

# ADS R131: ABNORMAL PSYCHOLOGY

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**Originator**

ptrujillo

**Co-Contributor(s)**
**Name(s)**

Zsarnay, Lois (lois\_zsarnay1)

**College**

Oxnard College

**Discipline (CB01A)**

ADS - Addictive Disorders Studies

**Course Number (CB01B)**

R131

**Course Title (CB02)**

Abnormal Psychology

**Banner/Short Title**

Abnormal Psychology

**Credit Type**

Credit

**Start Term**

Fall 2021

**Co-listed (Same-as) Course(s)**

PSY R131

**Taxonomy of Programs (TOP) Code (CB03)**

2001.00 - Psychology, General

**SAM Priority Code (CB09)**

E - Non-Occupational

**Control Number**

CCC000306957

**Primary Minimum Qualification**

PSYCHOLOGY

**Department**

Psychology (2190)

**Division**

Oxnard Liberal Studies

**Catalog Course Description**

This course surveys various definitions, causes, and treatment methods relative to abnormal behavior. This course also covers psychological, biological and sociocultural theories of abnormal behavior. Topics include: diagnosis of abnormal behavior, clinical syndromes, various forms of intervention and preventive strategies. Same as PSY R131.

**Taxonomy of Programs (TOP) Code (CB03)**

2104.40 - \*Alcohol and Controlled Substances

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

D - Possibly 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**

May be required

**Grading method**

Letter Graded

**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

**Student Learning Outcomes (CSLOs)**

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

- |   |   |
|---|---|
| 1 | Discuss the Diagnostic and Statistical Manual of the American Psychiatric Association, 2013 List the Neurodevelopmental disorders, and briefly discuss. |
| 2 | Describe the Diagnostic and Statistical Manual of the American Psychiatric Association (DSM-5)?   |
| 3 | Describe the etiology of Schizophrenia  |

**Course Objectives**

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

- |   |  |
|---|--|
| 1 | Define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.    |
| 2 | Compare and contrast 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                              |

**Course Content****Lecture/Course Content**

1. Introduction to Mental Disorders
  - a. Abnormal behavior
    - i. Definitions
    - ii. Causes
    - iii. Historical perspectives
    - iv. Cultural considerations
    - v. Social considerations
    - vi. Ethical considerations
  - b. Epidemiology, Culture, and Psychopathology
  - c. Science and abnormal behavior
  - d. Diagnosis of abnormal behavior
  - e. Issues in classification and diagnosis of abnormal behavior
  - f. Interviewing, observing, and psychological testing
    - i. Clinical assessment procedures
    - ii. Ethical considerations
  - g. Psychological theories of abnormal behavior
    - i. Psychodynamic
    - ii. Humanistic
    - iii. Sociocultural
  - h. Scientific theories of abnormal behavior (going "under the skin")
    - i. Biological model
    - ii. Behavioral model
    - iii. Cognitive model
2. Clinical Syndromes/Psychological Disorders
  - a. Life events, stress, disorders of the body
  - b. Anxiety, dissociative behavior, and personality disorders
  - c. Depression, affective (mood) disorders, and suicide
  - d. Schizophrenia and paranoid disorders
    - i. Etiological theories
    - ii. Research strategies
  - e. Organic mental disorders
    - i. Mental dysfunction
    - ii. Developmental disabilities
  - f. Sexual behaviors
    - i. Variations
    - ii. Gender identity Disorders
    - iii. Dysfunctions
  - g. Disorders of childhood and adolescence
  - h. Substance-related disorders
    - i. Eating disorders
3. Issues in Classification and Diagnosis
4. Interventions

- a. Psychotherapies
  - i. Individual
  - ii. Group
- b. Behavioral intervention
- c. Alternative interventions and psychiatric hospitals
- d. Epilogue: the broad picture

### Laboratory or Activity Content

None

## 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  
 Essays  
 Group projects  
 Individual projects  
 Objective exams  
 Oral presentations  
 Quizzes  
 Reports/papers

## Instructional Methodology

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

Audio-visual presentations  
 Computer-aided presentations  
 Class activities  
 Class discussions  
 Case studies  
 Distance Education  
 Demonstrations  
 Group discussions  
 Guest speakers  
 Lecture  
 Other (specify)  
 Small group activities

**Specify other method of instruction**

Journal Article Assignments

**Describe specific examples of the methods the instructor will use:**

1. Instructor will discuss specific diagnostic criteria in the Diagnostic and Statistical Manual of Mental Disorders
2. Instructor will give examples of presentation of each mental disorder
3. Students will break into pairs/small groups to discuss the mental disorder while instructor observes and gives feedback.

## Representative Course Assignments

### Writing Assignments

Outlining of chapter readings from textbook, for instance, on "Biological and Behavioral/Learning Models to explain the psychiatric disorders"

Eight-to-ten page research paper on "Schizophrenia and Substance-related Disorders" (in APA format) or Autism Spectrum Disorders

Short essays on "The best practices of assessing psychiatric disorders especially bipolar disorders" in APA form

Final (take-home) exam essays on "Outcomes and Issues related to Psychological Intervention" for example Cognitive Behavior Therapy or EMDR in APA form

### **Critical Thinking Assignments**

1. Students will break into pairs/small groups to discuss the mental disorder then share their results with the class.

### **Reading Assignments**

Chapters from text concerning the study of abnormal behavior, for example, "Mood Disorders" or "Disorders typically occurring in Childhood"

Journal articles on the topic of psychological disorders, such as, "Psychogenic Amnesia"

The DSM V Manual of Mental Disorders and specific examples of disorder classifications, such as Substance Disorders, Sexual Disorders, Amnestic Disorders, Personality Disorders

### **Other assignments (if applicable)**

Preparation for class presentation of research, for example, on the distinction between "normal" and "abnormal" behavior/s

### **Outside Assignments**

#### **Representative Outside Assignments**

1. Library inquiry activities and assignments
2. Research for term papers

### **Articulation**

#### **C-ID Descriptor Number**

PSY 120

#### **Status**

Approved

#### **Comparable Courses within the VCCCD**

PSY M08 - Abnormal Psychology

PSY V15 - Introduction to Abnormal Psychology

**District General Education****A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****D. Language and Rationality****E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies****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****Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Comer, R. . *Fundamentals of Abnormal Psychology, 10th ed (or latest edition)*. (2017) Worth Publishers.**Resource Type**

Textbook

**Description**Sue, D., Sue D., Sue D.S. . *Understanding Abnormal Behavior* (11th ed. or latest edition). (2015) Houghton Mifflin Co.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (51%–99% online)

Hybrid (1%–50% 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)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills

#### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills

#### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills



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

Online  
On campus

**Hybrid (51%–99% online) Modality**

Online  
On campus

**Primary Minimum Qualification**

ADDICTION PARAPROFESSIONAL TRG

**Additional Minimum Qualifications****Minimum Qualifications**

Psychology

**Additional local certifications required**

Master's Degree in Psychology

**Review and Approval Dates****Department Chair**

12/02/2020

**Dean**

12/02/2020

**Technical Review**

12/09/2020

**Curriculum Committee**

12/09/2020

**DTRW-I**

01/14/2021

**Curriculum Committee**

01/13/2021

**Board**

01/19/2021

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000592772

**DOE/accreditation approval date**

MM/DD/YYYY