

BARTON COMMUNITY COLLEGE COURSE SYLLABUS

I. GENERAL COURSE INFORMATION

Course Number: PSYC1006
Course Title: Abnormal Psychology
Credit Hours: 3
Prerequisite: General Psychology with a C or better.
Division/Discipline: Academic/Psychology
Course Description: This course will examine the criteria for normal and abnormal behavior by exploring the dynamics of their occurrence as well as their etiology, symptoms, diagnosis, and treatment. Topics covered include anxiety and stress disorders, mood disorders, sexual dysfunctions and deviations, somatoforms, and schizophrenia.

II. INSTRUCTION INFORMATION

III. CLASSROOM POLICY

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

The College reserves the right to suspend a student for conduct that is detrimental to the College's educational endeavors as outlined in the College catalog.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. Learn the rules of, and avoid instances of, intentional or unintentional plagiarism.

Anyone seeking an accommodation under provisions of the Americans with Disabilities Act should notify Student Support Services. Additional information about academic integrity can be found at the following link:

<http://academicintegrity.bartonccc.edu/>

COURSE AS VIEWED IN THE TOTAL CURRICULUM

Abnormal Psychology is considered a general education course at Barton Community College. It is a depth course in behavioral science and has the pre-requisite of General Psychology. It is an elective course that is particularly important for psychology majors,

social work majors, those going into counseling, and nursing and education majors.

The course transfers credit to all Kansas Regent Universities as a general education requirement. However, general education requirements and the transferability of all college courses will vary among institutions, and perhaps even among departments, colleges, or programs with an institution. Institutional requirements also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for a transfer program.

IV. ASSESSMENT OF STUDENT LEARNING / COURSE OUTCOMES

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

Course Outcomes, Competencies, and Supplemental Competencies

- A. Explain how “abnormality” is embedded in a sociocultural and historic context.
 - 1. Explain the four criteria used to define the concept of abnormality.
 - 2. Describe the prevalence of psychopathology in America.
 - 3. Identify important events and movements in the history of psychology.
 - 4. Identify important contributors/theorists in the history of psychopathology.
 - 5. Distinguish the various mental health professionals who treat mental disorders in contemporary America.
 - 6. Describe what is meant by the medical model of psychopathology.
 - 7. Identify the official diagnostic manual used in psychiatry.

- B. Summarize the six different psychological models of psychopathologies.
 - 1. Define the concepts of etiology, diagnosis, co-morbid, and prognosis.
 - 2. Compare and contrast the six different theoretical models of psychopathologies.
 - 3. Explain how each theoretical model conceptualizes the etiology and treatment of mental disorders.
 - 4. Identify the major theorists within each theoretical model.
 - 5. Identify the assessment instruments used by each theoretical model.

- C. Identify the different types of psychopathology in America.
 - 1. Define anxiety.
 - 2. Compare and contrast the different anxiety disorders, mood disorders, sexual disorders, somatoform disorders, eating disorders, stress disorders, and personality disorders.
 - 3. Identify pertinent factors associated with suicide.
 - 4. Define psychosis.
 - 5. Identify the diagnostic features associated with schizophrenia.

6. Identify etiological features associated with schizophrenia.
- D. Describe the evaluation methods used in the diagnosis and treatment of psychopathologies.
1. Define psychological assessment.
 2. Identify the most common forms of psychological assessment.
 3. Identify the five sources of information on which diagnoses are based.
 4. Compare and contrast projective and objective psychological tests.
 5. Distinguish the Rorschach test from the Thematic Apperception Test.
 6. Identify the most common intelligence test used in psychological testing and the two major areas of this test.
 7. Describe the Minnesota Multiphasic Personality Inventory and its use in psychological testing.
- E. Describe the various forms of therapy used in the treatment of psychopathology.
1. Identify the forms of therapy used to treat different anxiety disorders.
 2. Identify the forms of therapy used to treat mood disorders.
 3. Identify how schizophrenia is treated.
 4. Identify treatments for sexual disorders.
 5. Explain how post-traumatic stress disorder is treated.
 6. Explain how eating disorders are treated.
 7. Explain the treatment of personality disorders.

V. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS

VI. TEXTBOOKS AND OTHER REQUIRED MATERIALS

VII. REFERENCES

VIII. METHODS OF INSTRUCTION AND EVALUATION

IX. ATTENDANCE REQUIREMENTS

X. COURSE OUTLINE