

SOUTHERN CALIFORNIA SEMINARY
2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019–1108

PY-405 Abnormal Psychology

SUMMER TRIMESTER, MODULE 5
MAY 10, 2016 – JUNE 21, 2016
TUESDAYS 7-10PM (& ONLINE)

PROFESSOR

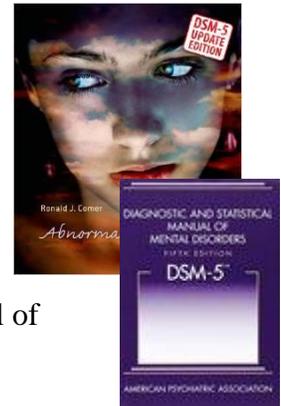
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COURSE DESCRIPTION

This course reviews the history and gives an introduction to the therapeutic theories of psychopathology as well as an overview of psychological concepts. Primary disorders such as mood disorders and other psychotic disorders will be explored from the current edition of the American Psychiatric Association's DSM. *Pre-requisite for MFT and MACP degrees. 3Units*

REQUIRED TEXTBOOKS

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. Comer Ronald J., *Abnormal Psychology--DSM 5 Update*, 8th Worth Publishers, May 20, 2013.
ISBN-10: 14641371960205944280.
3. American Psychiatric Association, *Diagnostic and Statistical Manual of Mental Disorders (DSM) Fifth Edition*, May 27, 2013.
ISBN-10: 0890425558.



Please Note: In order to get your books before classes begin, it is your responsibility to order the texts at least one month prior to the start of class or be willing to pay expedited shipping.

RECOMMENDED TEXTBOOKS

1. A Bible concordance such as *The New Strong's Expanded Exhaustive Concordance of the Bible* ISBN: 1418541680, Logos Bible Software or E-Sword (A free electronic Bible concordance and study materials that can be download at www.e-sword.net).

STUDENT LEARNING OUTCOMES

The student who successfully completes this course will be able to . . .	PROGRAM OBJECTIVES*	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT (CR #)
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1. Identify and describe the major theories related to Psychopathology .	4	3,4,5	1,3,4,5
2. Demonstrate an understanding of the historical development, causal factors and viewpoints of Abnormal Psychology.	3,4	4,5,7	1,3,4,5
3. Identify and describe ways Abnormal Psychology fits into a Biblical World view and demonstrate an understanding of how to use scripture to generate hope and motivation for change in the treatment process.	1,3	1,2,6,8	2,3,6
4. Being to recognize the signs and symptoms of the various DSM Diagnosis and demonstrate an understanding of the qualifications for the assignment of various diagnoses.	3,4	4,5,7	1,2,5,6

* *The program and institutional objectives are published in the Academic Catalog.*

COURSE REQUIREMENTS

Many if not all written assignments will be turned in through Blackboard and will be processed through software to check for plagiarism.

1. **Weekly Reading:** Reading assignments will be given each week from the class textbook *Abnormal Psychology*, by Ronald J. Comer and from the DSM.
2. **Discussion Board Assignments:** Students will interact on the discussion board twice each week (One post and one two responses). Initial post must be completed by Wednesday so that classmates will have sufficient time to read and respond to posts. See Blackboard for more information regarding Discussion Board Assignments.
3. **Summary, Research and Reflection Papers:** Each week student's will submit a Summary, Research, and Reflection Paper thorough Blackboard. Papers should be a minimum of 3 pages in length and fulfill the three key requirements below.
 - a. **Summary:** In your own words, provide a brief overview of the key points from the week's reading that stood out to you.
 - b. **Research:** Using a concordance or other Bible study tools, research 2-3 verses that are relevant to the assigned reading. When possible, include passages of Scripture that could be used to offer hope to someone with signs and symptoms of the disorder being studied. Conclude this section with an explanation of why these passages of scripture are relevant to the assigned reading.
 - c. **Reflection:** Provide personal thoughts and reflections on the reading assigned. Reflections can include personal experiences, thoughts on why you agree or disagree with the material presented, action steps you were able to apply to your own life, etc.
4. **Quizzes:** Weekly quizzes will cover the assigned reading in *Abnormal Psychology*. Quizzes are open book and open notes. It is recommended that students utilize their textbook as well as any notes they have taken during the quizzes. Quizzes will consist of matching questions; fill in the blank, multiple choice and essay questions. Quizzes may only be taken once. It is highly recommended that students spend time reading and studying the textbook material before taking each quiz.

- 5. Research Paper:** A 6 page research paper will be due at the final session. Students will choose 2 disorders from the DSM of their choosing and further research these disorders. Papers should include:
- Signs and symptoms of the disorders (30 points possible).
 - Possible ways the disorder affects the person diagnosed with the disorder (20 points possible).
 - The impact this disorder may have on friends, family and co-workers of the person diagnosed (20 points possible).
 - Possible strategies for treatment (30 points possible).
 - A minimum of two passages of Scripture the therapist could use to offer hope to a person with signs and symptoms of each disorder (for a total of 4 passages of Scripture) and (40 points possible).
 - A minimum of three additional references (not including the class textbook) (40 points possible).
 - Papers should be a minimum of 6 pages in length, use APA or MLA format (either is acceptable), and use appropriate grammar, punctuation, etc. (20 points possible).

SEQUENCE OF INSTRUCTION

Read the table like this, “At Session ____ on _____, the scheduled session content is _____, and the assignment *due before that session* is _____.”

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
1	5/09/2016 - 5/15/2016	<ul style="list-style-type: none"> Abnormal psychology and a Biblical worldview Overview of abnormal psychology. Models of abnormality Assessment and diagnosis 	Monday-Wednesday <ul style="list-style-type: none"> Read chapters 1-4 in <i>Abnormal Psychology</i>. Review the DSM Introduction. Complete initial discussion board assignment #1 in Blackboard.
			Thursday-Sunday <ul style="list-style-type: none"> Complete two Discussion Board student responses to post #1 in Blackboard. Submit Research and Reflection Paper #1 in Blackboard. Complete Quiz #1 in Blackboard.
2	5/16/2016 - 5/22/2016	<ul style="list-style-type: none"> Anxiety disorders Stress disorders Somatic and dissociative disorders 	Monday-Wednesday <ul style="list-style-type: none"> Read Chapters 4–6 in <i>Abnormal Psychology</i>. Review Anxiety Disorders in the <i>DSM</i>. Complete Initial Discussion Board Assignment #2 in Blackboard.
			Thursday-Sunday <ul style="list-style-type: none"> Complete two Discussion Board student responses to post #2 in Blackboard.

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
			<input type="checkbox"/> Submit Research and Reflection Paper #2 in Blackboard. <input type="checkbox"/> Complete Quiz #2 in Blackboard.
3	5/23/2016 - 5/29/2016	<ul style="list-style-type: none"> • Mood disorders and treatment • Suicide 	<p>Monday-Wednesday</p> <input type="checkbox"/> Read Chapters 7–9 in <i>Abnormal Psychology</i> . <input type="checkbox"/> Review mood disorders in the <i>DSM</i> . <input type="checkbox"/> Complete Initial Discussion Board Assignment #3 in Blackboard. <input type="checkbox"/> Note: It's Time To Order All Textbooks For Next Module!
			<p>Thursday-Sunday</p> <input type="checkbox"/> Complete two Discussion Board student responses to post #3 in Blackboard. <input type="checkbox"/> Submit Research and Reflection Paper #3 in Blackboard. <input type="checkbox"/> Complete Quiz #3 in Blackboard. <input type="checkbox"/> Note: Now is a good time to begin working on your final paper :)
4	5/30/2016 - 6/5/2016	<ul style="list-style-type: none"> • Eating disorders • Substance use and addictive disorders • Disorders of sex and gender 	<p>Monday-Wednesday</p> <input type="checkbox"/> Read Chapters 10–12 in <i>Abnormal Psychology</i> . <input type="checkbox"/> Review substance related disorders in the <i>DSM</i> . <input type="checkbox"/> Complete Initial Discussion Board Assignment #4 in Blackboard.
			<p>Thursday-Sunday</p> <input type="checkbox"/> Complete two Discussion Board student responses to post #4 in Blackboard. <input type="checkbox"/> Submit Research and Reflection Paper #4 in Blackboard. <input type="checkbox"/> Complete Quiz #4 in Blackboard.
5	6/6/2016 - 6/12/2016	<ul style="list-style-type: none"> • Schizophrenia • Treatment for schizophrenia and other severe mental disorders 	<p>Monday-Wednesday</p> <input type="checkbox"/> Read Chapters 13–15 in <i>Abnormal Psychology</i> . <input type="checkbox"/> Review schizophrenia in the <i>DSM</i> . <input type="checkbox"/> Complete Initial Discussion Board Assignment #5 in Blackboard.
			<p>Thursday-Sunday</p> <input type="checkbox"/> Complete two Discussion Board student responses to post #5 in Blackboard. <input type="checkbox"/> Submit Research and Reflection Paper #4 in Blackboard.

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
			<input type="checkbox"/> Complete Quiz #5 in Blackboard.
6	6/13/2016 - 6/19/2016	<ul style="list-style-type: none"> • Personality disorders • Disorders of childhood and adolescents 	Monday-Wednesday <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapters 16–17 in <i>Abnormal Psychology</i>. <input type="checkbox"/> Review personality disorders in the <i>DSM</i>. <input type="checkbox"/> Complete Initial Discussion Board Assignment #6 in Blackboard.
			Thursday-Sunday <ul style="list-style-type: none"> <input type="checkbox"/> Complete two Discussion Board student responses to post #6 in Blackboard. <input type="checkbox"/> Submit Research and Reflection Paper #6 in Blackboard. <input type="checkbox"/> Complete Quiz #6 in Blackboard.
7	6/20/2016 - 6/26/2016	<ul style="list-style-type: none"> • Aging disorders • Legal and ethical issues 	Monday-Wednesday <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapters 18–19 in <i>Abnormal Psychology</i>. <input type="checkbox"/> Complete Initial Discussion Board Assignment #7 in Blackboard.
			Thursday-Sunday <ul style="list-style-type: none"> <input type="checkbox"/> Complete two Discussion Board student responses to post #6 in Blackboard. <input type="checkbox"/> Submit Research and Reflection Paper #6 in Blackboard. <input type="checkbox"/> Complete Quiz #6 in Blackboard. <input type="checkbox"/> Submit your final research paper through safe assign in Blackboard.

STUDENT EVALUATION

Summary, Reflection and Research Paper:	(7 papers) 30 points each, 21%
Discussion Board Assignments	30 points possible each week, 21%
Quizzes	(7 Quizzes) 40 points each, 28%
Live Discussion / Class Participation.....	100 points, 10%
Research Paper.....	200 points, 20%
	1000 pts, 100%

GRADE SCALE

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

Grade	Percent	Points	Grade	Percent	Points
A	95–100%	945-1000	C	77–79%	765-794
A-	92–94%	915-944	C-	74–76%	745-764
B+	89–91%	895-914	Any grade lower than “C-” will be lowered to “F.”		
B	86–88%	855-894			
B-	83–85%	825-854			
C+	80–82%	795-824			

ATTENDANCE POLICY

General School Policy: A student who takes an absence from class will receive a penalty resulting in an immediate reduction of their final grade by 7 percent in a modular class and 3.5 percent in a trimester class. However, the student will have the ability to make up between 0 percent and all of the deduction at the professor’s discretion.

LATE COURSE WORK POLICY

Late work will receive an automatic grade reduction. All assignments are due by Midnight on Sunday. Work received Monday-Wednesday will receive a 25% reduction of the total points earned. Work that is more than 3 days late will receive a 50% reduction of the total earned points.

ACADEMIC INTEGRITY

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

Offenses Against Academic Integrity

Cheating. Cheating is never tolerated at SCS.

Plagiarism. Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

Multiple Submissions. This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student’s previous work has some potential for expansion, improvement,

or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

LIBRARY

The SDCC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

Course Bibliography

Any book listed in the back of your textbook is suitable, as is any commentary or other resource in the college / seminary library. If you want to use a book from your own library that is not on the approved list (in the back of your textbook or in the college / seminary library), please check with your instructor before using it.