

PSY M08: ABNORMAL PSYCHOLOGY

Originator

vboucquey

Co-Contributor(s)
Name(s)

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College

Moorpark College

Discipline (CB01A)

PSY - Psychology

Course Number (CB01B)

M08

Course Title (CB02)

Abnormal Psychology

Banner/Short Title

Abnormal Psychology

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Introduces the scientific study of psychopathology and atypical behaviors, broadly defined. Investigates abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural approaches. Surveys theory and research in abnormal behavior, and introduces intervention and prevention strategies for psychological disorders.

Additional Catalog Notes

Provider approved by the California Board of Registered Nursing, provider number CEP2811 for 45 contact hours.

Taxonomy of Programs (TOP) Code (CB03)

2001.00 - Psychology, General

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass
(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity**Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class**Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

Maximum Outside-of-Class Hours

105

Total Student Learning**Total Student Learning****Total Minimum Student Learning Hours**

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Advisories on Recommended Preparation

PSY M01 or PSY M01H and ENGL M01A or ENGL M01AH

Requisite Justification**Requisite Type**

Recommended Preparation

Requisite

ENGL M01A or ENGL M01AH

Requisite Description

Other (specify)

Specify Other Requisite Description

Recommended level of communication skill

Level of Scrutiny/Justification

Required communication/computation skill

Requisite Type

Recommended Preparation

Requisite

PSY M01 or PSY M01H

Requisite Description

Course not in a sequence

Level of Scrutiny/Justification

Content review

Student Learning Outcomes (CSLOs)**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | discuss ways that the content from Abnormal Psychology can apply to their lives by referencing core concepts, perspectives, and/or theories examined in this course. |
| 2 | demonstrate an understanding of perspectives, theories, and core concepts in Abnormal Psychology. |
| 3 | recognize and understand the impact and value of diversity on Abnormal Psychology research, theory, and application, including but not limited to: age, race, ethnicity, culture, gender, socioeconomic status, disability, and sexual orientation. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|---|
| 1 | discuss the history of maladaptive behavior from its earliest recorded instances to the present day. |
| 2 | describe the major methods used in the field in terms of assessing the etiology, pathology, and treatment(s) of the major psychological disorders. |
| 3 | identify each of the major psychological disorders listed in the latest edition of the Diagnostic and Statistical Manual of Mental Disorders (the "DSM"). |
| 4 | describe the major explanatory models for each of the major psychological disorders and the unique treatment method(s) for each. |
| 5 | identify the primary assessment techniques used by mental health professionals. |
| 6 | identify the primary assessment techniques and theories for the prophylaxes of psychological disorders. |
| 7 | dispel the myths and prejudices regarding the mentally ill and explain the value of mental health. |

Course Content**Lecture/Course Content**

1. (7%) Introduction to the Field of Abnormal Psychology
2. (7%) Individual and Group Therapies
3. (7%) Aging and Psychological Disorders
4. (7%) Disorders of Childhood and Adolescence
5. (7%) Schizophrenia
6. (7%) Mood Disorders and Suicide
7. (7%) Sexual and Gender-Identity Disorders
8. (7%) Substance-Related Disorders
9. (7%) Personality Disorders and Impulse Control Disorders (Eating Disorders)
10. (7%) Somatoform Disorders and Psychological Factors Affecting Medical Conditions (Health Psychology)
11. (7%) Dissociative Disorders
12. (7%) Anxiety Disorders
13. (7%) Assessment and Classification of Abnormal Behavior
14. (9%) Models of Abnormal Behavior

Laboratory or Activity Content

Not applicable

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
Group projects
Individual projects
Journals
Objective exams
Oral presentations
Quizzes
Reports/papers
Research papers
Simulations
Written analyses
Written homework
Classroom Discussion
Projects
Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Case studies
Class activities
Class discussions
Collaborative group work
Distance Education
Group discussions
Guest speakers
Internet research
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

Instructor will use audio/visual presentations, class discussions, lecture, guest speakers, and small group activities to explain the course content. In addition, the instructor will model problem solving and how to interpret and analyze research findings.

Representative Course Assignments

Writing Assignments

Diagnosis paper in which the student examines a popular culture character in terms of diagnosis, causes, and treatment.

Case study or vignette example of a fictional individual suffering from a mental illness to be shared with the class.

Research paper on the specific research methods and the ethical principles for the study and treatment of psychopathology.

Critical Thinking Assignments

Using the knowledge gained from lecture, compare and contrast the major methods used in the field in terms of assessing the etiology, pathology, and treatment(s) of the major psychological disorders.

Evaluate the media influences and reflects the myths and prejudices regarding mental illness.

Using a case study example, synthesize and apply the major explanatory models for each of the major psychological disorders.

Reading Assignments

Read articles and handouts provided by the instructor regarding alternate opinions on diagnosing mental illness and then answer questions given by the instructor.

Read the chapter on APA formatting, review the APA style handouts, and then summarize findings in a brief paper.

Find and read an APA style journal article related to the diagnosis and/or treatment of mental illness and sharing the findings with the class.

Skills Demonstrations

Not applicable.

Other assignments (if applicable)

Not applicable.

Outside Assignments

Representative Outside Assignments

Read assigned text(s), articles, and other related sources.

Conduct special projects such as visits to various institutions and/or care facilities.

Diagnose characters in popular culture media.

Articulation

C-ID Descriptor Number

PSY 120

Status

Approved

Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Fresno	PSYCH 66	Abnormal Psychology	3

Comparable Courses within the VCCCD

PSY V15 - Introduction to Abnormal Psychology

PSY R131 - Abnormal Psychology

ADS R131 - Abnormal Psychology

Equivalent Courses at other CCCs

College	Course ID	Course Title	Units
Allan Hancock College	PSY 119	Abnormal Psychology	3
Santa Barbara City College	PSY 170	Abnormal Psychology	3
LA Pierce College	PSYCH 14	Abnormal Psychology	3

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

B2. Social and Behavioral Sciences

Approved

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

D Social Sciences

Approved

Area E: Lifelong Learning and Self-Development

E Lifelong Learning and Self-Development

Approved

Area F: Ethnic Studies

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

UC TCA

UC TCA

Approved

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 4: Social and Behavioral Sciences

Approved

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Classic Textbook

No

Description

Barlow, David, V. Mark Durand, and Stefan G. Hofmann. *Abnormal Psychology: An Integrative Approach*. 8th ed., Cengage, 2017.

Resource Type

Textbook

Classic Textbook

No

DescriptionComer, Ronald and Jonathan S. Comer. *Fundamentals of Abnormal Psychology*. 9th ed., Macmillan, 2019.**Resource Type**

Textbook

Classic Textbook

No

DescriptionDurand, Vincent Mark, David Barlow, and Stefan G. Hofmann. *Essentials of Abnormal Psychology*. 8th ed., Cengage, 2018.**Resource Type**

Textbook

Classic Textbook

No

DescriptionKring, Ann, and Sheri L. Johnson. *Abnormal Psychology: The Science and Treatment of Psychological Disorders*. 15th ed., Wiley, 2021.**Library Resources****Assignments requiring library resources**

Research, using the Library's print and online resources, for projects concerning topics in psychology. Read articles in the Library's collection of professional, scholarly journals.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Research using the Library's print and online resources to find relevant information for the diagnosis, treatment, and causes of mental illness.

Distance Education Addendum**Definitions****Distance Education Modalities**

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report.
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports.
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes.
Synchronous Dialog (e.g., online chat)	Online office hours or online group discussions.
Video Conferencing	One-on-one meetings with students by request for clarification, questions, and student progress reports. Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. This would be the equivalent of on-line office hours. Also, the instructor may choose to present a lecture to the students via video conferencing.

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report.
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports.
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes.
Asynchronous Dialog (e.g., discussion board)	Online office hours or online group discussions.
Video Conferencing	One-on-one meetings with students by request for clarification, questions, and student progress reports. Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. This would be the equivalent of on-line office hours. Also, the instructor may choose to present a lecture to the students via video conferencing.

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Regular discussion boards will be used to encourage discussions amongst students where they can compare and contrast/discuss/analyze psychological topics involving such topics as research methodology in psychology, biological bases of mind and behavior, and environmental/social/cultural influences on mind and behavior.
E-mail	Instructor-to-student and student-to-instructor contact for clarification, questions, and student progress report.
Face to Face (by student request; cannot be required)	Face-to-face meetings with students as needed by student request outside of classroom for clarification, questions, and student progress reports.
Other DE (e.g., recorded lectures)	Internet websites, videos, recorded lectures, PowerPoint presentations, lecture notes.
Asynchronous Dialog (e.g., discussion board)	Online office hours or online group discussions.
Video Conferencing	One-on-one meetings with students by request for clarification, questions, and student progress reports. Instructor may be available on a certain day or days of the week within a certain time frame to help students and answer their questions via live video conferencing. This would be the equivalent of on-line office hours. Also, the instructor may choose to present a lecture to the students via video conferencing.

Examinations**Hybrid (1%–50% online) Modality**

On campus
Online

Hybrid (51%–99% online) Modality

On campus
Online

Primary Minimum Qualification

PSYCHOLOGY

Review and Approval Dates**Department Chair**

03/23/2021

Dean

03/24/2021

Technical Review

09/02/2021

Curriculum Committee

10/19/2021

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

11/01/2021

Control Number

CCC000433832

DOE/accreditation approval date

MM/DD/YYYY