

**PSYCH 5 Course Outline as of Summer 2008****CATALOG INFORMATION**

Dept and Nbr: PSYCH 5 Title: ABNORMAL PSYCH

Full Title: Abnormal Psychology

Last Reviewed: 12/9/2019

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade Only

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

Introduction to the major theoretical orientations, important psychotherapeutic methods, current issues in abnormal psychology and selected disorders such as depression, schizophrenia, and psychosomatic disorders.

**Prerequisites/Corequisites:****Recommended Preparation:**

Eligibility for ENGL 100 or ESL 100

**Limits on Enrollment:****Schedule of Classes Information:**

Description: Introduction to the major theoretical orientations, important psychotherapeutic methods, current issues in abnormal psychology and selected disorders such as depression, schizophrenia, and psychosomatic disorders. (Grade Only)

Prerequisites/Corequisites:

Recommended: Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		Effective:	Inactive:
	D	Social and Behavioral Sciences	Fall 1993	
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	D	Social Science	Fall 1994	
	D9	Psychology		
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	4	Social and Behavioral Science	Fall 1995	
	4I	Psychology		
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1993	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Fall 1993	Inactive:

### **CID:**

### **Certificate/Major Applicable:**

Both Certificate and Major Applicable

## **COURSE CONTENT**

### **Outcomes and Objectives:**

Upon completion of this course, students will be able to:

1. Discuss criteria used to define abnormal behavior, and various methods used to study abnormal behavior, including the naturalistic, observation method, the correlation method, the experimental method, kinship studies, the epidemiological method, and the case-study methods.
2. Distinguish among the following contemporary perspectives on abnormal behavioral: biological, psychodynamic, learning based, humanistic, cognitive, and sociocultural.
3. Describe approaches used by investigators to demonstrate the reliability and validity of classification and methods of assessment.
4. Summarize the findings of research into the effectiveness of psychotherapy in general and specific therapeutic approaches in particular.
5. Explain the significance of stress factors in health and illness, and discuss some of the psychological factors that moderate stress.
6. Define and describe generalized anxiety disorder, and be able to identify various treatment approaches.
7. Describe the major features of the dissociative and somatoform disorders and recount various theoretical perspectives for both.
8. Distinguish between normal and abnormally depressed moods, define the term "mood disorder" and discuss the incidence of suicide and theoretical perspectives on its causes.
9. Compare and contrast the three research clusters of personality

- disorders: paranoid, schizoid, and schizotypal personality disorder.
10. Differentiate between psychological and physiological dependence and describe the physical and psychological effects of depressants, stimulants, and hallucinogens.
  11. Describe the diagnostic features of anorexia, and bulimia, obesity, and sleep disorders; and discuss the prevalence and treatment for each.
  12. Describe sociocultural factors involved in classifying sexual behaviors as normal or abnormal.
  13. Discuss theoretical perspectives and schizophrenia, including the psychodynamic learning, biological, and family theories in the development of schizophrenia.
  14. Identify ways of determining what is normal and what is abnormal in childhood and adolescence. Discuss types, theoretical perspectives, and interventions for learning disorders.
  15. Discuss the basic features of dementia and the relationship between dementia and normal aging.
  16. Differentiate among biological, social-cognitive, and socioculture perspectives in explaining human aggression.
  17. Outline the legal procedures for psychiatric commitment and the safeguards to prevent abuse of psychiatric commitment.

### **Topics and Scope:**

1. Introduction and Research Methods
2. Contemporary Perspectives on Abnormal Behavior
3. Classification and Assessment of Abnormal Behavior
4. Methods of Treatment
5. Stress, Psychological Factors and Health
6. Anxiety Disorders
7. Dissociate and Somatoform Disorders
8. Mood Disorders and Suicide
9. Personality Disorders
10. Substance Abuse and Dependence
11. Eating Disorders, Obesity, and Sleep Disorders
12. Gender Identity Disorder, Paraphilia, and Sexual Dysfunctions
13. Schizophrenia and Other Psychotic Disorders
14. Abnormal Behavior and Childhood and Adolescence
15. Cognitive Disorders and Disorders Relating to Aging
16. Violence and Abuse
17. Abnormal Psychology and Society

### **Assignment:**

1. Read approximately 30-35 pages per week.
2. Write at least two papers, 4 pages in length, in response to reading and lecture material.
3. Two midterm exams and one final on lecture, reading concepts and terminology, for the purpose of assessment and examination.
4. Write a term or course research paper approximately five pages in length for the purpose of learning research skills, enhancing course

- knowledge, and improving writing skills.
5. Participate in class discussion.
  6. Read case studies and be able to make theoretical diagnosis.

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Term papers, course research papers

Writing  
10 - 25%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Case studies

Problem solving  
10 - 15%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, true/false

Exams  
60 - 80%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

None

Other Category  
0 - 0%

### Representative Textbooks and Materials:

Schwartz, Steven

Abnormal Psychology: A Discovery Approach  
Mayfield/McGraw-Hill, 2002

Carson, Robert C.; Butcher, James N.; Mineka, Susan

Fundamentals of Abnormal Psychology and Modern Life, Allyn & Bacon, 2002

Holmes, David

Fundamentals of Abnormal Psychology and Modern Life, Allyn & Bacon, 2001

Nevid, Jeffrey; Rathus, Spencer, A.; Greene, Beverly

Abnormal Psychology in a Changing World, Prentice-Hall, 2000