



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	PSYC
Course Number:	115
Descriptive Title:	Abnormal Psychology
Division:	Behavioral and Social Sciences
Department:	Psychology and Human Development
Course Disciplines:	Psychology
Catalog Description:	This course focuses on the scientific study of both normal and abnormal experience and behavior. Emphasis is placed on the characterization, treatment, and prevention of psychological disorders ranging from mild to severe forms.
Prerequisite:	Psychology C1000 or Psychology C1000H with a minimum grade of C
Co-requisite:	
Recommended Preparation:	Eligibility for English C1000 or equivalent
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	3/20/2000
Transfer UC:	Yes
Effective Date:	fall 2000
General Education: ECC	Area 2C - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area D - Social Sciences
Term:	

	Other:	
	IGETC:	Area 4 - Social and Behavioral Sciences
	Term:	
	Other:	
	CalGETC:	
	Term:	
	Other:	
Student Learning Outcomes:	SLO #1 Logic of the Scientific Method On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain and evaluate various sources of data focusing on mental disorders (e.g.,epidemiology, efficacy, effectiveness). SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain the major theories and definitions of mental illness (e.g., biological, cognitive-behavioral, psychoanalytic, humanistic, sociocultural), including the historical development of these theories. SLO #3 Everyday Application On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles of abnormal psychology in their efforts to understand everyday life experiences such as these: concerns about the behavior of family or friends, cognitive decline of parent, violent crime (including effects of media coverage).	
Course Objectives:	1. Explain why defining abnormal behavior is difficult. 2. Discuss how research methods are applied to the study of abnormal behavior and psychological disorders. 3. Describe the changing trends occurring across time and cultures regarding the notion of abnormal behavior. 4. Compare and contrast the various theoretical models of abnormal behavior. 5. Identify the various procedures of clinical assessment and diagnosis including their strengths and weaknesses.	

	6. Discuss the role of psychological factors in health and disease. 7. Describe and differentiate the salient characteristics of the following forms of psychological disorders: Adjustment, Anxiety, Childhood (including Developmental and Learning Disorders), Cognitive (including Delirium and Dementia), Eating, Mood, Personality, Psychotic (including Schizophrenia), Sexual and Gender Identity, Somatoform, and Substance-Related. 8. Compare and contrast the various biological and psychological approaches to the treatment of abnormal behavior and psychological disorders. 9. Assess the legal issues which affect the mentally disordered. 10. Identify the contemporary organized efforts for establishing effective mental health and for the prevention of abnormal behavior.
Major Topics:	I. General, Research, Historical, and Theoretical Considerations (9 hours, lecture) A. The Complexity of Defining Abnormal Behavior B. Prevalence of Mental Disorders C. Research Methods for the Investigation of Mental Disorders D. Abnormal Behavior Viewed Across the Ages and Cultures E. Diathesis - Stress Model F. The Biological Viewpoint G. The Psychosocial Viewpoint H. The Sociocultural Viewpoint II. Clinical Assessment (3 hours, lecture) A. Methods of Assessment B. Value and Limitations of Assessment III. Adjustment and Anxiety Disorders (6 hours, lecture) A. Stress and Adjustment Disorders

- B. Post-Traumatic Stress Disorder
- C. Anxiety and Panic Disorders
- D. Obsessive Compulsive Disorder

IV. Mood, Somatoform, and Dissociative Disorders (6 hours, lecture)

- A. Unipolar and Bipolar Disorders
- B. Suicide and its Prevention
- C. Somatoform Disorders
- D. Dissociative Disorders

V. Healthy Behavior Problems and Eating and Personality Disorders (6 hours, lecture)

- A. Psychological Factors in Health and Disease
- B. Eating Disorders and Obesity
- C. Personality Disorders

VI. Sexual, Addiction, and Cognitive Disorders (9 hours, lecture)

- A. Sexual and Gender Variants
- B. Sexual Abuse and Dysfunctions
- C. Substance-Related Disorders
- D. Brain Impairment
- E. Delirium and Dementia

VII. Childhood and Psychotic Disorders (6 hours, lecture)

- A. Disorders of Childhood
- B. Learning Disorders and Developmental Disorders
- C. Schizophrenia and Other Psychotic Disorders

VIII. Therapy (6 hours, lecture)

- A. Biological Approaches to Treatment
- B. Psychological Approaches to Treatment

	IX. Contemporary and Legal Issues in Abnormal Behavior (3 hours, lecture) A. Perspectives on Prevention B. Legal Issues and the Mentally Disordered C. Organized Effort for Mental Health
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Study the defining characteristics typical of the clinical picture of schizophrenia. Select one of the subtypes and write a three- to four-page report imagining yourself with this form of schizophrenia. Describe what a day in your life would be like, beginning with when you get up in the morning, proceeding with your afternoon and evening activities, and concluding with when you go to bed that night, including any dreams you might have.
Critical Thinking Assignment 1:	Are we all becoming mentally ill? Go to the library and research at least three articles critiquing expanding the categories of mental illness. In a three- to four-page report, analyze the various arguments for changing the clinical diagnostic categories of the DSM manual to include more people as mentally disordered. Specifically, describe the different arguments, noting what evidence is used to support them. Then, evaluate the strengths and weaknesses of these arguments, citing your reasons for each and indicating whether your reasons seem valid based on the available scientific evidence.
Critical Thinking Assignment 2:	Research the following question: Is methadone an effective treatment for people addicted to heroin? In a two- to three-page report evaluate, compare, and contrast these reasons. State your own conclusion about methadone's effectiveness, citing evidence from your research to support your position.
Other Evaluation Methods:	Completion, Essay Exams, Homework Problems, Matching Items, Multiple Choice, Objective Exam, Other Exams, Presentation, Quizzes, Reading Reports, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Guest Speakers, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Problem solving activity, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	

Up-To-Date Representative Texts:	Jill M. Hooley, Matthew K. Nock, James N. Butcher. Abnormal Psychology. 18 ed. Pearson, 2020.
Alternative Texts:	
Required Supplementary Readings:	
Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	Psychology C1000 Psychology C1000H
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Define psychology and discuss the major schools of psychological thought. PSYC C1000 - Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology. PSYC C1000H - Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology. Describe and discuss the scientific method and specific research methods. PSYC C1000 -Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research. PSYC C1000H - Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research. Describe and discuss the basic concepts and principles of the following areas of psychology: psychobiology; learning; cognitive psychology; motivation and emotion; developmental psychology; personality psychology; psychopathology and psychotherapy; and social psychology. PSYC C1000 - Identify and evaluate the major theories of emotion with an emphasis on behavioral, physiological, and cognitive components. PSYC C1000 - Describe processes of stability and change in the domains of biological, cognitive, and psychosocial development across the lifespan. PSYC C1000H - Identify and evaluate the major theories of emotion with an emphasis on behavioral, physiological, and cognitive components. PSYC C1000H - Describe processes of stability and change in the domains of biological, cognitive, and psychosocial development across the lifespan.

Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for ENGL C1000
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills. Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Edward R. McCrary III
Date:	09/01/1999
Original Board Approval Date:	03/20/2000
Last Reviewed and/or Revised by:	Amy Himsel
Date:	09/19/2025
Last Board Approval Date:	12/16/2025
Effective Term:	FA 2026
Course Acronym:	PSYC
Course Number:	112
Descriptive Title:	Human Sexuality
Division:	Behavioral and Social Sciences
Department:	Psychology and Human Development
Course Disciplines:	Psychology
Catalog Description:	This course is the scientific study of human sexuality. Emphasis is placed on the analysis of sexuality from a psychological perspective. Topics include the history and the study of

	human sexuality, the scientific research methods used to study sexuality, the psychobiology of sex, sexual behavior and relationships, and sex as a social and health issue. Gender and sociocultural issues are also addressed.
Prerequisite:	Psychology C1000 or Psychology C1000H with a minimum grade of C
Co-requisite:	
Recommended Preparation:	Eligibility for English C1000
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	Yes
Effective Date:	prior to fall 1992
General Education: ECC	Area 2C - Social and Behavioral Science
Term:	
Other:	
CSU GE:	Area D - Social Sciences, Area E - Lifelong Understanding and Self-Development
Term:	
Other:	
IGETC:	Area 4 - Social and Behavioral Sciences
Term:	
Other:	
CalGETC:	
Term:	
Other:	
Student Learning Outcomes:	SLO #1 Logic of the Scientific Method On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to explain historical developments in

	scientific sex research as well as identify and evaluate specific research methods used to study the psychological, biological, and cultural factors in human sexuality. SLO #2 Fundamental Principles On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to identify and explain major theories, perspectives, and facets of human sexuality. SLO #3 Everyday Application On examination (e.g., m/c, T/F, fill-in, matching, essay), written essay, research paper, and/or oral presentation, students will be able to apply fundamental principles in the development of a personal sexual philosophy.
Course Objectives:	1. Discuss historical, cultural, and psychological perspectives on sexuality. 2. Compare and contrast theoretical perspectives on human sexuality. 3. Describe research methods used to study human sexuality. 4. Demonstrate a basic understanding of female and male sexual anatomy and physiology including anatomical structures, the function of anatomical structures, and the physiological processes of the sexual female and male. 5. Describe the determinants and the special functions of hormones in the brain involved in sexual arousal. 6. Differentiate between the various models of human sexual response. 7. Identify changes in sexuality throughout the human lifespan and examine how different cultures view these changes. 8. Describe the processes of conception, pregnancy, and childbirth, and cross-cultural views on these processes. 9. Recognize issues and problems that arise both during pregnancy and postpartum and discuss how different cultures view these issues and problems. 10. Identify and discuss the various methods of contraception and abortion addressing both the psychological aspects and multicultural views of these methods.

	11. Analyze the psychological aspects of contraception and abortion, and compare and contrast cultural views on these topics. 12. Describe and analyze different types of sexual behaviors and compare and contrast cultural views of these behaviors. 13. Examine the causes of the various types of sexual paraphilias and sexual disorders and their treatments and therapies. 14. Identify and examine the psychological issues of rape, childhood sexual abuse, and sexual harassment and describe how these issues are influenced by cultural context. 15. Compare and contrast different cross-cultural views of sexuality. 16. Recognize the various types of sexually transmitted diseases and discuss how they can be prevented and treated. 17. Define sex and gender and assess how gender is linked and informs sexuality. 18. Discuss and evaluate the various theories of sexual orientation. 19. Analyze the relationships between intimacy, attraction, love and sexual communication. 20. Assess issues relevant to human sexuality, including pornography and prostitution, and differentiate cross-cultural views of these issues.
Major Topics:	I. Introduction to Human Sexuality (4.5 hours, lecture) A. Definitions of Sexuality and Other Related Terms B. Historical Perspectives on Sexuality C. Sociocultural Perspectives on Sexuality D. Cross-Species Perspectives on Sexuality E. Psychological Theoretical Perspectives F. Other Theoretical Perspectives: Evolutionary and Sociological

II. Methods for Studying Human Sexuality (3 hours, lecture)

- A. Surveys
- B. Case Studies
- C. Observational Studies
- D. Correlational Research
- E. Experimental Research

III. Sexual Anatomy (1.5 hours, lecture)

- A. The Male Sexual Body
- B. The Female Sexual Body

IV. The Physiology of Human Sexual Response (3 hours, lecture)

- A. Sex Hormones and the Brain
- B. Models of Human Sexual Response: Masters and Johnson and Alternatives

V. Sexual Development throughout the Lifespan (4.5 hours, lecture)

- A. Children's Sexuality
- B. The Beginnings of Sexuality in Adolescents
- C. Sexual Activity of College Students
- D. Sexuality in Adulthood
- E. Sexuality and Aging
- F. Sociocultural Perspectives

VI. Conception, Pregnancy, and Childbirth (3 hours, lecture)

- A. Process of Conception
- B. Stages of Pregnancy
- C. Issues and Problems in Pregnancy
- D. Process of Childbirth
- E. Postpartum Issues
- F. Sociocultural Perspectives

VII. Contraception and Abortion (3 hours, lecture)

- A. Methods of Contraception
- B. Abortion Procedures
- C. Psychological Aspects of Contraception and Abortion
- D. Sociocultural Perspectives

VIII. Sexual Behaviors (4.5 hours, lecture)

- A. One-Person Sexual Behaviors
- B. Two-Person Sexual Behaviors
- C. Sociocultural Perspectives

IX. Sexual Paraphilias (3 hours, lecture)

- A. Causes
- B. Types
- C. Treatments and Therapies
- D. Sociocultural Perspectives

X. Sexual Problems and Disorders (3 hours, lecture)

- A. Causes
- B. Types
- C. Treatments and Therapies
- D. Sociocultural Perspectives

XI. Sexual Aggression and Violence (3 hours, lecture)

- A. Rape
- B. Childhood Sexual Abuse
- C. Sexual Harassment
- D. Sociocultural Perspectives

XII. Sexually Transmitted Diseases (3 hours, lecture)

- A. Risk Factors for STDs

B. Types and Treatments

C. Prevention

D. Sociocultural Perspectives

XIII. Gender and Sexuality (3 hours, lecture)

A. *Sex Versus Gender*

B. Gender Identity

C. Gender Roles and Stereotypes

D. Transgenderism

E. Female-Male Similarities and Differences

F. Sociocultural Perspectives

XIV. Sexual Orientation (3 hours, lecture)

A. Theories of Sexual Orientation

B. Non-heterosexual Orientations

C. Sociocultural Perspectives

XV. Attraction, Intimacy, Love, and Communication (3 hours, lecture)

A. Scientific Perspectives on Attraction

B. Establishment of Intimacy

C. Theories of Love

D. Understanding and Enhancing Communication in Love Relationships

E. Sociocultural Perspectives

XVI. Issues in Human Sexuality (6 hours, lecture)

A. Pornography

B. Sex Work and Sex Workers

C. Sex and Religion

D. Sex and the Law

E. Sex Education

	F. Sociocultural Perspectives
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Consider the lectures and the readings on human sexuality this semester. In a four to five page typed paper, describe your personal sexual philosophy. Specifically, describe your views on at least three of the topics we have covered this semester and explain how you have integrated these ideas into forming your own personal viewpoint toward sexuality. Further, explain how your sexual philosophy can prepare and guide you when you are faced with personal choices about sexual situations or when you are in the position to advise someone else about sexual issues.
Critical Thinking Assignment 1:	Design a psychological study on the progress of sexual intimacy in dating couples. In a three page typed paper describe and discuss your design addressing the following questions: What kind of study are you proposing? How are you going to obtain subjects? How are you going to gather data? What methodological problems do you think you will encounter?
Critical Thinking Assignment 2:	Consider this statement: "It is important for researchers to understand the cause(s) of homosexuality." In a three- to five-page typed paper, evaluate this statement. Do you agree or disagree? Provide at least three reasons to support your view. Evaluate the implications of identifying cause(s) of homosexuality for heterosexuals, homosexuals, and bisexuals. Discuss how knowing the cause(s) of homosexuality can be used to help or hurt homosexuals.
Other Evaluation Methods:	Essay Exams, Multiple Choice, Objective Exam, Quizzes, Reading Reports, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Group Activities, Guest Speakers, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	Janet Shibley Hyde and John D. DeLaMater. Understanding Human Sexuality. 15th ed. McGraw-Hill, 2023. Roger H. Hock. Human Sexuality. 5th ed. Pearson, 2021
Alternative Texts:	
Required Supplementary Readings:	

Other Required Materials:	
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	Psychology C1000 or Psychology C1000H
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	Psychology 112 expands on some of the basic principles that are presented in Psychology C1000 and/or Psychology C1000H such as scientific and research methods and fundamental principles. PSYC C1000 - Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology. PSYC C1000 - Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research. PSYC C1000 - Explain the basics of genetics and assess the combined influence of genes and environment on a variety of human characteristics. PSYC C1000 - Define learning and compare and contrast classical conditioning, operant conditioning and observational learning. PSYC C1000 - Describe the forces that motivate human behavior, such as instincts, drives, and needs. PSYC C1000 - Evaluate the concept of "psychological disorder," and discuss the assessment, classification, and possible causes of psychological disorders. PSYC C1000H - Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology. PSYC C1000H - Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research. PSYC C1000H - Explain the basics of genetics and assess the combined influence of genes and environment on a variety of human characteristics. PSYC C1000H - Define learning and compare and contrast classical conditioning, operant conditioning and observational learning. PSYC C1000H - Describe the forces that motivate human behavior, such as instincts, drives, and needs. PSYC C1000H - Evaluate the concept of "psychological disorder," and discuss the assessment, classification, and possible causes of psychological disorders.

Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for ENGL C1000
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills. Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	F. Fehlman and J. Ribal
Date:	10/01/1975
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Amy Himsel
Date:	09/19/2025
Last Board Approval Date:	12/16/2025
Effective Term:	FA 2026