

Long Beach City College
Department of Psychology

Course: PSYCH 14 Abnormal Psychology Spring - 2020

Class Meeting: Monday Time: 6:00 – 9:10 pm

Location: Liberal Arts Campus – T 1310 Class #: 30068

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 professor at University of Redlands for 28 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. 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. For the last 20 years, I have been the director of Founders Outreach, a nonprofit center providing psychiatric rehabilitation services to 97 residents at a residential care program called Founders House of Hope. The majority of the residents are living with severe and persistent mental illness such as Schizophrenia. Lastly, I have written two books and edited three 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

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.

Classroom Expectations:

- Please be professional, prompt, prepared, and polite at all times.
- The professor will adhere to all policies as found in the Student Handbook
- Cellular phones must be kept on silent during class times. If you are texting in class I will take your phone away and return it to you after class.
- If you are using a laptop you will be asked to sit in the front of the class.

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).

Attendance:

Attendance will be taken each class session. You will not be penalized for your first 2 absences.

Beginning with your 3rd absence and any absence after this one, you will lose 4 points for each class missed.

Exceptions may be made for medical emergencies, illness and related issues – at the instructor's discretion.

You must arrive to class on time. If you are more than 10 minutes late you will lose two (2) points.

Cell Phone and Lap Top Policy

Cell phones will be off or on vibrate during all class sessions to avoid distractions. Students should refrain from making or taking non-critical personal or business cell phone calls during class sessions. If a phone call must be taken, the student will exit the classroom.

If you are observed texting during class, I will take away your phone and return it to you at the end of class. You will also lose five (5) points.

Laptop use during class is limited to taking notes related to the lecture or class discussions and/or researching material directly requested by the instructor. Students will not use their laptops to surf the web, play games, read or generate personal or business email during class time. If you wish to use your lap top to follow the power point slides, you must sit in the front row. If you are observed viewing anything other than the slides for the course or not taking notes for the course, you will be asked to put your lap top away and you will lose 5 points.

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. To earn your participation points, you must 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.

Feb. 10	Introductions and Review of Syllabus, course expectations Introduction to Critical Thinking, asking the right questions, habits of the mind Chapter 1: Introduction and Research Methods
Feb. 17	NO CLASS – PRESIDENT’S DAY
Feb. 24	Chapter 2: Contemporary Perspectives on Abnormal Behavior and Methods of Treatment Quiz #1
March 2	Chapter 3: Classification and Assessment of Abnormal Behavior
March 9	Chapter 4: Stress Related Disorders Adjustment Disorders (Elie’s presentation – not from chapter in book)
March 16	Chapter 5: Anxiety Disorders and Obsessive-Compulsive and Related Disorders Quiz #2
March 23	Chapter 6: Dissociative Disorders, Somatic Symptom and Related Disorders, and Psychological Factors Affecting Physical Health
March 30	Chapter 7: Mood Disorders and Suicide Midterm
April 6	SPRING BREAK – NO CLASSES ALL WEEK
April 13	Chapter 8: Substance Related and Addictive Disorders

April 20	Chapter 9: Eating Disorders and Sleep Wake Disorders
April 27	Chapter 10: Disorders Involving Gender and Sexuality
	Quiz #3
May 4	Ch. 11: Schizophrenia Spectrum Disorders
May 11	Chapter 12: Personality Disorders and Impulse Control Disorders
May 18	Chapter 13: Abnormal Behavior in Childhood and Adolescence
	Quiz #4
May 25	Neurocognitive Disorders (Elie's presentation – not from chapter in book)
June 1	Final

EXTRA CREDIT

Extra credit assignments are available, each one is worth up to ten (10) points and includes the following:

- 1) Writing a full two page paper on the documentary titled "Beyond the Shadow of Mental Illness" which was filmed at Founders House of Hope, where I work. The documentary is on my website and it is 40 minutes.
- 2) You can visit Founders House of Hope and write a full two page paper on your visit.

Again – the papers need to meet my standards for a full 10 points. I will explain my expectations for the papers.

Course Evaluation:

Attendance and Participation – 1 point max. each class for a total of 15 points

Quizzes: A total of 4 quizzes and each one is worth 20 points for a total of 80

Midterm = 50 points

Final = 50 points

Total Points for Course = 195

A = 90%	175 - 195
B = 80%	156 - 174
C = 70%	136 – 155
D = 60%	117 – 135
F = 50%	Below 117