



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**ABNORMAL PSYCHOLOGY  
PSY6750 3 Credit Hours**

**Student Level:**

This course is open to students on the college level in either Freshman or Sophomore year.

**Catalog Description:**

**PSY6750 - ABNORMAL PSYCHOLOGY (3 Hrs)**

An introductory study of behavior pathologies. Emphasis will be on background and causes; Patterns abnormal behavior; also modern treatment and prevention methods.

The learning outcomes and competencies detailed in this course meet, or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Project for this course, as sanctioned by the Kansas Board of Regents.

**Prerequisites:**

General Psychology or instructor approval

**Controlling Purpose:**

The study of abnormal behavior in our increasingly complex world is necessary for each individual. Abnormal Psychology offers a view of the background of maladaptive behavior; patterns of abnormal behavior and causes; and a better understanding of abnormal behavior in the world around us. Such understanding will encourage in the student a greater compassion for the emotionally and psychologically impaired. This is especially important for those individuals majoring in psychology or preparing to work in the service sector.

**Learner Outcomes:**

Upon completion of this course, students will begin to develop an understanding of the effects of normal/abnormal behavior in everyday life. They will also begin to develop the ability to recognize normal/abnormal behavior in everyday life, develop skill in evaluation of popular theories of abnormal psychology; perspective background of abnormal behavior; pattern/cause of abnormal behavior; and the treatment of abnormal behavior. Finally, the student will learn to research psychological literature and evaluate sources of information.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.
- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

<b>UNIT 1: PERSONAL MANAGEMENT SKILL</b>						
Outcomes: Upon Completion of this unit, students will be able to successfully...						
A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Attends class on a regular and timely basis.
						Written work displays material discussed in class in a clear, concise manner with few grammatical errors.
						Oral participation in class reflects clear, concise, thought out views.
						Completion of assignment is on or before due date.
						Interpersonal skills reflect the ability to work with large and small groups to reach a common goal.
						The implications of abnormal psychology to personal lives and careers are realized, as well as the individual contributions to community and society through service learning.

## UNIT 2: HISTORICAL BACKGROUND

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						List various aspects of the relationship between genetics and psychopathology..
						Describe and analyze the multiples perspectives and definitions of abnormal behavior.
						List and describe the common myths concerning abnormal behavior and the facts that refute them.
						Be able to differentiate between various biogenic and psychodynamic views of abnormal psychology.
						Describe changes that occurred in the treatment of abnormal behavior from Greece to the present.

## UNIT 3: MODELS OF ABNORMAL BEHAVIOR

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Define various aspects of the relationship between genetics and psychology.
						Identify the strengths and weaknesses of psychodynamic models.
						Define the basic characteristics and concepts of the behavioral models.
						Identify the elements of and differences between classical and operant conditioning principles.
						Identify and describe the primary concepts of the family systems model.
						Identify the strengths and weaknesses of the behavioral and family systems model.

#### UNIT 4: ASSESSMENT AND CLASSIFICATION

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe the historical development of classification and assessment schemes.
						Describe the development and features of the DSM-IV.
						Identify the primary objections to classification schemes including the issue of gender bias.
						Describe the various assessment procedures including personality tests and intelligence tests, including the strengths and weaknesses of both types.
						Identify and discuss the ethical issues associated with assessment.

#### UNIT 5: THE SCIENTIFIC METHODS/ETHICAL ISSUES

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify the major components of experiments and their purpose.
						List and describe the various types of studies; their characteristics and limitations.
						Identify and describe the ethical issues involved in conducting research and APA's ethical guidelines.

#### UNIT 6: ANXIETY DISORDERS

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify and describe the anxiety disorders.
						Identify causes and treatments for anxiety disorders including drug therapy, cognitive and behavioral therapy, and group or family therapy.
						Identify ways in which anxiety disorders are manifested in modern society.

## UNIT 7: DISSOCIATIVE AND SOMATOFORM DISORDERS

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify and describe the basic characteristics of dissociative disorders.
						Identify causes and treatment options for dissociative disorders from different theories.
						Identify possible causes and treatments for somatoform disorders.

## UNIT 8: MOOD DISORDERS

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify and describe the mood disorders and be able to distinguish them from normal mood changes.
						Describe and identify the cognitive, behavioral, and physiological symptoms of mood disorders.
						Differentiate among major depressive disorder, dysthymia, bipolar disorders, and cyclothymia.
						Compare and contrast theories of depression and treatments for depression.

## UNIT 9: SUICIDE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe the sociocultural, psychological and biological factors associated with suicide.
						Discuss the research associated with suicide among various groups.
						Discuss the moral, ethical, and legal implications of the right to die.

**UNIT 10: EATING DISORDERS**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify and describe disorders of eating including anorexia and bulimia.
						Identify causes including cultural causes; of eating disorders.
						Identify generally accepted treatments for anorexia and bulimia.

**UNIT 11: SUBSTANCE RELATED DISORDERS**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify and describe the scope of addictive disorders and their incident.
						Identify and describe biological, social, psychological and long/short term effects of substance abuse.
						Evaluate the various treatment programs and their guiding principles; assess effectiveness.

**UNIT 12: STRESS AND GENDER IDENTITY DISORDER**

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify and describe gender identity disorders, their etiology and treatment.
						Describe and discuss the various sexual disorders and dysfunctions.
						Identify and describe the phases of sexual response in relation to sexual desire disorders in men and women.
						Identify the role of pornography in sex crimes, understand the victim and abuser behavioral responses.

### UNIT 13: SCHIZOPHRENIA

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify and describe the symptoms used to define and diagnose schizophrenia including the thought disturbances and communication problems that characterize the disorder.
						Identify the different types of schizophrenia and their symptoms.
						Identify and discuss positive and negative symptoms of schizophrenia.
						Identify the phases of this disorder, treatments, and possible causes.

### UNIT 14: DISORDERS OF CHILDHOOD AND ADOLESCENCE

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe major disorders in childhood and adolescence including childhood anxiety, childhood depression, disruptive disorders, and attention-deficit disorders with and without hyperactivity.
						Identify characteristics of long-term childhood disorders such as autism and mental retardation.
						Identify treatment options for families.

## UNIT 15: DISORDERS OF AGING AND COGNITION

Outcomes: Upon Completion of this unit, students will be able to successfully...

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Identify and describe disorders in later life, including depression and anxiety and how they are culturally related.
						Understand the incidence of substance abuse disorders and suicide in later life.
						Identify and compare delirium and dementia; know the characteristics of each.
						Identify issues in today's society that affect the mental health of the elderly.

### **Textbook:**

Contact Bookstore for current textbook.

### **Materials/Equipment Required:**

None

### **Attendance Policy:**

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

### **Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

### **Maximum class size:**

Based on classroom occupancy

### **Course Time Frame:**

The U.S. Department of Education, Higher Learning Commission, and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching, and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.



**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class which requires accommodations, contact the Disability Services Coordinator.