

PSYC 0107 - ABNORMAL PSYCHOLOGY

Catalog Description

Formerly known as PSYC 7

Advisory: Completion of PSYC 100 with grade of "C" or better; Eligibility for ENGL 1A

Hours: 54 lecture

Description: Introduction to descriptive psychopathology: the origin, nature, and treatment of psychological and behavioral disorders, including discussion of relevant ethical and diagnostic issues. Major topics include research methods, schizophrenia, anxiety-related disorders, trauma- and stressor-related disorders, depressive disorders, bipolar disorders, obsessive-compulsive and related disorders, personality disorders, eating disorders, substance use and addictive disorders, gender dysphoria, and conflicting models of psychopathology. (C-ID PSY 120) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Differentiate basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.
- CSLO #2: Compare and contrast the various theoretical perspectives on etiology and implications for treatment of various psychological disorders.
- CSLO #3: Analyze the major disorder classifications and give concrete examples using appropriate diagnostic terminology.
- CSLO #4: Draw conclusions about specific research methods and the ethical principles for the study and treatment of psychopathology.

Effective Term

Fall 2022

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.
2. Identify the various theoretical perspectives on etiology and implications for treatment of various psychological disorders.
3. Summarize the major disorder classifications and give concrete examples using appropriate diagnostic terminology (i.e., DSM).

4. Explain specific research methods and the ethical principles for the study and treatment of psychopathology.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Behavioral Sciences
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - D9 Psychology
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)
 - IGETC - 4I Psychology

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Essay Examinations
 - Example: Define abnormality and delineate between three major theories on the causality of psychopathology. You will want to include important theorists' names, the key concepts relative to each perspective, as well as strengths and weaknesses of each theory. A rubric will be used to grade essays.
- Objective Examinations
 - Example: When a young child yells and throws toys ("temper tantrum"), the parents give the child a good deal of attention. As time goes on, the temper tantrums become more and more common. A behavioral psychologist would say that the temper tantrums result from: a. unresolved intrapsychic conflict. b. operant conditioning. c. unconditional positive regard. d. neurotransmitter imbalances.
- Projects
 - Example: Find two recent empirical research articles on one psychological diagnosis. Summarize each article, addressing the following questions: What was the research hypothesis? How was the hypothesis tested/what research method was used? What were the results? What conclusions were drawn from the study? Compare and contrast the findings of each study, and critically analyze how the studies could be improved. A rubric will be used to grade class projects.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. After instructor led discussion on the components of abnormality (deviance, distress, dysfunction, and sometimes danger), students will read a chapter on defining abnormality, and be divided into small groups and instructed to discuss several famous individuals (e.g., Michael Jackson) and how their behavior fits or does not fit the criteria for abnormality. Each group will be responsible to write down summaries of their arguments for or against labeling the behavior abnormal as well as ethical considerations of labeling individuals

without proper assessment. Groups will receive a grade based on the group's performance in critical thinking.

2. Break into small groups in class, and discuss the behavior of the characters from "Winnie the Pooh" (ex: Tigger, Piglet, Rabbit, Eeyore, Pooh). What psychological diagnosis (or diagnoses) fits each character? Explain why. As the small groups work discussing the questions, the instructor will walk around the classroom facilitating the discussion.

Distance Learning

1. Students will watch the video clip "Secret Life of the Manic Depressive." Instructor will provide prompt for students to discuss how Stephen Fry's symptoms are consistent with the diagnosis of bipolar disorder via LMS discussion board. Discussion prompt will also include questions such as: Why do you think that bipolar symptoms go unnoticed, or undiagnosed for so long for many people with the disorder? Does our culture value some of the symptoms of bipolar? Finally, students will thoughtfully respond to at least 2 classmates noting differences and agreements in opinions.

Typical Out of Class Assignments

Reading Assignments

1. Read Chapter on "Panic, Anxiety, and their Disorders." in Hooley's Abnormal Psychology text. Be prepared to discuss and differentiate between generalized anxiety disorder, panic disorder, phobias, and obsessive-compulsive disorder. 2. Find one empirical research article from a scholarly journal on a psychological disorder of your choosing. This article should focus on one aspect of the disorder, such as treatment, causality, or symptoms. Bring the article with you to class and be prepared to summarize its content in small groups organized by topic (e.g., anxiety disorders, schizophrenia, mood disorders, etc.). 3. Read the seminal study "Behavioral Treatment and Normal Educational and Intellectual Functioning in Young Autistic Children," by Lovaas, O. I. (1987) and be able to discuss how behavioral intervention facilitates skill acquisition in children with autism, and how this method differs from past, ineffective approaches.

Writing, Problem Solving or Performance

1. Poster Presentation Using a standard poster board or cardboard fold-out display board, make a poster with headings, text, and tables/graphics that summarizes your research articles. Provide a brief introduction to the disorder you are presenting with DSM 5 criteria, then discuss the main idea of the articles you selected. Summarize the research, using appropriate sections. The end section of your poster should present conclusions, based on the research articles. For example, this concluding section may state that "evidence to date suggests that X treatment is the most effective for reducing anxiety symptoms in Generalized Anxiety Disorder." You should also list any unanswered questions or criticisms of the research articles here. Be sure to list the references you used for the poster at the bottom of the poster, and cite the references throughout the poster using basic APA format: list last names followed by year of publication when discussing an idea that is not your own. Example: Early intensive behavioral intervention has been shown to be the most effective treatment to date for autism spectrum disorders (Lovaas, 1987). Be prepared to answer student and instructor questions about your poster as you present it in class. Poster will be graded using a rubric for each.
2. Film/Book analysis paper. Select a book or film that addresses one of the psychological disorders from the DSM 5. Your paper should be double-spaced and typed; to address all of the questions completely,

your paper should be approximately 6-8 pages in length. The following questions should provide a framework to help you write the paper: - What is the context and setting of the book/film? (e.g., a mental hospital, living with family). - Provide as rich and detailed a description of the thoughts, feelings and actions of the main character(s) (at least one) and the life events that may have impacted him/her. Do you consider the person(s) to be "normal" or "abnormal" based on the criteria discussed in class? Be sure to support your answer with references. - Does the main character(s) fit one particular type of classification of abnormal behavior? Use at least one theoretical framework to provide an explanation for the person's behavior. You must then choose a specific question that you are interested in pertaining to the disorder, e.g., relationship of abuse suffered by the main character and the development of depressive symptoms. Review the pertinent empirical literature citing at least 3 additional articles or books pertaining to this question. Do not simply repeat information from your text. Finally discuss how the book/film helped you understand or broaden your perspective about human behavior and psychopathology.

Other (Term projects, research papers, portfolios, etc.)

Write a term paper on a specific mental health disorder found in the DSM 5. Your paper will be an in-depth analysis including recent research findings, prevalence, clinical criteria, differential diagnosis, treatment, prognosis and any other information relevant to this disorder. Use recent, empirical, peer-reviewed professional journals articles as references throughout your paper.

Required Materials

- Abnormal Psychology
 - Author: Nolen-Hoeksema, Susan
 - Publisher: McGraw-Hill
 - Publication Date: 2020
 - Text Edition: 8th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Abnormal Psychology: Clinical Perspectives on Psychological Disorders
 - Author: Whitbourne, Susan Krauss
 - Publisher: McGraw-Hill
 - Publication Date: 2020
 - Text Edition: 9th
 - Classic Textbook?:
 - OER Link:
 - OER:
- Hooley Abnormal Psychology
 - Author: Hooley, Nock, and Butcher
 - Publisher: Pearson
 - Publication Date: 2020
 - Text Edition: 18th
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.