

# Abnormal Psychology

## Course Design

2007-2008

### Course Information

<b>Organization</b>	EASTERN ARIZONA COLLEGE
<b>Division</b>	Social Sciences
<b>Course Number</b>	PSY 240
<b>Title</b>	Abnormal Psychology
<b>Credits</b>	3
<b>Developed by</b>	Jennifer Leaver
<b>Lecture/Lab Ratio</b>	3 lecture hours per week

### Transfer Status

ASU	NAU	UA
Fall 2007 and beyond: PGS Departmental Elective	Fall 2007 and beyond: PSY Departmental Elective	Fall 2007 and beyond: PSYC Departmental Elective

<b>Activity Course</b>	No
<b>CIP Code</b>	42.0101
<b>Assessment Mode</b>	Pre/Post Test (104 Questions/110 Points)
<b>Semester Taught</b>	Spring Semester
<b>GE Category</b>	Social Science
<b>Separate Lab</b>	No
<b>Awareness Course</b>	No
<b>Intensive Writing Course</b>	No

### Prerequisites

PSY 101

### Educational Value

A. To General Education: This course is designed to assist the student in understanding how science can be applied to the study of abnormal behavior and to understand the context in which behavior develops. Course principles impact upon cognitive processes, behavioral processes, and critical thinking applications. Students learn to apply the scientific method to the study of and understanding of abnormal behavior. In addition, the course introduces students to the elements which influence our biological, physical, social, and gender development. This course has gender awareness embedded in its content.

B. For career preparation: The course presents valuable concepts to those students entering any of the various disciplines in the social or behavioral sciences, e.g. educational psychology, industrial

psychology, clinical psychology, psychiatric social work, etc. The course is also useful for students who will enter professions other than social or behavioral sciences by helping them to understand themselves and those with whom they will associate.

C. To other courses or curricula: Abnormal psychology reinforces and extends material learned in most other social and behavioral sciences. It draws from and supports material from a variety of courses (e.g. sociology, political science, anthropology.) The course utilizes an interdisciplinary approach to studying abnormal behavior and its biological and social causes and effects.

## **Goals**

1. Be familiar with and able to discuss several different current and historical theoretical perspectives on psychological disorders.
2. Understand the process of assessing abnormal behavior and the most commonly used system for classifying psychological disorders, specifically be familiar with the use of the DSM multi-axial system, the derivation of various DSM categories, the criteria for various DSM categories.
3. Be aware of and understand cross-cultural issues in the assessment, diagnosis, and treatment of mental disorders and the relation to abnormal behavior
4. Be familiar with the research methods used and research findings on various psychological disorders.
5. Understand the causes and be able to identify the symptoms of various psychological disorders.
6. Be familiar with effective treatment approaches to different psychological disorders.

## **Description**

This is a survey course that includes historical and contemporary definitions of the theories and research regarding the field of abnormal psychology. It includes assessment, diagnosis, and treatment of anxiety disorders, mood disorders, dissociative disorders, stress and physical health, personality disorders, body disorders, schizophrenic disorders, and life-span disorders.

## **Textbooks**

Nevid, J.S., Rathus, S.A., & Greene, B. *Abnormal Psychology in a Changing World* Prentice Hall.  
Required

## **Supplies**

None

## **Competencies and Performance Standards**

### **1. Examine the concept of abnormal behavior and identify ways to classify it**

#### **Learning objectives**

*What you will learn as you master the competency:*

- a. Criteria for determining abnormality
- b. Cultural bases of abnormal behavior
- c. Identify standards of assessment
- d. Recognize historical origins of modern diagnostic systems and the development of the DSM system
- e. Recognize other models of assessment

#### **Performance Standards**

*Competence will be demonstrated::*

- o in objective exams

*Performance will be successful when:*

- o learner can identify the criteria that determine abnormal behavior
- o learner can discuss the relationships between cultural beliefs and norms and the labeling of behavior as normal or abnormal
- o learner can describe standards of assessment of abnormal behavior
- o learner can describe the features of the DSM system and evaluate its strengths and weaknesses.
- o learner can describe approaches used by investigators to demonstrate the reliability and validity of methods of assessment.
- o learner can identify the features of the mental status examination and different types of interviewing techniques.
- o learner can identify the features of tests of intelligence and personality
- o learner can describe the use of psychological tests in the assessment of neuropsychological functioning.
- o learner can identify the advantages and limitations of behavioral assessment, and describe the following behavioral techniques: the behavioral interview, self-monitoring, use of analogue measures, and behavioral rating scales.
- o learner can identify cognitive methods of assessment.

### **2. Examine the history of abnormal psychology its related disciplines**

#### **Learning objectives**

*What you will learn as you master the competency:*

- a. The demonological model
- b. Origins of the medical model
- c. Medieval model
- d. The reform movement and moral therapy

- e. The community health movement

**Performance Standards**

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can recount the history of beliefs about disturbed behavior and the treatment of people deemed "mad" or mentally ill
- o learner can identify societal factors that contributed to "Homosexuality" being a diagnosable disorder then being removed from the DSM in 1973.

**3. Identify research methods used in the field of abnormal psychology**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Identify the objectives of science
- b. Differentiate between science, scientific method, and theory
- c. Describe ethics in research
- d. Define naturalistic observation
- e. Define the experimental method
- f. Define the correlational method
- g. Distinguish between theory and hypothesis
- h. Define epidemiological studies
- i. Define kinship studies
- j. Define & describe case studies

**Performance Standards**

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can differentiate between correlation and causation (experimentation)
- o learner can identify the research methods used in abnormal psychology
- o learner can distinguish the steps of the scientific method
- o learner can identify the elements of the experimental process

**4. Identify contemporary perspectives on abnormal behavior**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Define the biological perspective
- b. Define the psychological perspective
- c. Define the sociocultural perspective

d. Define the biopsychosocial perspective

**Performance Standards**

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can differentiate among the Biological, Psychological, Sociocultural, and Biopsychosocial perspectives and is able to identify the merits and limitations of each
- o learner can identify and describe the key areas of the brain and a neuron and their related functions, activities, and influences on behavior
- o learner can conceptualize the role of genes, and their limitations, in influencing behavior

**5. Describe methods of treatment for various psychological disorders**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Recognize the types of helping professionals
- b. Identify the types of psychotherapy
- c. Recognize types of Biomedical therapies
- d. Differentiate between hospitalization and community-based care

***Performance Standards***

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can describe the different types of helping professionals and the basic features of psychotherapy
- o learner can identify the goals and methods of traditional psychoanalysis and compare and contrast traditional psychoanalysis with modern psychodynamic approaches
- o learner can identify the goals and methods of behavioral therapy, humanistic therapies, and cognitive therapy and the differences among these forms of therapy
- o learner can explain the development of eclectic approaches in psychotherapy
- o learner can summarize the findings of research into the effectiveness of psychotherapy in general and specific therapeutic approaches associated with particular therapeutic approaches
- o learner can describe issues relating to the use of traditional Western psychotherapy approaches with diverse cultural and racial groups
- o learner can identify the various drug therapies including antianxiety drugs, antipsychotic drugs, antidepressants, and lithium
- o learner can identify the other biomedical treatments including electroconvulsive therapy, and psychosurgery
- o learner can describe the contemporary roles of community mental health centers and mental hospitals and the problems of the psychiatric homeless population

**6. How stress, psychological factors, and health are related to psychological disorders**

***Learning objectives***

*What you will learn as you master the competency:*

- a. Identify adjustment disorders
- b. Characterize the relationship between stress & illness

***Performance Standards***

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can identify the features of adjustment disorders

- o learner can define and explain the features of Terrorism-Related Trauma
- o learner can identify the signs of Trauma-Related Stress
- o learner can define general adaptation syndrome
- o learner can explain the significance of stress factors in health and illness, paying special attention to the role of the immune system
- o learner can explain the role of acculturative stress in terms of the mental health of immigrant and native populations
- o learner can identify some of the psychological factors that moderate stress including styles of coping, self-efficacy expectations, psychological hardiness, optimism, social support, and ethnic identity
- o learner can explain the connection between psychological factors and physical disorders including headaches, cardiovascular disease, asthma, cancer, and AIDS

## **7. Examine and describe anxiety disorders**

### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Define panic disorder, phobic disorders, OCD, generalized anxiety disorder, and traumatic stress disorder
- b. Characterize ethnic differences in anxiety disorders

### ***Performance Standards***

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can describe historical perspectives on anxiety disorders and the progression in understanding their etiology and function over time
- o learner can define anxiety and understand its historical connection with the term neurosis
- o learner can define and describe panic disorder, and explain the differences between panic attacks and other forms of anxiety
- o learner can define and describe generalized anxiety disorder
- o learner can define, describe, and contrast specific phobia, social phobia, and agoraphobia
- o learner can define and describe obsessive-compulsive disorder
- o learner can describe the features of acute and posttraumatic stress disorder
- o learner can describe various theoretical perspectives on the anxiety disorders
- o learner can describe the various treatment approaches for anxiety disorders
- o learner can discuss learning-based approaches to the treatment of anxiety disorders including systematic desensitization, gradual exposure, flooding, cognitive therapy, virtual therapy, and cognitive-behavioral therapy

## **8. Examine and describe dissociative & somatoform disorders**

### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Identify types of dissociative disorders
- b. Describe Culture-Bound Dissociative Syndromes
- c. Describe Treatment of Dissociative Disorders
- d. Identify types of somatoform disorders
- e. Define Koro and Dhat Syndrome
- f. Describe Treatment of Somatoform Disorders
- g. Identify Theoretical Perspectives

**Performance Standards**

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can identify the major features of the dissociative disorders including dissociative identity, dissociative amnesia, dissociative fugue, and depersonalization disorder
- o learner can recount various theoretical perspectives on the dissociative disorders
- o learner can identify various methods for treating dissociative disorders
- o learner can differentiate between malingering and factitious disorder and describe the symptoms of Munchausen syndrome
- o learner can identify the features of somatoform disorders including conversion disorder, hypochondriasis, body dysmorphic disorder, and somatization disorder
- o learner can identify theoretical perspectives on somatoform disorders
- o learner can distinguish somatoform disorders from malingering

**9. Examine and describe mood disorders & suicide**

**Learning objectives**

*What you will learn as you master the competency:*

- a. Identify types of mood disorders
- b. Differentiate theoretical Perspectives on Mood Disorders
- c. Identify various treatments of Mood Disorders
- d. Characterize suicide

**Performance Standards**

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can distinguish between normal and abnormally depressed moods and define the term "mood disorder"
- o learner can identify the features of major depressive disorder and dysthymic disorder and distinguish between them
- o learner can describe seasonal affective disorder and postpartum depression

- o learner can differentiate between reactive and endogenous depression
- o learner can identify the features of bipolar disorder and cyclothymic disorder and distinguish between them
- o learner can characterize the relationships between stress and mood disorders
- o learner can differentiate psychodynamic, behavioral, cognitive, and biological perspectives on the origins and treatment of mood disorders
- o learner can characterize integrative models for understanding depression
- o learner can identify theoretical perspectives on causes of suicide

## **10. Examine and describe substance abuse & dependence**

### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Classification of Substance-Related Disorders
- b. Identify Drugs of Abuse
- c. Differentiate theoretical Perspectives on substance abuse
- d. Differentiate between various treatments of Substance Abuse and Dependence

### ***Performance Standards***

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can differentiate substance use, intoxication, abuse, and dependence
- o learner can distinguish between tolerance and withdrawal
- o learner can distinguish between psychological and physiological dependence
- o learner can identify physical and psychological effects of depressants, stimulants, and hallucinogens
- o learner can characterize the biological, learning, cognitive, psychodynamic, and sociocultural perspectives of substance abuse and dependence
- o learner can identify approaches to treating substance abuse and dependence including detoxification, disulfiram, antidepressants, nicotine replacement, methadone maintenance, and naloxone/naltrexone
- o learner can specify the need for, methods of, and limitations of relapse-prevention training
- o learner can identify genetic and environmental contributions to substance abuse and dependence

## **11. Examine and describe eating disorders, obesity, sleep disorders**

### ***Learning objectives***

*What you will learn as you master the competency:*

- a. Define Anorexia Nervosa
- b. Define Bulimia Nervosa
- c. Identify causes of Anorexia and Bulimia

- d. Identify Treatment of Anorexia Nervosa and Bulimia Nervosa
- e. Define Binge Eating Disorder
- f. Identify causes of obesity
- g. Identify Ethnic and Socioeconomic Differences in Obesity
- h. Define Sleep Disorders
- i. Differentiate between Dyssomnias and Parasomnias
- j. Describe Treatments of Sleep Disorders

**Performance Standards**

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can identify the features of anorexia and bulimia and the medical complications associated with each
- o learner can identify the etiological similarities and differences between anorexia and bulimia
- o learner can identify the features of binge-eating disorder and how it differs from bulimia
- o learner can identify treatments for anorexia, bulimia, and binge-eating disorder
- o learner can identify the prevalence and causes of obesity
- o learner can characterize ethnic and socioeconomic differences in obesity
- o learner can identify the diagnostic features of sleep disorders, the methods of assessing them, and their treatments
- o learner can differentiate dyssomnias from parasomnias and describe their key features
- o learner can identify features of the major types of dyssomnias: primary insomnia, primary hypersomnia, narcolepsy, breathing-related sleep disorder, and circadian rhythm disorder
- o learner can identify the features of the major types of parasomnias: nightmare disorder, sleep terror disorder, and sleepwalking disorder
- o learner can identify pharmacological and psychological treatments of sleep disorders

## 12. Examine and describe disorders involving gender & sexuality

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Define gender identity disorder
- b. Define sexual dysfunctions
- c. Define paraphilias
- d. Define rape

### **Performance Standards**

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can describe sociocultural factors involved in classifying sexual behaviors as normal or abnormal
- o learner can identify the features of gender identity disorder
- o learner can discuss the process of gender reassignment and discuss the outcomes of the procedures undergone
- o learner can define and describe the features of various sexual dysfunctions
- o learner can differentiate theoretical perspectives on sexual dysfunctions and ways of treating them
- o learner can define and describe the features of various paraphilias
- o learner can differentiate theoretical perspectives on the paraphilias and ways of treating them
- o learner can characterize the effectiveness of sex therapy techniques
- o learner can define sexual abuse and rape, their subtypes, and prevalence
- o learner can identify the psychological, physical, and societal costs of sexual abuse and rape
- o learner can identify the sociocultural factors associated with sexual abuse and rape in the United States

## 13. Examine and describe schizophrenia & other psychotic disorders

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Characterize the Course of Development of schizophrenia
- b. Identify Prevalence and Diagnostic Features of schizophrenia
- c. Describe Perceptual Disturbances in schizophrenia
- d. Identify Subtypes of Schizophrenia
- e. Identify Theoretical Perspectives that pertain to schizophrenia
- f. Define The Diathesis-Stress Model
- g. Identify Treatment Approaches
- h. Define Other Forms of Psychosis
- i. Define Brief Psychotic Disorder, Schizophreniform Disorder, Delusional Disorder, and

## Schizoaffective Disorder

### **Performance Standards**

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can distinguish among the disorganized, catatonic, paranoid, Type I, and Type II types of schizophrenia
- o learner can characterize the disturbances in thought, speech, attention, perception, emotions, and other types of impairment associated with schizophrenia
- o learner can distinguish between positive and negative symptoms and their subtypes
- o learner can identify theoretical perspectives on schizophrenia, including the psychodynamic, learning, biological, and family theories in the development of schizophrenia
- o learner can identify and describe biological, psychodynamic, learning-based, psychosocial-rehabilitation, and family intervention treatments of schizophrenia
- o learner can identify the diagnostic features of brief psychotic disorder, schizophreniform disorder, delusional disorder, and other schizophrenic-spectrum disorders

## **14. Personality disorders**

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Define Types of Personality Disorders
- b. Identify Personality Disorders Characterized by Odd or Eccentric Behavior including Paranoid Personality Disorder, Schizoid Personality Disorder, and Schizotypal Personality Disorder
- c. Identify Personality Disorders Characterized by Dramatic, Emotional, or Erratic Behavior including Antisocial Personality Disorder, Borderline Personality Disorder, Histrionic Personality Disorder, and Narcissistic Personality Disorder
- d. Identify Personality Disorders Characterized by Anxious or Fearful Behavior including Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder, and Problems with the Classification of Personality Disorders
- e. Identify Theoretical Perspectives related to personality disorders including Psychodynamic Perspectives, Learning Perspectives, Family Perspectives, Biological Perspectives, Sociocultural Perspectives
- f. Identify treatments of Personality Disorders including Psychodynamic Approaches, Behavioral Approaches, Biological Approaches
- g. Characterize the relationship between antisocial personality disorder and criminal behavior including murder

### **Performance Standards**

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can define the essential features of personality disorders and why they are classified as Axis II disorders

- o learner can identify the three research clusters of personality disorders and features of each personality disorder contained within the clusters
- o learner can characterize problems in the classification of personality disorders, including their reliability, validity, and sexist biases
- o learner can identify theoretical perspectives on personality disorders including the psychodynamic, learning, family, biological, and sociocultural perspectives
- o learner can consider issues of comorbidity with Axis I disorders and other Axis II disorders
- o learner can conceptualize societal factors that may influence the prevalence and etiology of personality disorders, such as childhood abuse
- o learner can summarize the research studies describing the relationship between antisocial personality disorder and murder, particularly describing studies using brain imaging techniques

**15. Examine abnormal behavior in childhood & adolescence and its relationship to psychological disorders in adulthood**

***Learning objectives***

*What you will learn as you master the competency:*

- a. characterize the relationship between antisocial personality disorder and criminal behavior including murder
- b. Identify the prevalence of Mental Health Problems in Children and Adolescence
- c. Identify Risk Factors for Childhood disorders
- d. Define Autism and Mental Retardation and identify Causes
- e. Discuss appropriate Intervention for autism and mental retardation
- f. Define Learning Disorders
- g. Identify Types of Learning Disorders
- h. Identify Treatments for Learning Disorders
- i. Define Communication Disorders
- j. Define Attention-Deficit/Hyperactivity Disorder, Conduct Disorder, and Oppositional Defiant Disorder
- k. Define Separation Anxiety Disorder
- l. Identify Treatments of Childhood Anxiety Disorders
- m. Define Childhood Depression and treatment
- n. Discuss Suicide in Children and Adolescents
- o. Differentiate between Enuresis and Encopresis

***Performance Standards***

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can identify ways of determining what is normal and what is abnormal in childhood and adolescence
- o learner can define pervasive developmental disorders, provide examples, and define features of each
- o learner can identify features, theoretical perspectives, and treatments of autism and Asperger's Disorder and distinguish between the two
- o learner can identify features and causes of mental retardation including chromosomal, genetic, prenatal, and cultural-familial causes
- o learner can distinguish between the levels of mental retardation and perspectives on the possible environmental causes of some cases of mild retardation
- o learner can identify types of learning disorders, theoretical perspectives, and interventions for learning disorders, communication disorders, attention-deficit, and disruptive behavior disorders
- o learner can identify features and treatment of anxiety disorders and depression in childhood and adolescence

- o learner can discuss prevalence of childhood and adolescent suicide
- o learner can identify factors associated with increased risk of suicide, such as gender, age, geography, race, depression, previous suicidal behavior, familial discord, stressful life events, substance abuse, and social contagion/suicide clusters
- o learner can identify theoretical perspectives on elimination disorders (enuresis and encopresis), gender differences, prevalence, and treatment

## 16. Examine cognitive disorders & disorders related to aging

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Define Delirium, Dementia, and Amnesic Disorders
- b. Identify Anxiety Disorders, depression, sleep problems and their relation to Aging
- c. Define Dementia of the Alzheimer's Type
- d. Define Vascular Dementia'
- e. Define Dementias Due to General Medical Conditions

### **Performance Standards**

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can define cognitive disorders as a category and be able to name and describe the types subsumed under this category
- o learner can contrast dementia and delirium
- o learner can identify the features and causes of dementia, delirium, and amnesic disorders
- o learner can identify the basic features of dementia and the relationship between dementia and normal aging
- o learner can characterize the problems and features of anxiety, depression, and sleep, among older people
- o learner can identify factors related to increased risk of suicide among older people
- o learner can define Alzheimer's disease with respect to its incidence, features, progression, biological bases, and treatment
- o learner can identify the features of vascular dementia and other dementias due to Pick's, Parkinson's, Huntington's, HIV, Creutzfeldt-Jakob disease, head trauma and neurosyphilis

## 17. Abnormal psychology & the Law

### **Learning objectives**

*What you will learn as you master the competency:*

- a. Identify issues related to Psychiatric Commitment and Patients' Rights
- b. Characterize The Insanity Defense
- c. Define Criminal behavior

### **Performance Standards**

*Competence will be demonstrated:*

- o in objective exams

*Performance will be successful when:*

- o learner can define, compare, and contrast voluntary and involuntary commitment and types of commitment, such as, civil commitment, psychiatric commitment, and criminal commitment

- o learner can identify the legal procedures for psychiatric commitment and the safeguards to prevent abuses of psychiatric commitment
- o learner can characterize the controversy concerning psychiatric commitment
- o learner can discuss the problem faced by psychologists and other professionals who are given the task of attempting to predict dangerousness
- o learner can discuss the "duty to warn" obligation for therapists and describe the landmark case on which it is based
- o learner can discuss the legal basis of the right to treatment, the right to refuse treatment, the right to the least restrictive environment, and similar laws associated with the legal rights of those with mental illness
- o learner can identify landmark cases that establish the legal precedents for the insanity plea

## ***Types of Instruction***

This class is a Hybrid course. Hybrid online courses combine online learning with traditional classroom (on campus) instruction.

## ***Grading Information***

### **Grading Rationale**

Quizzes:	15% (45 points- 15 points/quiz, 4 quizzes-students may drop one quiz)
Midterm:	20% (60 points)
Final:	18% (55 points)
Homework & Projects:	43% (130 points)
Participation:	>5% (10 points)

### ***Grading Scale***

Total grade is out of 300 points. The grading policy is as follows.

A = 270-300 (90%-100%)
B = 240-269 (80%-89.9%)
C = 210-239 (70%-79.9%)
D = 180-209 (60%-69.9%)
F = >180 (> 60%)