

COLUMBIA GORGE COMMUNITY COLLEGE
Psychology 239 – Intro. to Abnormal Behavior Syllabus



Course Registration Number (CRN): 1096815

Term/Year: Spring, 2021

Meeting Time: 11 am - 12:50 pm

Meeting Place: Zoom class

Instructor: Zip Krummel, EdD/PhD, NCC, NCSC, CTS

Appointments: call or e-mail to make appointment; Office Hours - Tuesday, 1-2 PM (Zoom)

Phone Number: (541) 490-0587 (cell)

E-mail: zkrummel@cgcc.edu or through Moodle (best)

ADA Statement

CGCC is committed to providing support for students with disabilities. Students requesting assistance related to a disability should contact the Disability Resources Advisor, at (541) 506- 6046 or by email at sdahl@cgcc.edu as early in the term as possible for information and assistance regarding accommodations.

Course Description:

Surveys the history, theories, etiology, assessment, diagnosis, and treatment of the spectrum of psychological disorders. Prerequisites: PSY 201A or 202A. Audit available.

Intended Outcomes

1. Enhance personal and social interactions by using the knowledge of the history and major theories of abnormal behavior.
2. Better understand one's own and others' behavior by applying the knowledge of assessment, diagnosis, classification systems and Diagnostic & Statistics Manual (DSM) categories.
3. Be a more effective consumer of and advocate for mental health care services through an understanding of the various approaches to the diagnosis and treatment of psychological disorders.

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Outcome Assessment Strategies

Students will demonstrate achievement of these outcomes by any of the following:

1. Written assignments designed to promote integration of class material with personal reflection and experience.
2. Written or oral assignments designed to stimulate critical thinking.
3. Multiple choice, short answer, and essay questions that require integration, application, and critical examination of material covered in class.
4. Active participation in class discussion.
5. In-class participation in individual and group exercises, activities, or class presentations.
6. Design and completion of research projects.
7. Service learning activities.
8. Participation in online discussions and/or completion of assignments through electronic media.

Course Content

- 1. Indicate the criteria currently used to define abnormal behavior.**
- 2. Discuss the biological, psychological, behavioral, cognitive, humanistic-existential and sociocultural models of abnormal behavior.**
- 3. Describe how abnormal behavior is assessed and diagnosed.**
- 4. Trace the development of the Diagnostic and Statistical Manual of Mental Disorders (DSM).**
- 5. Compare and contrast the following research methods: experimental method; correlational method; case study method; survey method.**
- 6. Integrate the medical and psychological models of mental illness.**
- 7. Describe the principles of classical and operant conditioning and their contributions to understanding the development and treatment of psychological disorders.**
- 8. Demonstrate an understanding of the cognitive-behavioral perspective regarding the origins of psychological disorder and the application of cognitive-behavioral principles to treatment.**
- 9. Describe the basic structures and functions**

of the nervous system and the implications of brain-behavior relationships for psychological disorders.

10. Discuss the influence of genetics on the development of psychological disorder, and the methods used to evaluate the relative contributions of genetics and the environment.

11. Describe and give specific examples of personality disorders

12. Describe and give specific examples of anxiety disorders.

13. Describe and give specific examples of somatoform, factitious, and dissociative disorders.

14. Describe and give specific examples of sexual and gender disorders.

15. Describe and give specific examples of mood disorders.

16. Describe and give specific examples of schizophrenia.

17. Describe and give specific examples of developmental disorders.

18. Describe and give specific examples of delirium and dementia.

19. Describe and give specific examples of substance-related disorders.

20. Describe and give specific examples of eating disorders.

21. Describe and give specific examples of sleep disorders.

22. Provide specific examples of how psychological disorders are treated.

Alignment with Institutional Core Learning Outcomes

Major	1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication)
Major	2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of

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	information. (Critical thinking and Problem-Solving)
Not addressed	3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (Quantitative Literacy)
Major	4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (Cultural Awareness)
Minor	5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)

Required Text:

WSU. (2020). Abnormal Psychology. Washington State University. (**Required and is online**) or may be found here:

<https://opentext.wsu.edu/abnormal-psych/front-matter/title-page/>

Hacker, D. (2011), *A Pocket Style Manual* (5th ed.) MA: Bedford/St. Martin's (**OPTIONAL**: Recommended for APA style referencing)

Supplemental reading will be provided as links in the class Moodle site or handouts in class.

OR

Have familiarity with the *Publication Manual of the American Psychological Association* (APA, 2020) for formatting issues. I recommend you DO NOT buy this manual unless you need a sleep aide.

Additional Reading (Netiquette):

° Go to: HYPERLINK <http://www.cgcc.cc.or.us/DistanceLearning/Orientation/intro/intro.cfm> so

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you are familiar with proper netiquette.

Required Technology:

As this is a hybrid class (1/2-in class, 1/2-online) you must agree to and complete the contract (on the class Moodle page) the first week stating that you have backup plans if you lose any component of technology to complete this course. If you do not, you will not be allowed to continue.

Needed: a working browser to access the class in Moodle, a working printer, and a word processing program (such as Word, Pages, Nisus, etc.), a camera and microphone for participation in Zoom. Except for your Final Paper, format doesn't matter in this course as I will read everything except your final paper on the Moodle site.

The weekly questions and the Reflection Paper are typed into the appropriate Moodle area for that week. Your Final Paper will be uploaded as a .pdf file so I can grade formatting, also.

If you need assistance with any of the technology issues please follow the appropriate link:

If a Moodle issue, go to <http://www.cgcc.edu/online>.

If an issue with hearing or reading (vision-related), go to <http://www.cgcc.edu/disabilityresources>.

There are a variety of free resources to help a student with vision- or hearing-related issues (i.e., <http://www.nvaccess.org> for a free screen reader and braille translator), but the best contact is with CGCC Student Services/Disability Resources.

Campus Resources:

Campus resource links are provided on the Moodle site. I urge you to take advantage of what the college offers in support of you as a student.

Discrimination Statement

It is the policy of Columbia Gorge Community College and its Board of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law in any educational programs, activities, or employment.

Flexibility Statement

The course content and requirements may be adjusted in response to institutional, weather, or class situations as needed, with adequate notice to students.

Alternative Assignment Statement

Requests for accommodations must be made during the first week of the course by submitting in writing the dates of observances. (Use form 'CGCC Request for Accommodation for Religious Observance').

Student Confidentiality:

The Forums, of course, are open to be read by any student enrolled in this course; what you say in a Forum is "community property," the community being this class. All other responses, answers, emails, etc. are considered confidential and will not be shared without your advance permission. If you ask me a question about the class &/or material, and I believe it will be advantageous for the whole class to know, I will not identify you in my response to the class. It is expected that you will honor the confidentiality of all others in this class and course.

Instructor Expectations

This class will be taught using both the Moodle on-line method (for two of the four credits) and face-to-face in a classroom weekly using Zoom (for two of the four credits). My expectations of you are divided as such:

Students are expected to have the necessary skills to complete the on-line part of the class, such as sending e-mails, posting comments and questions on the forum and attaching or uploading assignments. Students also need to have their own hardware, software and Internet access with e-mail capabilities to take a partly on-line course. A variety of teaching aids will be used to enhance the learning experience including: websites to visit, Forum postings, reflection papers and a final paper. Students are expected to have read the material before they log on for the weekly course work and Forum postings. Computer labs at The Dalles Campus Library and at the Hood River Center have a limited number of computers available with Internet access for student use. If students require assistance, they may call Ron Watrus at 541-506-6084.

Students will be expected to attend every class, to actively participate both individually and in

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small groups, to share related life experiences, be empathetic to the experiences of others, and to maintain confidentiality for what might be shared in class. Students must be able to do library research and write a final paper APA style, with correct referencing. Students will be expected to have used critical thinking skills when reading the material, rather than just highlighting the material for important points.

Class Requirements:

- Attendance - within limits, please let me know before class begins that night if you won't be in attendance. You cannot make up any graded work done in class the night you are absent. A third absence will directly effect your grade (1st two are free); you can't have more than two absences to receive an "A" grade. If you are in attendance every class this term I will reward you with Extra Credit.
- Discussion - In-class discussions and participation are expected and will directly influence your grade; be prepared and get involved.
- Online Activities - It is your responsibility to make use of online information as needed and complete any online assignments, including weekly forum questions/responses. There will be additional online activities throughout the term.
- Reflection Paper - Students are expected to write a one to two page weekly reflection paper commenting (NOT SUMMARIZING) on how the concepts of the weekly reading/lecture might apply to their own life experience or the life experience of someone that they know. These papers may be written in first person. No outside research is necessary or expected. It is suggested that students take one or two concepts and expand upon them in depth, instead of touching upon every concept for that week. Students may want to refer to the chapters' learning objectives for topics. Each reflection paper must be between 250-500 words and be paragraph-indented for full credit.
- Personal Journal - Record personal insights (ah-ha moments), developmental milestones, and personal reflections of class materials and instruction. I will read these twice during the term. More will be presented in class.
- Forum Discussions - weekly and online only. Moodle Forums are an important part of this course. They generally are meant to expand and supplement classroom discussions. Students are expected to have read the chapter prior to responding to the Forum discussion questions. Ongoing and responsive participation is highly recommended.
- Observations - there are three sets of observations due during the term. Each one

will have a theme (diagnosis) to select and look for. These are NOT interviews, they are purely observation in their natural setting where you can take note, interpret, compare, diagnose, and relate. Guidelines and focus points are presented on Moodle.

- Final Paper - you will be expected to do a Final Paper that is research-based on the topic of your choice, so long as it relates to something we cover this term. More information and examples will be provided.

Instructor Response

If you email me you will get a response back within 24-48 hours. If you leave me a message in Moodle, it will also be 24-48 hours for a response. If you call me and leave a message and a call-back is needed, you will get it within a few hours. If you use carrier pigeon, give me a week - they are really hard to catch.

Since each week closes at midnight of that Sunday, I try to grade everything done in Moodle no later than the Monday following. If an exception, I will let you know.

Final Papers usually take me two weeks to grade.

Discussion Forum Grading Rubric

	Excellent	Good	Fair	Poor
Contributes to the Classroom	Posting is <i>insightful*</i> , <i>thorough*</i> and <i>interesting*</i> .	Posting is <i>thorough*</i> and <i>interesting*</i> .	Posting is <i>interesting*</i> but lacks insight and depth.	Posting is uninteresting and/or too brief for the assignments.
Demonstrates Understanding of the Assignment	Posting demonstrates thorough understanding of the reading assignment and is substantiated by two (2) or more examples from the textbook and/or appropriate website.	Posting demonstrates an understanding of the reading assignment and is substantiated by at least one (1) example from the textbook and/or appropriate website.	Posting demonstrates understanding of the reading assignment but is not substantiated by examples from the textbook and/or appropriate website.	Posting demonstrates very little understanding of the reading assignment.
Provides Substantive Responses and Replies to Other Postings	Actively engaged in the discussion forums with at least two (2) postings of other students in a manner that demonstrates substantive analysis and/or evaluation.	Actively engaged in the discussion forum with at least two (2) postings of other students where one (1) of the postings demonstrates substantive analysis and/or evaluation while second demonstrates constructive	Makes at least two (2) responses but responses fail to demonstrate constructive analysis or are inadequate.	Less than acceptable responses, does not respond or responses are not related to the topic.

		analysis but is not of the same quality as required for an excellent rating.		
Utilizes Correct Grammar, Mechanics, Spelling and Sentence Structure	Posting is polished generally free of errors in mechanics, spelling, usage and sentence structure.	Posting is polished but may contain minor errors in mechanics, spelling, usage and sentence structure.	Posting is adequate but may contain some errors in mechanics, spelling, usage and sentence structure but errors do not interfere with understanding.	Posting has numerous errors in mechanics, usage, spelling and sentence structure. Errors interfere with the readability.

Insightful*: Discusses the question with clear and deep perception. It will display good deductive reasoning, which is a conclusion, made by the poster, related to the topic that is supported by evidence especially concepts from the readings.

Thorough*: Painstakingly accurate or careful in its discussion of the question. It will completely answer all parts of the question.

Interesting*: Related to the topic and holds the attention of the reader. It will relate concepts in a way different from the readings and make them more relevant to the question discussed.

Final (Research) Paper Grading Rubric

	Content	
All information is factually correct 10 9	Most information is factually correct 8 7 6 5 4 3	Many factual errors/inconsistencies 2 1
All information is factually correct 10 9	Most information is factually correct 8 7 6 5 4 3	Many factual errors/inconsistencies 2 1
Excellent background, context, and idea	Adequate background, context, and idea	Poor background, context, and idea

development 5	development 4 3 2	development 1
Thesis is clear 5	Thesis is adequate 4 3 2	Thesis is poor 1
Excellent variety of sources 10 9	Adequate variety of sources 8 7 6 5 4 3	Inadequate variety of sources 2 1
Excellent discussion of detail 5	Adequate discussion of detail 4 3 2	Vague discussion of detail 1
Impressive depth of insight/analysis 5	Adequate depth of insight/analysis 4 3 2	Unexceptional insight/analysis 1
Effective conclusion/integration 5	Adequate conclusion/integration 4 3 2	Weak conclusion/integration 1
Format and Style		
Excellent APA Style 10 9	Adequate APA Style 8 7 6 5 4 3	Poor APA Style 2 1
Clear organization 5	Adequate organization 4 3 2	Confusing organization 1
Smooth transitions 5	Adequate transitions 4 3 2	Awkward transitions 1
Organization emphasizes central theme 5	Theme apparent by organization 4 3 2	Central theme confused by organization 1
Correct grammar/ no spelling mistakes 5	Few grammar errors/ Few spelling mistakes 4 3 2	Incorrect grammar/ many spelling mistakes 1
Clean/legible manuscript 5	Adequate manuscript 4 3 2	Sloppy manuscript 1
Illustration of Critical Thinking		
Excellent application of theories/ideas 10 9	Adequate application of theories/ideas 8 7 6 5 4 3	Weak application of theories/ideas 2 1

Excellent reflection/opinion of theories/ideas 5	Adequate reflection/opinion of theories/ideas 4 3 2	Weak reflection/opinion of theories/ideas 1
Effectively expands upon reflections/opinions 5	Adequately expands upon reflections/opinions 4 3 2	Little expansion upon reflections/opinions 1
	Total Points/100 Sum points to get total score	

Classroom Grading Rubric

Activity	Participation Requirements	Grade
Discussion - (50% of grade)	You often volunteer questions and discussion involvement	A
Discussion -	You have to continually be called on to participate	B
Discussion -	You refuse to participate	C - F (how often)
Group Activity - (25% of grade)	You actively participate and show involvement in the group activities	A
Group Activity -	You are mostly a passive participant in group activities	B
Group Activity -	You choose to not participate in group activities	C - F (how often)
Class Presentation - (10% of grade)	You present as required	A
Class Presentation -	You choose not to present	F
Overall class community involvement - (5% of grade)	Instructor's perspective	A - F
Attendance - (10% of grade)	Two or fewer absences	A - B
Attendance -	More than two absences or abbreviated attendances	C - F

Grading Criteria:

All Chapter Forum Discussion responses (Moodle) are worth 3 points each week; you must do one original response per Forum question. If you respond to another's Forum post you can earn extra credit (1-2 points each), dependent upon how well you kept the conversation going. If you respond to the Chapter Forum Discussion every week and on time, you will get an additional 50 points for a possible total of about 77 points; more if you respond to others. If you don't do every forum on time you will just receive the points possible for responding - 27, plus any for responding to others. Any Forum labelled EC means it is an optional Forum.

Reflection Papers are due one each week the Sunday (by midnight) of the week that ends a chapter. It will be graded 25% on writing style (12 pts), 45% on content (24 pts), and 30% if it illustrates critical and reflective thinking (14 pts); each one is worth 50 points total. You may write it on your word processor and then cut and paste it or you may type it directly into Moodle on that Reflection paper site (the easiest method). To get full credit (50 points) it must have no misspellings, must be between 250-500 words, and it must show both critical thinking and be a true reflection on that week's topic(s), not a regurgitation of data I already know or summarizing the readings. Total possible points are about 550.

The Observations are spread throughout the term and will have several diagnostic areas to choose from for that observation; these are not interviews. You get to pick the setting and the individuals/group you are observing. What you observe will be typed into Moodle (or cut & pasted in) by the due date. See Term Assignment (Week 1) for more information. Each observation is worth up to 100 points.

———You will have a Final Paper that is based upon your research of other's research on a topic of your choice. It must directly relate to one of the chapters we cover this term. The requirements for this paper is at the end of this syllabus (last three pages) and it will be expanded upon in class. This paper is worth 100 points.

Everyone will be assigned a class during which they will present to the class a two-minute Presentation of what they are doing their Final Paper on. More information and examples will be presented in class and can be found as the last page in the Syllabus. This is worth up to 20 points.

You need to keep track of your points as you work through the course. As a college student I expect you to know by your own efforts what your grade-standing is. I will award the points, you must keep track of them and monitor your progress. You have access to your points in the Moodle grading sheet.

I will inform you in class if there is any online work or expectations beyond Chapter

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Forums and Reflection Papers for the following week.

Example: Chapter 1 Chapter Forum and Quizzes are due before class time the week after they are assigned: assigned 3/29, due by midnight 4/4, next class is 4/5.

Grading Scale:

This is for your Moodle work. The in-class work will be added to this at the end of the term (See Classroom Grading rubric).

90% and above - A - (this would be approx. 749 points or more)

80 - 89% - B - (this would be approx. 666 - 748 points)

65 - 79% - C - (this would be approx. 541 - 665 points)

There is no reason to get below a 65% unless an Incomplete is needed.

Points are given for attendance and participation as well as work completed and tests.

Academic honesty is expected of all of us (see below).

Students are expected to be honest and ethical in their academic work. Academic dishonesty includes cheating and plagiarism. All work submitted in this course is to be your own new, original work written in response to the assignments. Consciously or unknowingly presenting the ideas or writings of others as your own will result in academic sanctions that may include a grade of F for the assignment or for the class and possible institutional sanctions including suspension or expulsion. See the Code of Student Conduct and the Student Rights and Responsibilities policy for further information.

Makeup Policy: All assignments should be completed on time. You may not make up anything done in class; that is part of the reward for attendance. Moodle work can be done up to a week late BUT for a point reduction and it will not be graded until the second week after it is done. Having said that, I think better of a student if they make the effort to complete late work than to get a zero for not trying.

Student Confidentiality:

The Forums, of course, are open to be read by any student enrolled in this course; what you say in a Forum is “community property,” the community being this class. All other responses, answers, emails, etc. are considered confidential and will not be shared without your advance permission. If you ask me a question about the class &/or material, and I believe it will be advantageous for the whole class to know, I will not identify you in my response to the class. It is expected that you will honor the confidentiality of all others in this class and course.

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Assignment schedules may be changed in response to institutional, weather or class changes or problems.

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If you have an accommodation plan please see Shayna as soon as possible so she can make any arrangements necessary for your learning. No accommodations can be provided until a Reasonable Accommodation Plan is in place. Please remember, plans are not retroactive and cannot be used for assignments prior to the date of Shayna's signature.

Students should also be aware, if needed, of the accessibility statement for Moodle - <https://docs.moodle.org/27/en/Accessibility> - and MS Powerpoint - <http://www.microsoft.com/enable/microsoft/default.aspx>.

Note: Assignment/exam schedules may be changed in response to institutional, weather, or class changes or problems.

4 spaces

Your Paper's Title Goes Here

2 spaces

Your Name Goes Here

2 spaces

Psychology Department, CGCC

2 spaces

PSY 239: Abnormal Psychology

2 spaces

Dr. Zip Krummel

2 spaces

The Due Date Goes Here

Week 4 Reflection Paper - J. Smith (EXAMPLE)

You asked a question on birthing and visualization with the focus on what factors I think are involved with self hypnosis or visualization to reduce pain. I saved this question for my reflection paper because I have a theory on why and how self-hypnosis or visualization reduces pain.

This coming February, it will be 22 years since I went to my first Lamaze class. I was young (20) and thought I already knew everything. At that time I worked at the hospital as a CNA/Unit clerk. I spent a lot of time in the OB department and had been involved in numerous births. I knew it was going to hurt and that women screamed. I didn't pay much attention, and didn't learn anything due to not paying attention.

During my labor, I whimpered, pleaded, begged and yelled. I did everything my Lamaze instructor said not to do. I blamed my terrible experience with child birth on my instructor for not preparing me sufficiently, when it really was my own fault for not preparing myself. One of my philosophies in life is "you can't complain about anything unless you are willing to take an active role in changing the thing you complain about". I became a childbirth educator and taught classes for 9 years at Skyline and Hood River Hospital.

Knowledge is probably the most important factor in the ability to use self hypnosis and visualization. The more information I can share with couples, the less stressful and scary childbirth becomes. I believe that fear is a big contributor to pain, as it causes you tension, which then fights against your contractions and making them more painful. It isn't just the knowledge

of the birthing process, but also what is expected of your labor partner, how the hospitals work and knowing how much power the mom has over the entire birth process.

I also tell mom that breathing and relaxation techniques would not take the pain completely away, but it would help them cope and give them the ability to rest between contractions. To concentrate on a focal point and on a breathing pattern gives mom control over the contraction. Having a labor partner who is actively involved with the labor also gives control to the mom during labor.

Knowledge and practicing breathing and relaxation techniques before labor are all factors that work to reduce the level of pain in childbirth. Having the support of a labor coach makes the birthing process easier. I feel that my second and third childbirth experiences were much better because I was more prepared.

Research Paper Requirements

This paper is to be on the topic and perspective of your choice but must be related to one of the chapters regarding Abnormal Psychology presented this term. It must have a cover page (see example above & in Moodle) and a reference page (see example in Moodle). The body of the paper can be **no less** than 4 full pages (this means you must be at least into the 5th page of the body) but usually no more than 8 pages.

You **must** use a **minimum** of **four** (4) references of which at least one must be your textbook (5 points), at least one must be a periodical (5 points), at least one must be a web site source (5 points), and at least one must be an appropriate YouTube video (5 points). So that is 20 points just for using the correct sources; you are invited to use more sources than just these four.

Formatting information will be provided in class. You are welcome to email or hand me a draft for review before it is due but no later than two weeks before the paper is due. If you have any questions, please ask.

Presentation Requirements

Your presentation **MUST** be a minimum of 2 minutes and a maximum of 5 minutes. If it is too short you will have to do it again the following week. Points are lost if you read your report, so **know** the material in your report beforehand.

What you need to include in your class presentation:

The topic

Why you chose this topic and what it means to you (personal reasons?) How hard or easy was it to find material

Will this have any meaning to you afterwards

Things you learned so far researching this topic

Grading: If you do the 2-minutes or more and don't read your notes, then you will get the full 20 points of credit. Easy, huh?

Citation for YouTube:

Norton, R. (2006, November 4). How to train a cat to operate a light switch
file]. Retrieved from [http://www.youtube.com/watch?
v=Vja83KLQXZs](http://www.youtube.com/watch?v=Vja83KLQXZs)

[Video

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