

COURSE OUTLINE

**Psychology 115 (C-ID Number: PSY 120)
Abnormal Psychology (C-ID Title: Introduction to Abnormal Psychology)**

I. Catalog Statement

Psychology 115 introduces the scientific study of psychopathology and atypical behaviors, broadly defined. Students investigate abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural approaches. An integrative survey of theory and research in abnormal behavior, and intervention and prevention strategies for psychological disorders are also introduced.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Prerequisite: Psychology 101

II. Course Entry Expectations

Skills expectations: Reading 6, Writing 6, Listening/Speaking 6, Math 2.

Upon successful completion of the required course work, the student will be able to:

1. demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology;
2. critically analyze major theoretical perspectives of psychology (e.g. behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic, and socio-cultural);
3. demonstrate knowledge and understanding of biological bases of behavioral and mental processes, sensation, perception, learning, memory, cognition, consciousness, individual differences, personality, social psychology, developmental changes across the lifespan, psychological disorders, emotion, and motivation;
4. describe and demonstrate an understanding of applied areas of psychology (e.g. clinical, counseling, forensic, community, organizational, school, and health);
5. recognize and understand the impact of diversity on psychological research, theory, and application;
6. understand and apply psychological principles to personal experience as well as social and organizational settings.

III. Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

1. define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes;
2. compare and contrast the various theoretical perspectives on etiology and implications for treatment of various psychological disorders;
3. summarize the major disorder classifications and give concrete examples using appropriate diagnostic terminology (i.e., Diagnostic and Statistical Manual of Mental Disorders);
4. explain specific research methods and the ethical principles for the study and treatment of psychopathology.

IV. Course Content

Total Faculty Contact Hours = 48 hours

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| A. Historical, Cultural, Social, Scientific, and Ethical Considerations | 6 hours |
| B. Issues in Classification and Diagnosis | 3 hours |
| 1. Diagnostic and Statistical Manual of Mental Disorders-V | |
| C. Introduction to Clinical Assessment Procedures | 3 hours |
| D. Research Methodology in Psychopathology | 2 hours |
| 1. Descriptive, epidemiological, experimental and single-subject research designs | |
| E. Theories and Paradigms in Psychopathology | 6 hours |
| 1. Biological paradigm | |
| 2. Psychodynamic paradigm | |
| 3. Humanistic and existential paradigm | |
| 4. Behavioral/learning paradigm | |
| 5. Cognitive paradigm | |
| F. Psychological Disorders (Characteristics, Etiology, and Treatment) | 25 hours |
| 1. Anxiety disorders | |
| 2. Somatoform and Dissociative Disorders | |
| 3. Mood Disorders | |
| 4. Schizophrenia | |
| 5. Substance-related Disorders | |
| 6. Personality Disorders | |
| 7. Sexual Dysfunctions and Gender Identity Disorders | |
| 8. Disorders of Childhood and Adolescence | |
| 9. Eating Disorders | |
| G. Outcomes and Issues of Psychological Intervention | 3 hours |

V. Methods of Instruction

The following methods of instruction may be used in the course:

1. classroom lecture, discussion, and demonstrations;

2. small group activities, projects, and presentations;
3. computer laboratory use in internet resources and interactive demonstrations;
4. individual student presentations;
5. multimedia;
6. guest speakers;
7. field activities or trips;
8. on-line instruction.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. homework assignment (e.g. create a concept map of the nervous system);
2. short papers or essays demonstrating application of concepts and critical thinking skills (e.g. compose a diagnostic report after analyzing a case study);
3. research paper demonstrating use of sources and critical thinking skills (e.g. paper contrasting perspectives' explanations for cause and treatment of disorders);
4. individual projects (e.g. informational poster explaining autism spectrum disorders);
5. group projects (e.g. educational video regarding anxiety disorders);

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. four to five in-class tests and one final examination requiring demonstration of course exit standards;
2. peer review or critique of student work;
3. instructor evaluation of in-class assignments;
4. instructor evaluation of in-class presentations;
5. class participation in individual and group tasks to practice course exit standards.

VIII. Textbook(s)

Durand, V. M. & Barlow, D. H. Essentials of Abnormal Psychology 6th edition.
Belmont, CA: Wadsworth Publishing, 2012. Print.
12th-13th Grade Textbook Reading Level. ISBN: 978-1111837303.

IX. Student Learning Outcomes

Upon successful completion of the required coursework in,
the student will be able to:

1. critically analyze the assessment and diagnosis of psychological disorders;
2. in written or oral work, evaluate the causes of psychopathology;
3. apply the neurobiological, psychoanalytical, behavioral, cognitive, and humanistic perspectives to explaining modifying behaviors.