. ORGANIZATION & INFORMATION (refer to guidelines for character analysis)

- *Organization of Presented Information (5) _____
- *Coverage of Topic (22) _____
- *Applied Examples (5) _____
- *Research Method (survey, case history, etc.) (10) _____
- Total (42)** _____

Total Score _____ **Grade** _____