



EFFECTIVE: JANUARY 2002
CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL** Date: **OCTOBER 2001**
B: Department/ **PSYCHOLOGY** New Revision
 Program Area: **HUMANITIES & SOCIAL SCIENCES** Course
 If Revision, Section(s) **M,P,Q,R**
 Revised:
 Date Last Revised: **OCTOBER 1993**

C: PSYC 341 D: ABNORMAL PSYCHOLOGY E: 3

| Subject & Course No. | Descriptive Title | Semester Credits | | | | | | | | | | | | |
|---|--|------------------------------------|---|------------|--|--|--------------------------|-----------------------------|--|--|-------------------------------------|--------------------------|------------------------------------|---|
| F: Calendar Description: Students are introduced to basic issues in the study of abnormal psychology and to a selection of mental disorders. Topics include the history of psycho-pathology, paradigms, classification, assessment, research methods, theories of etiology, and approaches to treatment. | | | | | | | | | | | | | | |
| G: Allocation of Contact Hours to Types of Instruction/Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: <p style="text-align: right;">Lecture</p> Number of Contact Hours: (per week / semester for each descriptor) Lecture: 4 hrs. per week / semester Number of Weeks per Semester: 14 | H: Course Prerequisites: PSYC 200 | | | | | | | | | | | | | |
| | I: Course Corequisites: NONE | | | | | | | | | | | | | |
| | J: Course for which this Course is a Prerequisite: NONE | | | | | | | | | | | | | |
| | K: Maximum Class Size: 35 | | | | | | | | | | | | | |
| L: PLEASE INDICATE: | | | | | | | | | | | | | | |
| <table style="width: 100%; border: none;"> <tr> <td style="width: 15%;"><input type="checkbox"/></td> <td style="width: 45%;">Non-Credit</td> <td style="width: 15%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> <td></td> <td></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> <td>Requested <input type="checkbox"/></td> <td>Granted <input checked="" type="checkbox"/></td> </tr> </table> | | | <input type="checkbox"/> | Non-Credit | | | <input type="checkbox"/> | College Credit Non-Transfer | | | <input checked="" type="checkbox"/> | College Credit Transfer: | Requested <input type="checkbox"/> | Granted <input checked="" type="checkbox"/> |
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| SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca) | | | | | | | | | | | | | | |

M: Course Objectives/Learning Outcomes

At the conclusion of the course the student will be able to:

1. Define abnormality.
2. Describe the perceived causes and treatments of abnormal behaviour prior to the twentieth century.
3. Describe the biological, psychoanalytic, behavioral, cognitive, and diathesis-stress paradigms of psychopathology.
4. Describe the therapies associated with each paradigm.
5. Evaluate each paradigm with regard to its strengths and weaknesses.
6. Describe the DSM-IV system of classifying mental disorders, the reason for using a classification system, and the reliability of psychiatric diagnosis.
7. Describe clinical assessment techniques including unstructured and structured interviews, psychological inventories, projective tests, intelligence tests, neuropsychological assessments, psychophysiological assessments, behavioural assessments, and brain imaging techniques.
8. Evaluate each assessment technique in terms of its reliability and validity.
9. Describe the case study, correlational, and experimental methods of scientific investigation.
10. Evaluate each method of investigation with regard to its strengths and weaknesses.
11. Describe the symptoms and associated features of anxiety disorders, somatoform disorders, dissociative disorders, mood disorders, personality disorders, substance use disorders, sexual disorders, schizophrenia, and childhood disorders.
12. Describe and evaluate the theories of etiology for each disorder.
13. Describe and evaluate the psychological and biological therapies for each disorder.
14. Describe and discuss issues relating to civil commitment and criminal responsibility.
15. Describe and discuss ethical dilemmas in therapy and research.

N: Course Content

1. Historical and Scientific Considerations
The nature of abnormality
The mental health professions
History of psychopathology
2. Current Paradigms in Psychopathology and Treatment
Biological paradigm
Psychoanalytic paradigm
Learning paradigm
Cognitive paradigm
Consequences of adopting paradigm

Course Content Cont'd.

3. Classification and Diagnosis
Diagnostic system of the American Psychiatric Association
Issues in classification
Criticisms of diagnosis

4. Clinical Assessment Procedures
Reliability and validity
Biological assessment
Psychological assessment
Cultural diversity and assessment

5. Research Methods in the Study of Abnormal Psychology
Science and scientific methods
Research methods of abnormal psychology

6. Anxiety Disorders
Description
Theories of etiology
Therapies

7. Somatoform and Dissociative Disorders
Description
Theories of etiology
Therapies

8. Mood Disorders
Descriptions
Theories of etiology
Therapies

9. Personality Disorders
Description
Theories of etiology
Therapies

10. Substance Use Disorders (Focus on Alcohol)
Description
Theories of etiology
Therapies

11. Sexual Disorders
Description
Theories of etiology
Therapies

12. Schizophrenia and Other Psychotic Disorders
Description
Theories of etiology
Therapies

13. Childhood Disorders
Description
Theories of etiology
Therapies

Course Content Cont'd.

- 14. Legal and Ethical Issues
 - Civil commitment
 - Criminal responsibility
 - Ethical issues

O: Methods of Instruction

This course will employ a number of instructional methods to accomplish its objectives which will include some of the following:

- 1. Lectures
- 2. Seminar presentations
- 3. Audio-visual materials
- 4. Small group discussion
- 5. Research papers
- 6. Volunteer projects

P: Textbooks and Materials to be Purchased by Students

A textbook such as one of the following:

Barlow, D. & Durand, V. (1999). Abnormal Psychology (2nd Ed.). Belmont, CA, Wadsworth.

Davison, G. & Neale, J. (2000). Abnormal Psychology (8th Ed.). New York, NY, Wiley.

Text will be updated periodically.

Q: Means of Assessment

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on the course objectives. The instructor will present a written course outline with specific evaluation criteria at the beginning of the semester. Evaluation will be based on some of the following:

- 1. Multiple choice tests
- 2. Written answer tests
- 3. Final exam
- 4. Oral presentation
- 5. Research project/term paper
- 6. Volunteer project

An example of one evaluation scheme:

| | |
|-------------------|------------|
| 4 tests | 40% |
| Mid term exam | 15% |
| Term paper | 15% |
| Oral presentation | 10% |
| Final exam | <u>20%</u> |
| | 100% |

Subject and Course Number

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No. Given that this course involves theoretical and empirical analyses of abnormal psychology, it is unlikely to be open for PLAR except as a credit transfer from another institution.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar