



El Camino College

COURSE OUTLINE OF RECORD - Official

I. GENERAL COURSE INFORMATION

Subject and Number: Psychology 15
Descriptive Title: Abnormal Psychology

Course Disciplines: Psychology

Division: Behavioral and Social Sciences

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.

Conditions of Enrollment: Prerequisite
 Psychology 5
 with a minimum grade of C

Recommended Preparation
 eligibility for English 1A

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 3.00

Grading Method: Letter
Credit Status Associate Degree Credit

Transfer CSU: Effective Date: 3/20/2000
Transfer UC: Effective Date: Fall 2001

General Education:
El Camino College: 2C – Social and Behavioral Sciences – General
 Term: Other: Approved

CSU GE: D9 - Psychology
 Term: Fall 2001 Other:

IGETC:

4I - Psychology

Term: Fall 2001

Other:

II. OUTCOMES AND OBJECTIVES**A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)**

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).
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.
2. 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).
- 3.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Explain why defining abnormal behavior is difficult.
Other (specify)
Multiple Choice, True/False, Matching Items, Essay Exams
2. Discuss how research methods are applied to the study of abnormal behavior and psychological disorders.
Other (specify)
Multiple Choice, True/False, Matching Items, Essay Exams
3. Describe the changing trends occurring across time and cultures regarding the notion of abnormal behavior.
Other (specify)
Multiple Choice, True/False, Matching Items, Essay Exams
4. Compare and contrast the various theoretical models of abnormal behavior.
Other (specify)
Multiple Choice, True/False, Matching Items, Essay Exams
5. Identify the various procedures of clinical assessment and diagnosis including their strengths and weaknesses.
Other (specify)

Multiple Choice, True/False, Matching Items, Essay Exams

6. Discuss the role of psychological factors in health and disease.

Other (specify)

Multiple Choice, True/False, Matching Items, Essay Exams

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.

Other (specify)

Multiple Choice, True/False, Matching Items, Essay Exams

8. Compare and contrast the various biological and psychological approaches to the treatment of abnormal behavior and psychological disorders.

Other (specify)

Multiple Choice, True/False, Matching Items, Essay Exams

9. Assess the legal issues which affect the mentally disordered.

Other (specify)

Multiple Choice, True/False, Matching Items, Essay Exams

10. Identify the contemporary organized efforts for establishing effective mental health and for the prevention of abnormal behavior.

Other (specify)

Multiple Choice, True/False, Matching Items, Essay Exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

| Lecture or Lab | Approximate Hours | Topic Number | Major Topic |
|----------------|-------------------|--------------|---|
| Lecture | 9 | I | General, Research, Historical, and Theoretical Considerations 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 |
| Lecture | 3 | II | Clinical Assessment A. Methods of Assessment B. Value and Limitations of Assessment |
| Lecture | 6 | III | Adjustment and Anxiety Disorders A. Stress and Adjustment Disorders B. Post-Traumatic Stress Disorder C. Anxiety and Panic Disorders D. Obsessive Compulsive Disorder |
| Lecture | 6 | IV | |

| | | | |
|-------------------------------|---|------|--|
| | | | Mood, Somatoform, and Dissociative Disorders A. Unipolar and Bipolar Disorders B. Suicide and its Prevention C. Somatoform Disorders D. Dissociative Disorders |
| Lecture | 6 | V | Healthy Behavior Problems and Eating and Personality Disorders A. Psychological Factors in Health and Disease B. Eating Disorders and Obesity C. Personality Disorders |
| Lecture | 9 | VI | Sexual, Addiction, and Cognitive Disorders A. Sexual and Gender Variants B. Sexual Abuse and Dsyfunctions C. Substance-Related Disorders D. Brain Impairment E. Delirium and Dementia |
| Lecture | 6 | VII | Childhood and Psychotic Disorders A. Disorders of Childhood B. Learning Disorders and Developmental Disorders C. Schizophrenia and Other Psychotic Disorders |
| Lecture | 6 | VIII | Therapy A. Biological Approaches to Treatment B. Psychological Approaches to Treatment |
| Lecture | 3 | IX | Contemporary and Legal Issues in Abnormal Behavior 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 | |

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. 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.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

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.

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.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Objective Exams

Other exams

Quizzes

Reading reports

Written homework

Homework Problems

Term or other papers

Multiple Choice

Completion

Matching Items

True/False

Presentation

V. INSTRUCTIONAL METHODS

Discussion

Guest Speakers

Lecture

Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study

Answer questions

Required reading

Problem solving activities

Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

James N. Butcher, Jill M. Hooley, Susan M. Mineka. Abnormal Psychology. 16 ed. Pearson, 2016.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

| Requisites | Category and Justification |
|-------------------------------------|----------------------------|
| Course Prerequisite Psychology-5 | Sequential |

B. Requisite Skills

| Requisite Skills |
|--|
| Define psychology and discuss the major schools of psychological thought. PSYC 5 - 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 5 - 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 5 - Identify and evaluate the major theories of emotion with an emphasis on behavioral, physiological, and cognitive components. PSYC 5 - Describe processes of stability and change in the domains of biological, cognitive, and psychosocial development across the lifespan. |

C. Recommended Preparations (Course and Non-Course)

| Recommended Preparation | Category and Justification |
|-------------------------|--|
| Non-Course | It is advised that students are able to read and effectively analyze college |

| | |
|---|---|
| Recommended Preparation eligibility for English 1A | level texts, and have the ability to write a paper that persuasively proves an original thesis. If students are eligible for English 1A they are more likely to be successful in this course. |
|---|---|

D. Recommended Skills

| Recommended Skills |
|--|
| <p>Eligibility for English 1A ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel.</p> |

E. Enrollment Limitations

| Enrollment Limitations and Category | Enrollment Limitations Impact |
|--|--------------------------------------|
|--|--------------------------------------|

Course created by Edward R. McCrary III on 09/01/1999.

BOARD APPROVAL DATE: 03/20/2000

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by Richard Mascolo on 10/15/2015

18066