ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts and Social Science

COURSE: PSY 2006 (Abnormal Psychology)

Date: October 1, 2019

Credit Hours: 3

Prerequisite(s): PSY 1000 (General Psychology)

Delivery Method: X **Lecture**   **3 Contact Hours** (1 contact = 1 credit hour)

☐ **Seminar**   **0 Contact Hours** (1 contact = 1 credit hour)

☐ **Lab**   **0 Contact Hours** (2-3 contact = 1 credit hour)

☐ **Clinical**   **0 Contact Hours** (3 contact = 1 credit hour)

X Online

☐ **Blended**

Offered: **X Fall   X Spring   X Summer**

IAI Equivalent –*Only for Transfer Courses*-go to *http://www.itransfer.org*: PSY 905

CATALOG DESCRIPTION:

Abnormal Psychology is designed to acquaint the student with the study of symptoms, causes, and treatments of various psychological disorders. A variety of diagnostic classifications from DSM-5 will be covered.

GENERAL EDUCATION GOALS ADDRESSED
Upon completion of the course, the student will be able:

X To apply analytical and problem solving skills to personal, social, and professional issues and situations.

X To communicate successfully, both orally and in writing, to a variety of audiences.

X To construct a critical awareness of and appreciate diversity.

☐ To understand and use technology effectively and to understand its impact on the individual and society.
☐ To develop interpersonal capacity.
☐ To recognize what it means to act ethically and responsibly as an individual and as a member of society.
☐ To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
☐ To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:
Upon completion of the course, the student will be able to:

1. Understand and describe the varied definitions of "abnormal," as well as the research and classification systems used to delineate mental disorders.

Competencies
    1. Student will demonstrate familiarity with the concepts of maladaptive behavior, social non-conformity, and cultural relativism, as it applies to abnormal behavior.
    2. Student will be able to recognize and describe the DSM-5 classification system.
    3. Student will be able to articulate both pros and cons of diagnostic labeling.
    4. Student will be able to identify varied clinical research methods, including naturalistic observation, correlational studies, case studies, and experimental methods.

2. Understand and describe the historical progression from the perspective of abnormal behavior as demonology to empirically-based clinical syndromes.

Competencies
    1. Student will be able to describe the perspectives of abnormal behavior from ancient times until the advent of the humanitarian approaches to understanding and treating abnormal behavior.
    2. Student will be able to recognize the historical antecedents to humanitarian reform in the diagnosis and treatment of mental illness.
    3. Student will be able to describe the early historical progress in the classification of mental illness.

3. Demonstrate understanding of and ability to apply the theoretical viewpoints for understanding abnormal behavior.

Competencies
    1. Student will understand and be able to describe the etiology of abnormal behavior as suggested by the biological viewpoint or paradigm, including elements of neurotransmitter dysfunction, brain dysfunction, and genetic versus constitutional defects.
    2. Student will understand and be able to describe the etiology of abnormal behavior as suggested by the psychosocial viewpoint or paradigm, including psychodynamic approaches, behavioral and cognitive-behavioral approaches, humanistic approaches, and interpersonal approaches.
    3. Student will understand and be able to describe the etiology of abnormal behavior as suggested by sociocultural viewpoint or paradigm, including information from cross-cultural studies and potential pathogenic societal influences.

4. Understand and apply elements of a diagnostic classification system (DSM-5) to varied clinical symptom pictures, as well as the process for differential diagnosis.

Competencies
    1. Student will recognize and be able to determine the primary symptoms of the psychological factors that impact and affect physical illness.
    2. Student will recognize and be able to determine the primary symptoms characteristic of trauma, anxiety, OCD, and related disorders.
    3. Student will recognize and be able to determine the primary symptoms characteristic of somatic and dissociative disorders.
    4. Student will recognize and be able to determine the primary symptoms of mood disorders and the warning signs of suicide.
    5. Student will recognize and be able to determine the primary symptoms of the schizophrenic spectrum and other psychotic disorders.
    6. Student will recognize and be able to determine the primary symptoms of neuro-developmental and neurocognitive disorders.
    7. Student will recognize and be able to determine the primary symptoms of eating disorders, sexual disorders, substance abuse and gambling disorders.
    8. Student will recognize and be able to determine the primary symptoms of the disruptive, impulse-control and conduct disorders.
    9. Student will recognize and be able to determine the primary symptoms of personality disorders.

5. Demonstrate understanding of and application of clinical assessment practice, and associated therapies used in the treatment of mental illness.

Competencies
    1. Student will be able to identify the facets characteristic to psychosocial assessment, including clinical interview, behavioral observation, identification of symptoms, and the appropriate use of psychological tests.
    2. Student will be able to recognize and identify the primary tenets of biologically based therapies, including psychosurgery and pharmacological treatment.

3. Student will be able to recognize and identify the primary tenets of psychologically based therapies, including psychodynamic, behavioral, cognitive-behavioral, humanistic, and interpersonal psychotherapies.

6. Understand and be able to discuss contemporary issues in diagnosis and treatment facing clients, families, practitioners, and society.

Competencies
    1. Student will be able to recognize and define three levels of mental illness/crisis prevention: primary, secondary and tertiary.
    2. Student will be able to discuss and explain the controversies associated with the issues of dangerousness, civil commitment, the insanity defense, and deinstitutionalization.
    3. Student will be able to understand and describe the roles of state, national, and international efforts to improve mental health resources.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations	Outcomes 1 and 4
Second Goal	
To communicate successfully, both orally and in writing, to a variety of audiences.	Outcomes 3 and 5
Third Goal	
To construct a critical awareness of and appreciate diversity	Outcomes 2 and 6

COURSE TOPICS AND CONTENT REQUIREMENTS:

TENTATIVE SCHEDULE		
UNIT ONE	Chapter 1 Looking at Abnormality Chapter 2 Theories & Treatment Chapter 3 Assessment & Diagnosis Chapter 4 The Research Endeavor	Wednesday, Aug. 15 *through* Tuesday, Sept. 10
UNIT TWO	Chapter 5 Trauma, Anxiety, OCD & Related Disorders Chapter 6 Somatic & Dissociative Disorders	Wednesday, Sept. 11 *through* Tuesday, Sept. 24
UNIT THREE	Chapter 7 Mood Disorders & Suicide Chapter 8 Schizophrenia Spectrum & Other Psychotic Disorders Chapter 10: Neurodevelopmental & Neurocognitive Disorders	Wednesday, Sept. 25 *through* Tuesday, Oct. 15
UNIT FOUR	Chapter 9 Personality Disorders Chapter 11 Disruptive, Impulse-Control & Conduct Disorders	Wednesday, Oct. 16 *through* Tuesday, Oct. 29
UNIT FIVE	Chapter 12 Eating Disorders Chapter 13 Sexual Disorders Chapter 14 Substance Use & Gambling Disorders	Wednesday, Oct. 30 *through* Tuesday, Nov. 19
UNIT SIX	Chapter 15 Health Psychology Chapter 16 Mental Health & The Law	Wednesday, Nov. 20 *through* Tuesday, Dec. 10
COLLABORATIVE ASSIGNED RESEARCH PROJECT (CARP) CARP / **Paper** CARP / **PowerPoint (Share in Discussions)** Due: *Wednesday, Nov. 20, noon* Post by: *Monday, Nov. 25, noon*		

INSTRUCTIONAL METHODS:
- Assigned Readings
- Discussions
- Lecture
- Videos
- Collaborative Learning

INSTRUCTIONAL MATERIALS:

Nolen-Hoeksema, S. (2020). *Abnormal Psychology, 8e, Connect with Smartbook Access Code*. McGraw-Hill. ISBN **1**

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

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Components of the Final Grade:

Grading Scale

A = 90-100 %	EXAMS / 25 multiple choice items per exam	25 %
B = 80-89 %.	Tests / Pre-tests & Post-tests	10%
C = 70-79 %.	SmartBook / Study Items for each chapter	15 %
D = 60-69 %.	Collaborative Learning / Research, Write, Share, Respond	25 %
F = 0-59 %	Assignments / Discussions, Tutorials, Writing Assignments	25 %

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A= 90-100
B= 80-89
C= 70-79
D= 60-69
F= 0-59

OTHER REFERENCES

Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment Options																														
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
1. Understand and describe the varied definitions of "abnormal," as well as the research and classification systems used to delineate mental disorders.				X		X	X	X	X																							
2. Understand and describe the historical progression from the perspective of abnormal behavior as demonology to empirically-based clinical syndromes.			X			X	X	X	X																							

Objective																																	
3. Demonstrate understanding of and ability to apply the theoretical viewpoints for understanding abnormal behavior.		X		X	X	X	X																											
4. Understand and apply elements of a diagnostic classification system (DSM V) to varied clinical symptom pictures, as well as the process for differential diagnosis.		X		X	X	X	X																											
5. Demonstrate understanding of and application of clinical assessment practice, and associated therapies used in the treatment of mental illness.		X		X	X	X	X																											
6. Understand and be able to discuss contemporary issues in diagnosis and treatment facing clients, families, practitioners, and society.		X		X	X	X	X																											