

**College of San Mateo
Official Course Outline**

1. COURSE ID: PSYC 410 **TITLE:** Abnormal Psychology

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours

Method of Grading: Grade Option (Letter Grade or P/NP)

Recommended Preparation:

Eligibility for ENGL 838 or ENGL 848, or ESL 400; Completion of or concurrent enrollment in any READ 400 level course.

2. COURSE DESIGNATION:

Degree Credit

Transfer credit: CSU; UC

AA/AS Degree Requirements:

CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science

CSU GE:

CSU GE Area D: SOCIAL SCIENCES: DSI - Social Institutions

IGETC:

IGETC Area 4: SOCIAL AND BEHAVIORAL SCIENCES: Social and Behavioral Sciences

3. COURSE DESCRIPTIONS:

Catalog Description:

Study of abnormal behavior and personality. Covers neuroses, psychoses, and other psychological problems, along with their etiology, dynamics, principal symptoms, and treatments. Explores the relationship between theory of personality and psychotherapy. Types and patterns of abnormal behavior; major theories regarding its causes; clinical assessment and modes of treatment.

4. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Demonstrate knowledge of terminology used to define and describe abnormal behavior.
2. Evaluate the interaction of biological, psychological, sociological, and cultural forces in the etiology and expression of psychological disorders.
3. Demonstrate knowledge of the disorders utilizing the language of the current DSM classification system.
4. Demonstrate knowledge of assessment measures and their applications within the field of psychopathology.
5. Compare and contrast core theories and treatment modalities as applied to major psychological disorders.
6. Demonstrate the ability to apply the course concepts to case studies.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

1. Demonstrate knowledge of terminology used to define and describe abnormal behavior.
2. Evaluate the interaction of biological, psychological, sociological, and cultural forces in the etiology and expression of psychological disorders.
3. Demonstrate knowledge of the disorders utilizing the language of the current DSM classification system.
4. Identify the key concepts in abnormal psychology, including historical and current perspectives of identifying, assessing, and treating psychological conditions.
5. Apply the course concepts to case studies.
6. Complete a research paper in APA format on a current DSM disorder, expressing knowledge of etiology, assessment, classification, symptomatology, and appropriate treatment methods.

6. COURSE CONTENT:

Lecture Content:

1. A. Understanding and Defining Abnormal Behavior
 - a. Defining normal and abnormal behavior
 - b. Deviance, distress, dysfunction
 - c. Historical understanding and treatment of psychological disorders
 - i. The Spiritual Approach: Evil Spirits, Trepanation, The dark ages
 - ii. The Humanitarian Approach: Poorhouses, Asylums, Hospitals, Community Mental Health Act & Deinstitutionalization
 - iii. Scientific Approach: Hippocrates, Rush, advent of psychiatric medications

- d. Mental health field and professionals
 - i. Psychiatrist
 - ii. Clinical Psychologist
 - iii. PsyD
 - iv. MFT / LCSW
 - v. Other professionals
- e. Research methods
 - i. The scientific method
 - ii. Case study
 - iii. Correlational design
 - iv. Descriptive research
 - v. Experimental design
 - vi. Biological research: behavioral genetics
- B. Diagnosis and Treatment
 - a. History of Classification (DSM system)
 - b. Current DSM Classification, including discussion of ICD system
- C. Assessment
 - a. Characteristics of psychological assessments
 - b. Clinical interview
 - c. Mental status exam
 - d. Intelligence Testing
 - e. Personality testing & assessment
 - f. Projective testing methods
 - g. Behavioral assessment
 - h. Behavioral assessment methods
 - i. Neuropsychological assessment
 - j. Neuroimaging
- D. Theoretical Perspectives and Treatment
 - a. Biological & Neuroscientific perspectives
 - b. Freudian & NeoFreudian theories
 - c. Behavioral theories (including CBT & DBT)
 - d. Humanistic theories
 - e. Sociocultural perspectives
 - f. Biopsychosocial perspective
- E. Neurodevelopmental Disorders
 - a. Intellectual disability
 - b. Autism Spectrum Disorder
 - c. Learning & Communication Disorders
 - d. ADD/ADHD
- F. Schizophrenia Spectrum and Other Psychotic Disorders
 - a. Schizophrenia
 - b. Brief Psychotic Disorder
 - c. Schizophreniform Disorder
 - d. Schizoaffective Disorder
 - e. Delusional Disorders
- G. Depressive and Bipolar Disorders
 - a. Major Depressive Disorder
 - b. Persistent Depressive Disorder
 - c. Premenstrual Dysphoric Disorder
 - d. Disruptive Mood Dysregulation Disorder
 - e. Bipolar Disorders
 - f. Suicide
- H. Anxiety, Obsessive Compulsive and Related Disorders, Trauma Stressor and Related Disorders
 - a. Generalized Anxiety Disorder
 - b. Agoraphobia
 - c. Panic Disorder
 - d. Specific Phobia
 - e. Social Anxiety
 - f. Separation Anxiety
 - g. Selective Mutism

- h. Obsessive Compulsive Disorder
- i. Body Dysmorphic Disorder
- j. Hoarding
- k. Excoriation
- l. Trichotillomania
- m. Post Traumatic Stress Disorder
- n. Reactive Attachment Disorder
- o. Acute Stress Disorder
- p. Adjustment Disorder
- I. Dissociative and Somatic Symptom Disorders
 - a. Dissociative Amnesia (and Fugue)
 - b. Dissociative Identity Disorder
 - c. Depersonalization / Derealization
- J. Feeding and Eating Disorders
 - a. Anorexia Nervosa
 - b. Bulimia Nervosa
 - c. Binge Eating
 - d. Avoidant/Restrictive Food Intake Disorder
- K. Disruptive, Impulse-Control, and Conduct Disorder
 - a. Oppositional Defiant Disorder
 - b. Intermittent Explosive Disorder
 - c. Conduct Disorder
 - d. Impulse-Control Disorders
- L. Paraphilic Disorders, Sexual Dysfunction & Gender Dysphoria
 - a. Paraphilias
 - b. Sexual Dysfunction
 - i. Arousal Disorders, Disorders Involving Orgasm, Disorders Involving Pain
 - ii. Gender Dysphoria
- M. Substance Use Disorders
 - a. Alcohol
 - b. Nicotine
 - c. CNS depressants
 - d. CNS stimulants
 - e. Hallucinogens
 - f. Narcotics
 - g. Explanations and treatments for drug use
- N. Neurocognitive Disorders due to:
 - a. Delirium
 - b. Alzheimer's Disease
 - c. Traumatic Brain Injury
 - d. Substances / Medications and HIV Infection
- O. Personality Disorders
 - a. Cluster A: Paranoid, Schizoid, Schizotypal
 - b. Cluster B: Antisocial, Narcissistic, Borderline, Histrionic
 - c. Cluster C: Dependent, Avoidant, Obsessive-Compulsive

- A. Ethical and Legal Behavior
 - a. Ethical Standards
 - b. Ethical and Legal Issues: 5150
 - c. Forensic Issues

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Discussion
- D. Guest Speakers
- E. Other (Specify): Other methods may include: • Lectures, discussions, individual, and small group activities. • Personal Workbooks. • Application Questions. • Exercises applying the course concepts to student situations. • Psychological Scales & Surveys applied to the student and analysis of the results. •

Case Study Analysis and Presentations on the cases. • Articles Discussion, analysis, and personal applications. • Self-Analysis Worksheets using concepts from the course. • Presentations on disorders using the current DSM • Objective Quizzes • Essay Questions Exams • Individual Class Presentations • Team Class Presentations

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Written assignments may include completion of case study assignments, self-composed case studies, treatment planning, and comprehensive research papers in APA format.

Reading Assignments:

Weekly reading may include academic text, scholarly literature, primary source material, and reputable scholarly websites.

Other Outside Assignments:

Other assignments may include class presentations, research and completion of assignments related to history, etiology, classification, assessment, and treatment of psychological disorders.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Oral Presentation
- G. Papers
- H. Quizzes
- I. Research Projects
- J. Written examination
- K. 1. Cumulative objective, multiple-choice exams to test on the cumulative content of the textbook, lectures, and discussions. 2. Key idea summaries on important psychologists. 3. Essay tests to apply the theories, research, assessments, and applications of multiple perspectives to themselves. 4. Individual work, small group discussions, and large group discussions, which apply course content to case situations. 5. Surveys and scales, and student self-analyses using scales to analyze aspects of psychological and emotional well-being. 6. Team presentations on disorders using DSM-II TR. 7. A comprehensive research paper on a DSM II category of the student's choice.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Halgin, R. & Whitbourne, S.. *Abnormal Psychology: Clinical Perspectives on Psychological Disorders with DSM-5 Update*, 7th edition ed. McGraw Hill, 2013
- B. Barlow, D. & Durand, M.. *Abnormal Psychology: An Integrative Approach*, 7th edition ed. Cengage, 2015

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Course Originator: Michelle Mullane