**BARTON COMMUNITY COLLEGE**

**COURSE SYLLABUS**

1. **GENERAL COURSE INFORMATION**

Course Number: PSYC1006

Course Title: Abnormal Psychology

Credit Hours: 3

Prerequisites: 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.

1. **INSTRUCTOR INFORMATION**
2. **COLLEGE POLICIES**

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.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at disabilityservices@bartonccc.edu.

### COURSE AS VIEWED IN THE TOTAL CURRICULUM

Abnormal Psychology is considered a general education course at Barton Community College. It is a behavioral science course 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 within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to ensure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

## 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

1. Explain how “abnormality” is embedded in a sociocultural and historic context.
2. Explain the four criteria used to define the concept of abnormality.
3. Describe the prevalence of psychopathology in America.
4. Identify important events and movements in the history of psychology.
5. Identify important contributors/theorists in the history of psychopathology.
6. Distinguish between the various mental health professionals.
7. Describe what is meant by the medical model of psychopathology.
8. Identify the official diagnostic manual used in psychiatry.
9. Summarize the six different psychological models of psychopathologies.
10. Define the concepts of etiology, diagnosis, co-morbid, and prognosis.
11. Compare and contrast the six different theoretical models of psychopathologies.
12. Explain how each theoretical model conceptualizes the etiology and treatment of mental disorders.
13. Identify the major theorists within each theoretical model.
14. Identify the assessment instruments used by each theoretical model.
15. Identify the different types of psychopathology in America.
16. Define anxiety.
17. Compare and contrast the different anxiety disorders, mood disorders, sexual disorders, somatoform disorders, eating disorders, stress disorders, and personality disorders.
18. Identify pertinent factors associated with suicide.
19. Define psychosis.
20. Identify the diagnostic features associated with schizophrenia.
21. Identify etiological features associated with schizophrenia.

1. Describe the evaluation methods used in the diagnosis and treatment of psychopathologies.
2. Define psychological assessment.
3. Identify the most common forms of psychological assessment.
4. Identify the five sources of information on which diagnoses are based.
5. Compare and contrast projective and objective psychological tests.
6. Distinguish the Rorschach test from the Thematic Apperception Test.
7. Identify the most common intelligence test used in psychological testing and the two major areas of this test.
8. Describe the Minnesota Multiphasic Personality Inventory and its use in psychological testing.
9. Describe the various forms of therapy used in the treatment of psychopathologies.
10. Identify the forms of therapy used to treat different anxiety disorders.
11. Identify the forms of therapy used to treat mood disorders.
12. Identify how schizophrenia is treated.
13. Identify treatments for sexual disorders.
14. Explain how post-traumatic stress disorder is treated.
15. Explain how eating disorders are treated.
16. Explain the treatment of personality disorders.
17. **INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS**
18. **TEXTBOOKS**
19. **REFERENCES**