
CALIFORNIA BAPTIST UNIVERSITY
SCHOOL OF BEHAVIORAL SCIENCES



PSY346A Abnormal Psychology
MWF 10:45-11:45AM
Virgo Handojo, Ph.D. CFLE
Fall 2020

Join Zoom Meeting

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Study of the dynamics, cultural implications and prevention of abnormal behavior including neuroses, psychoses, character disorders, psychosomatic reactions and other abnormal personality patterns. Textual and lecture attention will be given to the impact of the environment and oppressed populations in relation to abnormal behavior. Prerequisite: PSY 213. (3 units; Fall/Spring)

WRITTEN ASSIGNMENTS POLICY

- All written assignments must conform to APA style and standards, and it will be necessary for the student to purchase the most current edition of [The Publication Manual of the American Psychological Association](#).

INCOMPLETE GRADE POLICY

- A petition for Incomplete Work is filed only in cases of extreme and unforeseen emergencies.
- Approval for an Incomplete is gained by petition to the dean of the school/college in which the course is offered.
- It is the responsibility of the student to initiate and complete the process for incomplete work prior to the end of the semesters. (See CBU Catalog 2005-2006.)

GRADE CHANGES

- Students who believe a grade has been recorded in error have the responsibility to initiate the grade change request with the instructor.
- There is a 5-year limit on requests for grade changes based on [computation and recording errors](#). (See CBU Catalog 2005-2006.)

STUDENTS WITH DISABILITIES

- If you need special accommodations for a disability, you must register with Disabled Student Services to inquire about their services. Disabled Student Services will notify your instructor of any accommodations or special services you may require in this course.

PSY 346A Abnormal Psychology

Course Overview:

The course seeks to motivate students to study of the dynamics, cultural implications and prevention of abnormal behavior including neuroses, psychoses, character disorders, psychosomatic reactions and other abnormal personality patterns. Textual and lecture attention will be given to the impact of the environment and oppressed populations in relation to abnormal behavior.

Three main approaches are emphasized in this course: the systemic, ecological and developmental perspectives. The systemic and ecological perspectives, viewing human pathology as a unit of interrelated parts, concentrates on the relationships between the mind, body, and socio cultural context. The developmental perspective concentrates on the various aspects of human development that effect across the lifespan. By integrating these three perspectives in light of Biblical values, we will expand and broaden our epistemological perspective about self, others, and the world. As a Christian academic community, we welcome and respect **the views of all students, Christian or other**. Specific consideration is given to issues of integration, culture, and Biblical worldview.

Course Instructor:

Dr. Handojo completed his Ph.D. in Marriage & Family Studies from Fuller School of Psychology, with Master Degrees in Theology, Christian Leadership, and Inter-cultural Studies. Prior to that, he completed his Bachelor of Arts in English literature at the University of Diponegoro in Indonesia. His experience includes more than 30 years in pastoral ministry as a church planter and pastoral trainer and since 1992 as senior pastor of Grace Indonesian Christian Fellowship at Sierra Madre, CA. He serves on the Board of Director of the Mennonite Central Committee US and the Reference Committee of Cross-Cultural Relations in the Mennonite Church USA.

COURSE EXPLICITNESS

This class discusses human sexuality from both scientific and a Biblical point of view. Every effort is made to present the topic in a realistic way that is applicable to the lives of modern Christians. Yet the course utilizes materials and discussions that may not be suitable for children. Sexual content, language & topics, and graphical display may be used to illustrate the teaching topic. If you might find such content offensive or make you feel uncomfortable, you should consider not taking this class.

Course objectives:

After successfully completing this course, students will be expected to:

1. Understand the major diagnostic principles and criteria for abnormal behaviors within their development, interactive cultural and ecological contexts, and in the context of adaptation and change.
2. Understand the basic differential diagnostic systems (i.e. DSM-5).
3. Be able to use effectively the biopsychosocial diagnosis using all five axes.
4. Think critically the preventive, curative, and practical implications of that knowledge.

Required Reading:

Comer, R. J. (2020). Abnormal Psychology 10th edition. New York, NY: Worth Publishers.
ISBN 978-1-319-06694-9

American Psychological Association. (7th ed.). (2020). Publication Manual of the APA.
Washington D.C.: APA.

Course Assignments:

1. Exams (250 points).

Format: There will be five tests worth **50 points** each – 50 Multiple choice and others (list factors, issues, fill in blanks, matching, short answer, & brief descriptions/discussion) – equal to 250 points. Exams will be open book and open note, using blackboard. See Schedule for exam dates. Consider study partners and tutorial services available from the university if learning difficulties are encountered.

No exams taken after the distribution of that exam key will be permitted for a grade. The highest grade of late exams will receive **one** grade less than the class grade point average for that exam.

2. Chapter Review presentations (60 points)

One-selected chapter will be randomly assigned from the required reading. Each student will prepare and present a mini lecture from the assigned chapter or other resources (internet, library) related to the assigned topic. Show that you use outside resources. Prepare a minimum one-page outline handout for each class member. The presentation should last no longer than 15 minutes. Be creative and show your multimedia skills (Powerpoint, DVD, VHS, Tape, Role Play, etc). Your classmates will grade your presentation using the attached evaluation form. – 60 pts

3. Group Research Paper (70 points) due on October 28, 2020

- The purpose of this research paper is to write a scientific oriented paper relating with what you are learning in class. To complete these assignments, each student is required to do the following research:
 1. Select a mental illness case study from movie or other case studies. Use the case study to analyze a specific major character who suffers from diagnosable mental illness.
 2. Provide a short synopsis of the movie/case and a clinical history associated with the character disorder.
 3. Develop **assessment and case formulation** using the integrative model of diagnoses of the DSM-5 with your rationale and any rule-outs.
 4. Use DSM-5 classification to provide **categorical information (Diagnosis), dimensional information (Severity rating) and additional information if any (Medical problem, Psychosocial problem)** as part of a proper diagnosis.
 5. Describe **treatment goals and planning** associated with the character disorder.
 6. Study and critically discuss some literature research on prevalence, classification issues, symptoms, treatment effectiveness, diagnosis, or possible etiological and other factors associated with the character disorder.
- **Use APA style 7th edition.** All written assignments must conform to APA style and standards and must include as a minimum:
 1. Title page – Page 1 of APA Style starts here, Abstract (page 2), Running head (on every page), Citations of sources (within the text), Reference page.
 2. All typing requirements are based upon font size no larger than Times New Roman, size 12.
 3. Papers not conforming will be reduced in grade and/or returned
- Submit one **research paper** for your group. **Minimum four (4) pages each (not including abstract, title page and references if any), types, and double-spaced.**
- Submit your research findings to the professor **an electronic copy in Word (.doc) or rich text (rtf)** format on the Blackboard. **No hardcopy or E-mail submission will be accepted.**
- **Point Deductions:** Late papers minus 10%. More than one week late paper is not acceptable. Paper not minimum length minus >10 points, e.g. if final paper only 3 pages, the highest grade will be ¾ X 85 points.

4. Lab, Papers, And Class Activities (120 points)

Submit lab, research and class activities. Instructor will assign some groups and individual activities in the class. **No makeup works on class activities/discussions.** However, the lowest grade will be dropped if we have extra class activities.

Course Evaluation

1. Grades will be assigned on the following basis:

- | | |
|-----------------------------------|---|
| a. Exams: 5 @ 50 points each: | 250 points (see schedule for exam date) |
| b. Class Presentation: | 60 points (will be assigned in class) |
| c. Research Paper: | 70 points due no later than Oct 28, 2020 |
| d. Lab, papers & class activities | <u>120 points</u> |
| Total | 500 points |

2. Grading

Total Points	Grade	Percentage	Total Points	Grade	Percentage
500-470	A	94 – 100%	382-365	C	73 – 76.4%
469-450	A-	90 - 93.9%	364-350	C-	70 – 72.9%
449-433	B+	86.5 – 89.9%	349-300	D+	60 – 69.9%
432-415	B	83 – 86.4%	299-250	D	50 – 59.99%
414-400	B-	80 – 82.9%	249-200	D-	40 – 49.99%
399-383	C+	76.5 – 79.9%	< 199	F	< 39.9%

Conduct of the Course

- No work may be slipped under the professor's office door.** All papers are to be submitted through the Blackboard. **No assignments are to be submitted to or left with department secretaries.**
- University policies regarding cheating will be strictly enforced in this class.
- It is both distracting and disrespectful if you gather your things, close books, put on a jacket, etc., before class is over. If you need to leave class early, discuss this with this professor before class so that the disruption is minimal.
- Extra credit is to be offered only to students that are trying to make a "C" grade in the course. It is not be offered to students in order to better their grade to a B or A (Behavioral Sciences Department Policy).
- Each student must monitor his/her own grade for each assignment. **Grades are final one week after the grade has been posted.**

STUDENT NETIQUETTE FOR THE VIRTUAL CLASSROOM

It is important to recognize that the virtual classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines (referred to as netiquette) apply to all MSCP program coursework that is offered to students at a distance.

Please adhere to the following standards when ENTERING the classroom:

- Dress professionally. This is a professional setting and you should present yourself as you would in a face-to-face professional environment.
- Eliminate environmental distractions that may divert your attention (and the attention of others) away from learning.
- Minimize background noise by turning off the TV and radio.
- Turn off cell phones (No multitasking during class!).
- Remember to mute your microphone broadcast unless asked to speak.
- All students are expected to have webcams on during synchronous classes to ensure engagement.

RECORDING LECTURES

Using a recording device which includes, but not limited to, the use of a camera, cell phone, and/or similar device to copy course material, create an audio and/or video recording of a class lecture (in whole or in part) provided by a

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University Official without obtaining express written consent from the respective University Official is a violation of the Standard of Student Conduct.

In the event express written consent to record a lecture is granted: a. The recorded lecture(s) may be used for individual private study only; b. The recorded lecture(s) may not be used in any way against the respective University Official, other University Officials, or Students whose classroom comments are taped as a part of the class activity; c. The recorded lecture(s) may not be used for any other use, whether by duplication, transcription, publication, sale, or transfer of recordings.

Information contained in a recorded lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the respective University Official and without giving proper identity and credit to the University Official. Any use of recordings other than those stipulated above shall constitute a violation of the Standard of Student Conduct and may result in Suspension or Expulsion.

Classroom Conduct Guidelines

As this professor outlines in the section on study habits, it is best to read daily before class, and to follow class by rereading the material. You will do better if you keep up than if you PROCRASTINATE.

This professor expects active participation in class. Come prepared every day to answer questions based on the previous day's lecture and on the readings for the class. We will have activities, view videotapes, and do other activities that are designed to help you learn concepts or facts that are relevant to the class. Learning is an active process, not a passive one, and your involvement in these activities will help you understand the subject better. In the process, you may learn interpersonal skills that will serve you well in other contexts.

A good learning environment is one without distractions. Beepers, cellular phones, and other devices that make noise are disruptive, and are not welcome in class. If you have some unusual need for such a device, please discuss its use with this professor. Other practices that may be disruptive and are disallowed from class include such things as reading newspapers, books or other material unrelated to the course; writing letters or notes to someone; or copying someone's class notes from days that you missed. Although this professor recommends that you obtain notes for days that you missed, copying them during class disrupts those around you, it limits your ability to pay attention during class; please refrain from doing this during class! Likewise, this professor discourages you from reading the text while you are listening to the lecture. Use your class time to focus on the lecture and activities, and use your individual study time to review the text.

This professor reserves the right to change or add to assignments, and to make changes to this syllabus, with adequate notice, for good reason. In sum, this professor expects you to treat your classmates and the professor/guest lecturers with respect and consideration. Although you may not agree with someone, you should strive to phrase your view without attacking that person.

Course Outline and Reading Schedule

Day	Topic	Preparation/Reading
08/24	Overview of class contents, rules, goals and assignments. Abnormal Psychology	Syllabus Chapter 1
08/26 Wed	Abnormal Psychology	Chapter 1
08/28 Fri	Research in Abnormal Psychology	Chapter 2 Presentation started
08/31 Mo	Model of Abnormality	Chapter 3
09/02 Wed	Model of Abnormality	Chapter 3
09/04 Fri	Clinical Assessment, Diagnosis, and Treatment	Chapter 4
09/07 Mo	Exam 1 – No class	Ch. 1-4 Lecture notes
09/09 Wed	Anxiety, Obsessive-Compulsive, and Related Disorders	Chapter 5
09/11 Fri	Anxiety, Obsessive-Compulsive, and Related Disorders	Chapter 5
09/14 Mo	Disorder of Trauma and Stress	Chapter 6
09/16 Wed	Disorder of Trauma and Stress	Chapter 6
09/18 Fri	Depressive and Bipolar Disorders	Chapter 7
09/21 Mo	Treatments for Depressive and Bipolar disorders	Chapter 8
09/23 Wed	Suicide	Chapter 9
09/25 Fri	Exam 2 – No class	Ch. 5-8 Lecture notes
09/28 Mo	Suicide	Chapter 9
09/30 Wed	Disorders Featuring Somatic Symptoms	Chapter 10
10/02 Fri	Disorders Featuring Somatic Symptoms	Chapter 10
10/05 Mo	Eating Disorders	Chapter 11
10/07 Wed	Eating Disorders	Chapter 11
10/09 Fri	Substance Use and Addictive Disorders	Chapter 12

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10/12 Mo	Exam 3 – No class	Ch. 9-11 Lecture notes
10/14 Wed	Substance Use and Addictive Disorders	Chapter 12
10/16 Fri	Disorders of Sex and Gender	Chapter 13
10/19 Mo	Disorders of Sex and Gender	Chapter 13
10/21 Wed	Schizophrenia	Chapter 14
10/23 Fri	Schizophrenia	Chapter 14
10/26 Mo	Treatments for Schizophrenia and other Severe Mental Disorders	Chapter 15
10/28 Wed	Treatments for Schizophrenia and other Severe Mental Disorders	Chapter 15 Research Paper due
10/30 Fri	Exam 4 – No class	Ch. 12-15 Lecture notes
11/02 Mo	Personality Disorders	Chapter 16
11/04 Wed	Personality Disorders	Chapter 16
11/06 Fri	Disorders of Childhood and Adolescence	Chapter 17
11/09 Mo	Disorders of Childhood and Adolescence	Chapter 17
11/11 Wed	Disorders of Aging and Cognition	Chapter 18
11/13 Fri	Disorders of Aging and Cognition	Chapter 18
11/16 Mo	Law, Society, and the Mental Health Profession	Chapter 19
11/18 Wed	Law, Society, and the Mental Health Profession	Chapter 19
11/20 Fri	Final Exam – No class	Ch 16-19

(Classes, topics, exams, and assignments are subjects to change at the discretion of the professor)

Your Name: _____

Date: _____

This presentation is worth max. 50 points and scored according to the following criteria:	Score			
	1 st Presenter	2 nd Presenter	3 rd Presenter	4 th Presenter
<p style="text-align: right;">Presenter's Name</p>				
1. Introduction & Completeness of the information 0 = unclear what you mean 10 = very clear				
2. Clear communication of the message 0 = unclear what you mean 10 = very clear				
3. Creativity of the presentation 0 = dull and uncreative 10 = very creative				
4. Finding or results and conclusion 0 = unclear and disintegrated 10 = succinct, integrated & sound				
5. Overall impression of the presentation 0 = disintegrated and confusing 10 = professional quality				
6. Using resources beyond the book/powerpoint (film, games, role play etc) 0 = Not at all 10 = very innovative and enriched				
Please Count the Total Score (60 points Max.)				