

Reese Campus

Course Syllabus

COURSE: PSYT-2331 (200) (3:3:0)
Abnormal Psychology

SEMESTER: Fall 2015

CLASS TIMES: Tuesday/Thursday
 11:00-12:15
 South Plains College, Reese Campus
 Building 5, Class room 516

INSTRUCTOR: Mollie McCook-Melton
 Program Coordinator and Professor Applied Rehabilitation Psychology
 Allied Health Department Chairperson

OFFICE: Reese Campus
 Building 5, Office 514

OFFICE HOURS: Monday Tuesday Wednesday Thursday Friday
 8:30-9:30 1:00-3:30 8:30-9:30 1:00-3:30 11:00-12:00
 If these times are not convenient, please contact me for an appointment

OFFICE PHONE: (806) 716-4652

E-MAIL: mmelton@southplainscollege.edu

CLASS ROOM MESSAGES: Number: 81010
 Class Code: @fd1b97

PROGRAM FACEBOOK: The Applied Rehabilitation Psychology Program has a Facebook page at www.facebook.com/southplainscollegeappliedrehabilitationpsychology . In addition to the South Plains College website, this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. "Liking" the Applied Rehabilitation Psychology Facebook page is not mandatory, nor is personal Facebook accounts, in order to access this page.

BLACKBOARD: Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

"South Plains College improves each student's life."

GENERAL COURSE INFORMATION

COURSE DESCRIPTION

This course is a study of the theories and processes involved in the diagnosis and treatment of mental disorders.

STUDENT LEARNING OUTCOMES

Measure/Assessment Tool

| Students will: | |
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| <ul style="list-style-type: none"> Demonstrate proficiency in analysis, synthesis and evaluation of research materials to advance critical thinking skills, case management abilities, and future higher education opportunities | <ul style="list-style-type: none"> Be able to formulate and write a research paper on a selected topic relating to Abnormal Psychology and achieve a minimum grade of 75 on the designated assessment rubric. |
| <ul style="list-style-type: none"> Demonstrate an understanding of the classification system of abnormal behavior. | <ul style="list-style-type: none"> Case assessment activities |
| <ul style="list-style-type: none"> Acquire theoretical knowledge and a conceptual understanding of rehabilitation and psychological theories, in order to translate premises into practical field placement experience. Experience must be demonstrated in the areas of physical disabilities, substance abuse, mental health disorders and mental retardation, for a total of 520 clinical hours. | <ul style="list-style-type: none"> Section examinations Comprehensive Final Examination. Successful completion of PSYT-1164, and PSYT 1165, (Clinical Practicum's) |

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| Refer to the evaluation methods to determine the student's level of achievement regarding the designated learning outcomes. | |

COURSE OBJECTIVES - Outline form (correlated to Scans and Foundations Skills)

- D. Specific goals/objectives for the are:
- A. Acquire and evaluate information about the 4 primary concerns of abnormal psychology. (C-5)
 - B. Conceptually understand the definition of abnormal psychology. (C-5)
 - C. Distinguish the various trends in the incidence of abnormal behavior. (C-8)
 - D. Understand the historical perspectives of abnormal psychology.
 - E. Recognize and understand the models in the study of psychopathology. (F-9)
 - F. Use assessment data to classify abnormal behavior. DSM-5. (F-8)
 - G. Understand the classification system of abnormal behavior. (C-5)
 - H. Apply the scientific method in the study of abnormal behavior. (F-8)
 - I. Distinguish and recognize the following disorders:
 - 1. Anxiety and Stress
 - 2. Disorders involving Conduct
 - 3. Schizophrenia
 - 4. Personality Disorders
 - 5. Mood (C-5, C-7, F-7, F-9, F-12)
 - J. Recognize community intervention resources. (F-8)

The student will achieve a broad understanding of psychology as a science of the study of human behavior. Course objectives will be achieved via studying abnormal behavior based on “a scientific approach, and awareness of our common human concerns, and respect for the dignity, integrity, and growth potential of the individual.”

EVALUATION METHODS

MEASUREMENT & EVALUATION FOR SUCCESSFUL COMPLETION OF COURSE:

- A. Regular class attendance and participation. (Maximum of 4 absences)
- B. Comprehensive final exam. (Minimum score of 75)
- C. A minimum score of 75 on research paper rubric.
- D. A minimum score of 75 for course grade.
- E. Successful completion by student of PSYT- 1375, PSYT – 2303, PSYT- 1374, DAAC – 1304, PSYC-2301 and CHLT-1309.
- F. Demonstrate practical application of theoretical perspectives via:
 - Clinical experiences
 - PSYT 1165
 - PSYT 1164

Activities:

- A. Class lectures
- B. Audio-Visual aids
- C. Demonstration and review of the DSM-5
- D. Guest speakers
- E. Review of case studies.
- F. Research paper

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

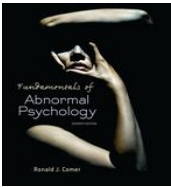
SCANS and FOUNDATION SKILLS

Refer also to Course Objectives. SCANS and Foundation Skills attached.

VERIFICATION OF WORKPLACE COMPETENCIES – This course offers information regarding the theoretical perspectives related to Abnormal Psychology. This course provides a knowledge base that supports learning experiences in the field of rehabilitation services.

SPECIFIC COURSE INFORMATION

TEXT AND MATERIALS



Fundamentals of Abnormal Psychology, Seventh Edition, Ronald J. Comer

ATTENDANCE POLICY

The student is required to make up any class work missed due to an absence. There are no excused absences. Please refer to the South Plains College General Catalog (2015-2016) p.19, for specific policies on classroom attendance. The advantages of attending every class and reading the text cannot be overemphasized. "Whenever absences become excessive and, in the instructor's opinion, minimum course objectives cannot be met due to absences, the student should withdraw from the course." (Refer to the grading policy for additional information.)

ASSIGNMENT POLICY

The student is required to submit a research paper on a topic relating to Abnormal Psychology, utilizing A.P.A. format and the assignment is due by November 12, 2015. Specific requirements for the paper will be discussed in class. The purpose of the assignment is to afford the student the opportunity to explore theoretical perspectives in abnormal psychology. Specific information about the Reese Library, related to assistance with research, is as follows:

Phone: 806-716-4682

Email: referencelub@southplainscollege.edu

Reading Assignment

The student is strongly encouraged to maintain a reading schedule outside of class, in order to stay current with the classroom discussions. Reading assignments will be made on a weekly basis. Each student is expected to meet program and course objectives. Therefore, please contact this instructor if you are experiencing difficulties in achieving the outlined objectives. Together, we will attempt to arrive at a solution that meets your individual needs as well as the required ARP program standards.

GRADING POLICY - Grades in this course will be determined using the following criteria:

During the course of the semester, there will be a total of three major examinations. Examinations will be a combination of true/false, multiple choice, matching, and discussion questions. Please note that the final is comprehensive and based on the course competencies and objectives. There will be no make-up examinations. If a student does not complete one (1) examination, the comprehensive final examination will comprise 40% of the student's overall grade and the remainder of the examinations will be valued at 40%. This avenue is only available for one of the three major examinations.

GRADING POLICY:

100-90 = A
89-80 = B
75-79 = C
74-70 = D
Below 70 = F

The overall grade will be assigned as follows:

| | |
|------------------------|--------------|
| Three (3) Examinations | = 50% |
| Research paper | = 20% |
| Comprehensive Final | = <u>30%</u> |
| | 100% |

FINAL EXAMINATION: DECEMBER 8, 2015 (10:15 A.M. – 12:15 P.M.)

COMMUNICATION POLICY

- Electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email on a regular basis.

STUDENT CONDUCT

- Students in this class are expected to abide by the standards of student conduct as defined in the SPC Student Guide pages 11-14.

SPECIAL REQUIREMENTS

- **Cell Phones** – Cell phones are to be turned OFF during scheduled class periods, unless prior approval has been given from the instructor. This includes text messaging. Cell phones are to be used outside the classroom only.

COURSE OUTLINE

Chapter objectives

Chapter 1: Abnormal Psychology

- Describe the different ways of defining abnormality from the perspectives of deviance, distress, dysfunction, and danger.
- Discuss some of the difficulties in defining a person's behavior as abnormal.
- Describe the influence of managed care programs on the treatment of psychological abnormality?
- Compare and contrast the current dominant theories in abnormal psychology.
- Describe the role of clinical researchers in the field of abnormal psychology.
- Describe the case study, including its uses and limitations (strengths and weaknesses).
- Describe the correlation method. What is a positive versus a negative versus a null correlation? What are the uses and limitations of correlational research?
- Describe the experiment. Describe the reasons that experimenters use control groups, random assignment, and blind design.
- Describe the following alternative experimental designs: quasi-experimental design; natural experiments; analogue experiments; single-subject experiments.
- Discuss the limitations of clinical investigations.

Chapter 2: Models of Abnormality

- Define and describe the basic biological terminology, including parts of neurons, the brain, and types of neurotransmitters. (Discuss the various therapies used by the biological model, including a discussion of drugs, electroconvulsive therapy, and psychosurgery.)
- Describe Freud's explanation of abnormal functioning, including descriptions of the id, ego, superego, ego defense mechanisms, and psychosexual stages.
- Summarize the behavioral model of abnormal functioning, including the main features of classical conditioning and operant conditioning and how they are used to explain abnormal behavior.
- Summarize the cognitive model. Give examples of typical maladaptive assumptions, specific upsetting thoughts, and illogical thinking processes. Describe cognitive therapy.
- Summarize Rogers's theory and therapy, including definitions of unconditional positive regard, unconditional self-regard, and conditions of worth. Describe Gestalt theory and therapy. Describe spiritual views and interventions. Describe existential theories and therapies.
- Summarize the sociocultural model. Describe the various sociocultural therapies.
- Compare and contrast the various models of abnormal functioning. Describe the different ways of defining abnormality from the perspectives of deviance, distress, dysfunction, and danger.

Chapter 3: Clinical Assessment, Diagnosis, and Treatment

- Define clinical assessment and discuss the roles of the clinical interview, tests, and observations.
- Discuss issues of reliability and validity in terms of assessment, diagnosis, and treatment.
- Summarize the axis approach of the DSM series and describe the general features of DSM-5.
- List the major classification of disorders from Axis I of the DSM-5.
- Discuss the dangers of diagnosing and labeling in classifying mental disorders.
- Discuss types and effectiveness of treatments for mental disorders.

Chapter 4: Anxiety Disorders

- Describe the anxiety disorders and how common these disorders are.
- Define phobia; then describe agoraphobia, social phobia, and specific phobia.
- Discuss treatments for generalized anxiety disorder and phobias.
- Discuss the current state of the field in relation to generalized anxiety disorder and phobias.
- Describe the features of panic disorder and discuss the biological and cognitive explanations and therapies of this disorder.
- Distinguish between obsessions and compulsions. Discuss the major theories and treatments for obsessive-compulsive disorder.

Chapter 5: Stress Disorder

- Distinguish between fear and anxiety
- Define stress disorder and posttraumatic stress disorder, list typical symptoms, and provide psychological explanations and treatments for these disorders.
- Discuss abuse and victimization in terms of stress disorders.
- Describe the traditional psychophysiological disorders: ulcers, asthma, chronic headaches, hypertension, and coronary heart disease.
- Discuss how perceptions of control, personality, mood, and social support affect immune system functioning.
- Discuss typical psychological treatments for psychophysiological disorders.

Chapter 7: Mood Disorders

- Compare depression and mania while discussing the symptoms of each.
- Contrast unipolar depression and bipolar disorders while discussing the symptoms of each.
- Discuss the role of stress in unipolar depression.
- Describe the biological, psychological, and sociocultural perspectives of depression.
- Describe the possible roles of neurotransmitters in unipolar depression.
- What are the major biological approaches to unipolar depression? Describe ECT. Compare and contrast early antidepressants to currently used antidepressants.
- Describe the major psychological approaches to treatment of unipolar depression. That is, compare and contrast the psychodynamic, behavioral, and cognitive approaches to treatment.
- Describe interpersonal psychotherapy and couple therapy.
- Compare and contrast the various approaches to treating depression.
- Describe lithium therapy for bipolar disorder, including issues related to its use and its mechanism of action.
- Describe adjunctive psychotherapy for bipolar disorder. What is it and why is it important?

Chapter 8: Suicide

- Define suicide and know the current prevalence.
- Describe each of the four kinds of people who intentionally end their lives: death seekers, death imitators, death ignorers, and death darers. Also describe the category of subintentional death.
- Know the effects of cultural factors, race, and sex on suicide rates.
- Understand the common precipitating factors in suicide.
- Discuss how mood changes, hopelessness, and dichotomous thinking are related to suicide.
- Give the psychodynamic view for suicide, including the role of Thanatos.
- Explain the role of biological factors in suicide, including the role of serotonin.
- Explain the role of sociocultural factors while comparing and contrasting Durkheim's three categories of suicide: egoistic, altruistic, anomic.
- Discuss the characteristics of suicide prevention programs.

Chapter 12: Schizophrenia

- Describe the positive symptoms of schizophrenia: delusions, disorganized thinking, heightened perceptions and hallucinations, and inappropriate affect.
- Compare and describe delusions of persecution, reference, grandeur, and control.
- Discuss the negative symptoms of schizophrenia, that is, poverty of speech, blunted and flat affect, and social withdrawal.
- Describe the psychomotor symptoms of schizophrenia.
- Compare and contrast disorganized (hebephrenic), catatonic, paranoid, and undifferentiated schizophrenia.
- Distinguish between Type I and Type II schizophrenia.
- Summarize evidence from twin and adoption studies that supports the genetic view of schizophrenia.
- Discuss the dopamine hypothesis and evidence that both supports and fails to support it.
- Describe the abnormal brain structures of schizophrenic people.
- Discuss the psychodynamic, cognitive, and sociocultural views of schizophrenia.
- Summarize past institutional care and the improved institutional care of the milieu therapy and token economy programs.
- Discuss the effectiveness of antipsychotic drugs.
- Discuss the side effects of antipsychotic drugs: Parkinsonian and related symptoms, and tardive dyskinesia.

Chapter 13: Personality Disorders

- Define and discuss explanations and treatments for the “odd” personality disorders, including paranoid, schizoid, and schizotypal.
- Define and discuss explanations and treatments for the “dramatic” personality disorders, including antisocial, borderline, histrionic, and narcissistic.
- Define and discuss explanations and treatments for the “anxious” personality disorders, including avoidant, dependent, and obsessive-compulsive.
- Discuss difficulties involved in the categorizing of personality disorders.
- Summarize the state of the field with respect to personality disorders.

Chapter 14: Disorders of Childhood and Adolescence

- Describe the prevalence of mental disorders among children and adolescents.
- Describe childhood anxiety disorders, childhood depression, oppositional defiant disorder, and conduct disorder.
- Describe the prevalence, symptoms, causes, and treatments of attention-deficit/hyperactivity disorder (ADHD).
- Name and describe the elimination disorders. Discuss possible treatments.
- Describe the symptoms of autistic disorder. Discuss the various etiologies and treatments that have been proposed.
- Describe the prevalence of the various types of mental retardation, and discuss the environmental, genetic, and biological factors that contribute to mental retardation.
- Describe and evaluate treatments and therapies for individuals with mental retardation, including normalization programs and behavioral techniques.

Course Outline

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|----------------|---|
| Week 1 | Review Syllabus Course Objectives & Requirements Research Paper Guidelines Chapter 1 |
| Week 2 | Chapter 2 September 2 |
| Week 3 | Chapter 2 & 3 September 8 (Tuesday) Class will meet in Building 8 (research paper tutoring) |
| Week 4 | Chapter 3 & 4 |
| Week 5 | Exam 1 Chapter 4 & 5 |
| Week 6 | Chapter 5 & 7 |
| Week 7 | Chapter 7 |
| Week 8 | Exam 2 |
| Week 9 | Chapter 8 |
| Week 10 | Chapter 8 & 12 |
| Week 11 | Chapter 12 & 13 |
| Week 12 | Exam 3 |
| Week 13 | Chapter 14 |
| Week 14 | Thanksgiving Nov. 25-29 |
| Week 15 | Review of course objectives |
| Week 16 | Final Exams Dec. 8, 2015 10:15 – 12:15 |

ACCOMMODATIONS

DIVERSITY STATEMENT

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

ADA STATEMENT

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at, Reese Center (Building 8) 716-4675, or Levelland (Student Health & Wellness Office) [716-2577](tel:716-2577)

FOUNDATION SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

- F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.
- F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.
- F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

- F-7 Creative Thinking—generates new ideas.
- F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving—recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind’s Eye—organizes and processes symbols, pictures, graphs, objects, and other information.
- F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

- F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.
- F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.
- F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.
- F-17 Integrity/Honesty—chooses ethical courses of action

SCANS COMPETENCIES

- C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

- C-9 Participates as a member of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers—works to satisfy customer’s expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.



I _____ have received a copy of the South Plains College Student Guide. I understand that I must comply with all areas of the Student Guide as a student in the Applied Rehabilitation Psychology Program and South Plains College.

Signature

Date

