

JEFFERSON COLLEGE
COURSE SYLLABUS

PSY225
ABNORMAL PSYCHOLOGY
3 Credit Hours

Prepared by: Leslie Buck, M.Ed.
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Minor Revision or Update by: Fran Moore
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PSY225 Abnormal Psychology

I. CATALOG DESCRIPTION

- A. Pre-requisite:
- Reading proficiency
 - PSY101 General Psychology or PSY101H Honors General Psychology, with a minimum grade of “C”
- B. Credit hour award: 3
- C. Abnormal Psychology is a survey of psychological disorders focused on symptoms and diagnostic criteria with a review of prevalence, etiology, prevention, and psychotherapy. Includes an overview of historical/sociocultural definitions, research methods, ethical/legal issues, assessment, and classification of psychopathology. Abnormal Psychology will partially fulfill the Social and Behavioral Science requirements for the Associate of Arts degree. (F, S, O)
- D. Curricular alignment: Elective course applies toward AA or AAT degree.

II. EXPECTED LEARNING OUTCOMES /CORRESPONDING ASSESSMENT MEASURES

Expected Learning Outcomes	Assessment Measures
Describe historical and sociocultural criteria for defining and explaining abnormal behavior and the sociocultural epidemiology of psychological disorders	Formative learning activities Summative examination
Analyze the unique elements of psychopathology research design, methods, and ethical standards in research related to psychological disorders	Formative learning activities Summative examination
Explain the goals and methods of clinical behavioral assessment and recognize the features of current classification and diagnostic systems for psychopathology	Formative learning activities Summative examination
Determine DSM psychological disorder diagnoses based on descriptions of key symptoms and features and know general course and prevalence	Formative learning activities Review research paper Multimedia presentation Summative examination
Demonstrate psychopathology information literacy and fundamental competence in interpersonal communication and writing skills to include use of American Psychological Association Style in crediting sources	Review research paper Multimedia presentation
Identify ethical and legal issues related to abnormal behavior, explain how psychopathology can promote beneficial civic, social, and global outcomes in a diverse society and demonstrate ethical and socially responsible behaviors	Formative learning activities Review research paper Multimedia presentation Summative examination

Integrate major contemporary theoretical and empirical explanations for the etiology, prevention, and treatment of psychological disorders and use scientific reasoning to explain simple real-world personal, social, and organizational problems related to psychological disorders	Formative learning activities Review research paper Multimedia presentation Summative examination
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III. OUTLINE OF TOPICS

- A. Overview of historical and sociocultural views of psychopathology
 - 1. Defining psychopathology & the role of culture
 - 2. Historical variations in definition, etiology, and treatment
 - a. Philosophical and supernatural
 - b. Physiological/biological
 - c. Psychological

- B. Review of contemporary integrative views of psychopathology and its treatment
 - 1. Biological
 - a. Genetic
 - b. Anatomy and physiology of nervous and endocrine systems
 - c. Interaction of biological and psychosocial factors
 - 2. Psychological
 - a. Elements of psychodynamic and humanistic models
 - b. Learning/behavioral
 - c. Cognition
 - d. Emotions
 - 3. Sociocultural/environmental
 - a. Social relationships
 - b. Gender
 - c. SES
 - d. Race, ethnicity and culture
 - 4. Developmental
 - 5. Integrated biopsychosocial model
 - 6. Types of prevention/treatment psychopathology professionals
 - a. Educational qualifications
 - b. Licensing

- C. Overview of research methods in psychopathology
 - 1. Research methods and internal versus external validity
 - a. Individual level research
 - i. Case study
 - ii. Single-case experimental design
 - b. Group level research
 - i. Correlational design
 - ii. Controlled experimental group design
 - c. Population level research
 - i. Descriptive/Correlational epidemiological design

- ii. Overview of the current prevalence, disability and cost of mental disorders
<http://www.nimh.nih.gov/statistics/index.shtml>
 - 2. Issues in research related to psychopathology
 - a. Ethics in research
 - b. Representative sample selection
 - c. Biological measurement and control
 - d. Genetics
 - e. Sociocultural (gender, race, ethnicity, and culture)
 - f. Change across time/development
 - i. Cross-sectional
 - ii. Longitudinal
 - iii. Sequential
 - g. Statistical versus clinical significance
 - h. Research flaws
 - i. Replication
- D. Overview of current classification and diagnosis of psychopathology
 - 1. Current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM)
 - 2. International Classification of Diseases (ICD) and International Classification of Impairments, Disabilities, and Handicaps (ICIDH)
 - 3. Alternate views of classification
- E. Overview of clinical behavioral assessment
 - 1. Clinical assessment goals
 - 2. Reliability, validity, and standardization
 - 3. Assessment methods and instruments
 - a. Clinical interview
 - b. Physical examination
 - c. Behavioral assessment/observation
 - d. Psychology testing
 - e. Neuroimaging
 - f. Psychophysiological assessment
- F. Review of relationship between psychosocial factors and health (Health Psychology)
 - 1. Role of psychosocial factors and stress in health and the etiology of physical and psychological disorders
 - 2. Psychological symptoms/disorders due to medical conditions
 - 3. Psychosocial treatment of physical disorders
- G. Description (diagnostic criteria to include functional impairment/disability and course) with review of prevalence, etiology/prevention, and treatment of:
 - 1. Substance-related and addictive disorders
 - 2. Disruptive, impulse-control and conduct disorders

3. Anxiety disorders
4. Trauma- and stressor-related disorders
5. Obsessive-compulsive related disorders
6. Depressive disorders
7. Bipolar and related disorders
8. Somatic symptom and related disorders
9. Neurodevelopmental disorders
10. Neurocognitive disorders
11. Schizophrenia spectrum and other psychotic disorders
12. Dissociative disorders
13. Feeding and eating disorders
14. Elimination disorders
15. Sleep-wake disorders to include sleep disturbance as a symptom
16. Parasomnias
17. Sexual dysfunctions
18. Paraphilic disorders
19. Gender dysphoria
20. Personality disorders

- H. Overview of ethical and legal issues related to psychopathology
1. Patient rights
 2. Suicide
 3. Civil commitment
 4. Criminal commitment
 5. Therapeutic jurisprudence

IV. METHODS OF INSTRUCTION

- A. Assigned student readings from textbook and supplemental materials completed outside class meetings and prior to other methods of instruction
- B. Learner-centered instruction during class meetings, outside of class, online, and/or through service learning are primary methods of instruction
1. Participation in cooperative, active, constructive learning through simulations, observations, case studies, reflective activities, discussion, role-play, and/or debate with peers
 2. Formative Assessments designed to clarify content, promote application, provide retrieval practice, and encourage self-evaluation of learning
 3. Completing activities, graphic organizers, psychological measures, and/or writing assignments that relate to course content
- C. Brief instructional interactive lessons, educational media, and/or demonstrations, in classroom or online

- D. Review research paper on a specific psychological disorder
- E. Individual multimedia presentations on specific psychological disorders by fellow students

V. REQUIRED TEXTBOOK

Current edition: Durand, V. M. & Barlow, D. H. (2016). *Essentials of Abnormal Psychology, 7th Edition*. Boston, MA: Cengage Learning

VI. REQUIRED MATERIALS

- A. Course home page available through www.jeffco.edu
- B. A computer with internet access and basic software to include word processing (Jefferson College provides access to computers on campus)
- C. Current American Psychological Association (APA) Style Guide
 1. American Psychological Association. (2010). *Publication Manual of the American Psychological Association, 6th Edition* (second or later printing). Washington, DC: author (Available at the library reference desk or for purchase or rent from the bookstore.)
 2. American Psychological Association. (2012). *APA Style Guide to Electronic References* (6th ed.). Retrieved from www.apa.org/pubs/books (Available at the library reference desk or for ~\$12 purchase/download from www.apa.org/pubs/books)
- D. Current Diagnostic and Statistical Manual (DSM)

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders, 5th ed. (DSM-5)*. Arlington, VA: American Psychiatric Publishing (Only ~10 pages from this +900-page book are needed for the paper and presentation. It is available at the library reference desk or for purchase or rent from the bookstore.)
- E. Current International Statistical Classification of Diseases and related health problems (ICD)

World Health Organization. (2010). *International statistical classification of diseases and related health problems 10th revision*. Retrieved from <http://apps.who.int/classifications/icd10/browse/2016/en> (Available for free online)

VII. SUPPLEMENTAL REFERENCES

- A. Current library resources: Current book, video, and periodical collection
 - 1. Publication Manual of the American Psychological Association (current version 2010) – Reference Desk only
 - 2. Diagnostic and Statistical Manual of Mental Disorders (current version 2013) – Reference Desk only
 - 3. Access to peer-reviewed scholarly journal articles

- B. Current internet resources: Online reference materials
 - 1. American Psychological Association Ethical Principles and Code of Conduct <http://www.apa.org/ethics/>
 - 2. National Institute of Mental Health <http://www.nimh.nih.gov/index.shtml>
 - 3. World Health Organization – Mental Health page http://www.who.int/mental_health/en/
 - 4. Full ICD and ICF <http://www.who.int/classifications/icd/en/>

VIII. METHODS OF EVALUATION

- A. Formative learning activities related to student participation in cooperative, active, constructive learning in classroom and/or online - worth ~10% of total course grade; options include:
 - 1. Minute paper
 - 2. Muddiest point
 - 3. Directed paraphrasing
 - 4. One sentence summary
 - 5. Real-world application cards
 - 6. Exam evaluation questions
 - 7. Student-generated exam questions
 - 8. Small group projects
 - 9. Think-Pair-Share or Predict-Observe-Explain
 - 10. Short in-class writings or reflections
 - 11. Subject matter warm-ups (review notes in pairs)
 - 12. Discussions
 - 13. Debates
 - 14. Case studies
 - 15. Role-plays
 - 16. Graphic organizers
 - 17. Psychological measures
 - 18. Personal Response Systems or Clickers
 - 19. Field trips (real, simulated or virtual)
 - 20. Small unit/chapter quizzes
 - 21. Clicker questions
 - 22. Blackboard course orientation for online and/or hybrid course

- B. Review research paper - worth ~20% of total course grade
1. Requires:
 - a. Fundamental competence in writing skills (clear, organized writing with appropriate vocabulary, correct spelling, grammar, and punctuation, and proper sentence and paragraph construction)
 - b. Academic integrity with ethical and responsible use of information and technology and avoidance of plagiarism
 - c. Use of appropriate scholarly psychological sources to support conclusions with in-text citation of sources and reference listings in American Psychological Association (APA) Style
 - i. Current version of the DSM will be a primary source
 - ii. Textbook, ICD, and at least one scholarly peer-reviewed article also required
 - d. Use of feedback from a peer or professional (i.e. course instructor or Writing Lab) to revise a written draft
 - e. Terminology Outline required
 - f. First-draft with peer/professional feedback required
 2. Topic will be an assigned psychological disorder and cover the following:
 - a. Diagnostic criteria/features/symptoms to include functional impairment/disability
 - b. Course and Prognosis
 - c. Prevalence
 - d. Etiology and prevention
 - e. Psychotherapy options
- C. Multimedia presentation over the same topic as the Review Research Paper- worth~10% of total course grade
- D. Summative examinations (3-5 examinations) completed in classroom or approved proctored testing center - worth ~60% of total course grade
Instructor developed tests (objective and/or short answer/essay)
- E. Extra credit – worth maximum 5% of total course grade
1. Offered at the discretion of the instructor for each course unless there is a psychological research study participation opportunity mandated for all psychology courses. Within a course section, all extra credit opportunities are available equitably to all students in that section
 2. Must involve an additional or alternate method of assessing mastery of a course expected learning outcome and/or student participation in a psychological research study approved through the division chairperson and the Jefferson College Institutional Review Board. When psychological research study participation is available to students as an option for extra credit, there will be an alternative assignment of equal value available

F. Grading Scale

A= 100-90%

B=89.9-80%

C=70-79.9%

D=60-69.9%

F=59.9-0%

IX. ADA AA STATEMENT

Any student requiring special accommodations should inform the instructor and the Coordinator of Disability Support Services (TC 101; phone 636-481-3169).

X. ACADEMIC HONESTY STATEMENT

All students are responsible for complying with campus policies as stated in the Student Handbook (see College website, <http://www.jeffco.edu>).

XI. ATTENDANCE STATEMENT

Regular and punctual attendance is expected of all students. Any one of these four options may result in the student being removed from the class and an administrative withdrawal being processed: (1) Student fails to begin class; (2) Student ceases participation for at least two consecutive weeks; (3) Student misses 15 percent or more of the coursework; and/or (4) Student misses 15 percent or more of the course as defined by the instructor. Students earn their financial aid by regularly attending and actively participating in their coursework. If a student does not actively participate, he/she may have to return financial aid funds. Consult the College Catalog or a Student Financial Services representative for more details.

XII. OUTSIDE OF CLASS ACADEMICALLY RELATED ACTIVITIES

The U.S. Department of Education mandates that students be made aware of expectations regarding coursework to be completed outside the classroom. Students are expected to spend substantial time outside of class meetings engaging in academically related activities such as reading, studying, and completing assignments. Specifically, time spent on academically related activities outside of class combined with time spent in class meetings is expected to be a minimum of 37.5 hours over the duration of the term for each credit hour.