



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: Psychology 115
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 101 or Psychology 101H with a minimum grade of C

Recommended Preparation: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	<input checked="" type="checkbox"/> 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).
2. **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.
3. **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).

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.
2. Discuss how research methods are applied to the study of abnormal behavior and psychological disorders.
3. Describe the changing trends occurring across time and cultures regarding the notion of abnormal behavior.
4. Compare and contrast the various theoretical models of abnormal behavior.
5. Identify the various procedures of clinical assessment and diagnosis including their strengths and weaknesses.
6. Discuss the role of psychological factors in health and disease.
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.
8. Compare and contrast the various biological and psychological approaches to the treatment of abnormal behavior and psychological disorders.
9. Assess the legal issues which affect the mentally disordered.
10. Identify the contemporary organized efforts for establishing effective mental health and for the prevention of abnormal behavior.

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	I. General, Research, Historical, and Theoretical Considerations (9 hours, lecture) 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	II. Clinical Assessment (3 hours, lecture) A. Methods of Assessment B. Value and Limitations of Assessment
Lecture	6	III	III. Adjustment and Anxiety Disorders (6 hours, lecture) A. Stress and Adjustment Disorders B. Post-Traumatic Stress Disorder C. Anxiety and Panic Disorders D. Obsessive Compulsive Disorder
Lecture	6	IV	IV. Mood, Somatoform, and Dissociative Disorders (6 hours, lecture) A. Unipolar and Bipolar Disorders B. Suicide and its Prevention C. Somatoform Disorders D. Dissociative Disorders
Lecture	6	V	V. Healthy Behavior Problems and Eating and Personality Disorders (6 hours, lecture) A. Psychological Factors in Health and Disease B. Eating Disorders and Obesity C. Personality Disorders
Lecture	9	VI	VI. Sexual, Addiction, and Cognitive Disorders (9 hours, lecture) A. Sexual and Gender Variants B. Sexual Abuse and Dysfunctions C. Substance-Related Disorders D. Brain Impairment E. Delirium and Dementia
Lecture	6	VII	VII. Childhood and Psychotic Disorders (6 hours, lecture) A. Disorders of Childhood B. Learning Disorders and Developmental Disorders C. Schizophrenia and Other Psychotic Disorders

Lecture	6	VIII	VIII. Therapy (6 hours, lecture) A. Biological Approaches to Treatment B. Psychological Approaches to Treatment
Lecture	3	IX	IX. Contemporary and Legal Issues in Abnormal Behavior (3 hours, lecture) 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. 17 ed. Pearson, 2017.

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-101	Sequential
Course Prerequisite Psychology-101H	Sequential

B. Requisite Skills

Requisite Skills
<p>Define psychology and discuss the major schools of psychological thought.</p> <p>PSYC 101 - Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology.</p> <p>PSYC 101H - Identify early schools of thought in psychology and contrast them to contemporary subfields in psychology.</p>
<p>Describe and discuss the scientific method and specific research methods.</p> <p>PSYC 101 -Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</p> <p>PSYC 101H - Outline the steps of the scientific method, identify common research methods, and discuss ethical considerations of psychological research.</p>
<p>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.</p> <p>PSYC 101 - Identify and evaluate the major theories of emotion with an emphasis on behavioral, physiological, and cognitive components.</p> <p>PSYC 101H - Identify and evaluate the major theories of emotion with an emphasis on behavioral, physiological, and cognitive components.</p> <p>PSYC 101 - Describe processes of stability and change in the domains of biological, cognitive, and psychosocial development across the lifespan.</p> <p>PSYC 101H - Describe processes of stability and change in the domains of biological, cognitive, and psychosocial development across the lifespan.</p>

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	<p>Category: Course</p> <p>Justification: This course involves reading college level textbooks, written work, and answering essay exams. A student's success in this class will be enhanced if they have these skills.</p>
Eligibility for English 1A or qualification by appropriate assessment	<p>Category: Non-Course</p> <p>Justification: This course involves reading college level textbooks, written homework, and answering essay exams. A student's success in this class will be enhanced if they have these skills.</p>

D. Recommended Skills

Recommended Skills
Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to answer essay exams and written homework.
ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts.
ENGL 1- Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Edward R. McCrary III on 09/01/1999.

BOARD APPROVAL DATE: 03/20/2000

LAST BOARD APPROVAL DATE: 03/23/2020

Last Reviewed and/or Revised by Renee Galbavy on 12/12/2019

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