

Long Beach City College
Department of Psychology

Course: PSYCH 14 Abnormal Psychology Fall - 2020

Class Meeting: Monday Time: 6:00 – 7:30 pm

Location: Online Format Class #: 70083

This course is synchronous and will meet every Monday from 6:00 – 7:30 pm

We will utilize confer zoom to conduct classes every Monday

Instructions will be provided for how to join the zoom class

Instructor: Elijah Levy, Ph.D. I can also be reached at my cell phone number (562) 230-3334 email: elevy@lbcc.edu

I earned my doctorate in Clinical Psychology in 1987 and have an interdisciplinary background in social and behavioral sciences and enjoy the synthesis of psychology, sociology and philosophy to arrive at a science of human behavior. I have been an adjunct faculty at University of Redlands for 26 years, teaching in the undergraduate and graduate school of business. The courses I teach include management theory, organizational behavior, strategy, business ethics and the undergraduate and graduate capstone courses. I also teach psychology courses; Intro. to Psychology, Biopsychology and Developmental Psychology to undergraduate students at Southern California University of Health Sciences in Whittier. I am a preceptor to P.A. and R.N. students who visit the residential care program for the mentally ill I work at to complete part of their psychiatric rotation. I am the director of The Levy Launch, a consulting office providing corporate training and I publish literature on the American Mosaic, The Philosophical and Cultural Foundations of Heroism, Comparative World Religions, Creative Aging and How to Lead a Value Driven Life. For the last 20 years, I have been the director of Founders Outreach, a nonprofit center supporting the mentally ill through psychiatric rehabilitation programming. Lastly, I enjoy writing books and publish a newsletter. I will refer students to my website: www.elijahlevy.com to download articles when necessary during the course. In 2007, a colleague and I filmed a documentary on schizophrenia and mental illness titled "Beyond the Shadow of Mental Illness."

If you anticipate being absent or miss class for an emergency, please contact me to make arrangements for assignments. I can be reached at the college through the following email address elevy@lbcc.edu or at my personal email address: crazyhorse825@yahoo.com

Basic Needs Statement: It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, I urge you to contact the Basic Needs office at basicneeds@lbcc.edu and/or me. We are here to help. Join the Basic Needs Canvas page for updates and information on food resources at www.tinyurl.com/vikingvault. There might also be a food pantry in your community to help. You can search by zip code here: www.feedingamerica.org.

Text: The book for this course is optional. If you study all the powerpoint presentations that I post on canvas on the topics we study, you will be fine and prepared for quizzes and exams.

Abnormal Psychology In a Changing World , 10Th Edition Authors: Jeffrey S. Nevid , Spencer A. Rathus , Beverly Greene

APA writing guideline – an abbreviated document reviewing APA format is posted on my website for your review.

Course Description:

Course Description: This course is designed as an introductory-level course in abnormal psychology. As such, we will investigate various psychological disorders and provide an introduction to the current and historical theoretical paradigms that have influenced our perception as to what constitutes "abnormal behavior." We will review the major classifications including Schizophrenia Spectrum, Mood Disorders, Anxiety Disorders, Neurocognitive Disorders, Neurodevelopmental Disorders, Childhood Onset Disorders etc. These paradigms include cognitive, biological (neuroscience), psychoanalytical, learning, and sociocultural influences, and they also provide the basis for our understanding of human behavior as well as help guide our therapies and research efforts. We will also spend some time discussing the public's attitudes toward individuals with psychological disorders, and we will also explore the legal, ethical, social, philosophical and professional issues that are related to the identification, diagnosis, treatment, effect (individual, family, and community) and prevention of these psychological disturbances.

Course Objectives:

At the conclusion of this course, a successful student should be able to:

1. Discuss historical views of abnormal behavior.
2. Define abnormal psychology/behavior, and discuss how the definition has changed.
3. Explain research methods used to study abnormal behavior.
4. Explain the various theoretical models of maladaptive behavior, including etiology and treatment according to each model.
5. Describe and apply the classification and assessment method according to the Diagnostic and Statistical Manual of Mental Disorders (DSM-V)
6. Explain the causes of maladaptive behavior based on theoretical perspectives and current research.
7. Compare appropriate treatment modalities for various types of abnormal behaviors.
8. Assess the function of community-based treatment modalities and the role of intervention program
9. Recognize how the various historical views of abnormal behavior lead to treatment approaches.
10. Trace the treatment of abnormal behavior throughout history from ancient civilization to present.
11. Identify the current approaches and trends in the treatment of abnormal behavior.
12. Identify the major definitions of abnormal behavior, including biological, psychological, and sociocultural view.

Netiquette:

- When posting on discussion boards and chat rooms it is important to understand how to interact with one another online. This concept is defined as netiquette
- You can read more about the rule of netiquette at: <http://www.albion.com/netiquette/index.html>.
- Please be professional, prompt, prepared, and polite at all times during our zoom classes.
- The professor will adhere to all policies as found in the Student Handbook
- Cellular phones must be kept on silent during zoom class times.

Technical Support:

If you need technical assistance any time during the course or need to report a problem you can contact LBCC's Student Technology Help Desk at (562) 938-4250 or by email at: sthd@lbcc.edu or the Distance Learning Center (562) 938-4818
The email for the distance learning center is: dl@lbcc.edu

Student Learning Outcomes:

Upon completion of the course, students are expected to be able to:

- Demonstrate mastery of the different approaches to abnormal psychology, compare and contrast each of the major approaches. This will include the key theoretical ideas of the psychodynamic, humanistic, biological, behavioral, cognitive, sociocultural, and rehabilitation/recovery model.
- Describe the subcategories of anxiety disorders, discuss one biological and psychological cause of the disorders, and indicate one biological and psychological treatment of the disorders.
- Describe the symptoms of major depression, pick out one biological and psychological cause of the disorder, and indicate one biological and psychological treatment of the disorder.
- Describe the symptoms of schizophrenia (both positive and negative symptoms), pick out one biological cause of the disorder, and indicate one biological and psychological treatment of the disorder.
- Describe the symptoms of several important categories mental disorders; learn the classification system of DSM 5
- **Outcomes and Objectives:** Student learning can be identified as either outcomes, which are broad, more global statements or objectives, which are narrow, more specific statements. The difference is primarily that the outcomes demonstrate an overarching understanding and/or application of a core subject aspect while the objectives are the small pieces of subject matter, which build up to the learning outcome(s).

Course Structure:

The course will be conducted online and will utilize zoom. We will also be using LBCC's learning management system called Canvas to upload my power point presentations and related items such as opportunities for students to post their responses to discussion questions I post, take quizzes and you can monitor your performance in the class by viewing the gradebook. I will also email students announcements apprising them of class items.

We will also utilize the following online learning features in this course:

Discussion Forums:

These are opportunities for you to engage with each other and me regarding material we are learning. A total of six (6) discussion items will be posted by me that requires you to post a response to. To earn full credit your post/comment needs to demonstrate a thoughtful reflection/response to my question. I expect a one paragraph quality response for you to earn your full five points for the post.

Quizzes/Midterm/Final:

There are a total of three (3) quizzes in this course. They are open notes and will consist of 20 multiple choice questions with a time limit of 45 minutes. The quizzes will be available beginning the next day, Tuesday morning 9:00 am until Thursday evening 9:00 pm.

The midterm and final will also be given on canvas and timed: you will have one hour and 15 minutes to complete these exams beginning the next day, Tuesday morning 9:00 am until Thursday evening 9:00 pm.

Feedback from Instructor:

I will be monitoring student responses several times a week and you can expect to receive feedback and a grade on your post/response in a day or two after you post your response.

Virtual Office Hours:

I will be available for you any time during the semester. You may email me at my LBCC email if you have a question or you can call me on my cell at (562) 230-3334. My LBCC email is: ellevy@lbcc.edu
I will also hold virtual office hours several times during the semester which I will post.

Attendance:

Students are required to attend the zoom class every Monday.
Exceptions may be made for medical emergencies and related issues – at the instructor's discretion.

Policy on Missing Quizzes, Midterm and Final

Assessments in the form of quizzes, a midterm and final will be utilized for this online course.

If you do not take quizzes, the midterm or final during the time you are required to, you cannot make it up.

I will give students the opportunity to make up half the points for a quiz or the midterm if they create 8 powerpoint slides for a topic I will assign you. If you decide to not do the power point presentation you will receive a zero for the quiz or midterm. If you miss the final you will receive a grade of zero on it.

Disabled Student Services:

A student with a documented disability who wishes to request an accommodation should contact the Disabled Student Services:
PH: (562) 938-4558

Disabled Students Programs & Services

Disabled Students Program & Services (DSPS) serves as the designated office of the College that coordinates campus-wide academic adjustments for students with qualifying disabilities. Academic adjustments assist in the facilitation of creating an equitable educational experience for all students at Long Beach City College.

The Disabled Students Program & Services (DSPS) Office at Long Beach City College is dedicated to providing access to postsecondary education through academic adjustments for students with qualifying disabilities. The academic adjustments assist in the facilitation of creating an equitable educational experience for students with disabilities at Long Beach City College and promote full participation in educational programs and activities. Through a multimodal approach, DSPS aims to assist students to thrive academically, in order to reach their educational goals of certification, graduation and/or transfer. DSPS also strives to provide campus-wide education regarding abilities and diversity in order to promote an inclusive campus.

LBCC does not discriminate in its admissions educational programs, activities or employment policies on the basis of sex, age, race, religious creed, ancestry, color, national origin, disability, medical condition, marital status, sexual orientation or veteran status.

Course Requirements and Expectations:

Students must attend class and offer meaningful contributions during class discussions. I expect you to actively engage yourself with the material and class discussions each class. Try to demonstrate critical thinking—ask the right questions that help us deepen our understanding of content and when necessary provide evidence to substantiate an assertion you articulate.

Course Schedule:

All of the curriculum for this course is posted on the Canvas site for our course and is structured by the week we are meeting.

August 31	Introductions and Review of Syllabus, course expectations Introduction to Critical Thinking, asking the right questions, habits of the mind (not from book) Chapter 1: Introduction and Research Methods
September 7	HOLIDAY -- Labor Day: No Class
September 14	Chapter 2: Contemporary Perspectives on Abnormal Behavior and Methods of Treatment Quiz #1 available beginning Sept. 15 9:00 am until Sept. 17 9:00 pm
September 21	Chapter 3: Classification and Assessment of Abnormal Behavior
September 28	Chapter 4: Stress Related Disorders
October 5	Chapter 5: Anxiety Disorders and Obsessive-Compulsive and Related Disorders Quiz #2 available beginning Oct. 6 9:00 am until October 8 9:00 pm
October 12	Chapter 6: Dissociative Disorders, Somatic Symptom and Related Disorders, and Psychological Factors Affecting Physical Health
October 19	Chapter 7: Mood Disorders and Suicide
October 26	Chapter 8: Substance Related and Addictive Disorders Midterm available beginning October 27 9:00 am until October 29 9:00 pm

November 2	Chapter 9: Eating Disorders and Sleep Wake Disorders
November 9	Schizophrenia Spectrum & Psychotic Disorders (Elijah's Presentation; not from chapter in book)
November 16	Personality Disorders (Elijah's Presentation; not from chapter in book)
November 23	Chapter 13: Abnormal Behavior in Childhood and Adolescence
	Quiz #3 available beginning November 24 9:00 am until November 26 9:00 pm
November 30	Neurodevelopmental Disorders (Elijah's Presentation; not from chapter in book)
December 7	Neurocognitive Disorders (Elijah's Presentation; not from chapter in book)
December 14	Final We will discuss in class when the final date and time will be

EXTRA CREDIT

Extra credit assignments are available, each one is worth up to five (5) points and includes the following:

- 1) Writing a full two page paper on the documentary we watch in class titled "Beyond the Shadow of Mental Illness" which was filmed at Founders House of Hope, where I work.
- 2) You can present 8 power point slides that you create about any topic I will be presenting.

Again – the paper for the documentary needs to meet my standards for a full 5 points, in addition to the power point presentation. If you do a poor job with the paper or power point presentation, you will receive less points.

Course Evaluation:

Quizzes: A total of 3 quizzes and each one is worth 20 points for a total of 60

Discussion Questions: A total of 6 questions worth 5 points each for a total of 30 points

Midterm 50 points

Final 50 points

Total Points = 190

A = 90% = 171 - 190

B = 80% = 152 - 170

C = 70% = 133 - 151

D = 60% = 114 – 132

F = 50% or Below 114