

Cerro Coso College
Course Outline of Record Report
10/07/2021

PSYCC241 : Abnormal Psychology

General Information

Author:	-
Course Code (CB01) :	PSYCC241
Course Title (CB02) :	Abnormal Psychology
Department:	Social Science
Proposal Start:	Fall 2013
TOP Code (CB03) :	(2001.00) Psychology, General
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000198893
Curriculum Committee Approval Date:	02/07/2014
Board of Trustees Approval Date:	03/06/2014
External Review Approval Date:	07/16/2014
Course Description:	This course introduces the scientific study of psychopathology and atypical behaviors, broadly defined. Students investigate abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural approaches. An integrative survey of theory and research in abnormal behavior, and intervention and prevention strategies for psychological disorders are also introduced
Submission Type:	New Course
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Psychology
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08) Course is not a basic skills course.	Course Special Class Status (CB13) Course is not a special class.	Grade Options <ul style="list-style-type: none">• Letter Grade Methods• Pass/No Pass
<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	Course Prior To College Level (CB21) Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

 Allow Students To Audit Course**Course Support Course Status (CB26)**

No value

Associated Programs Course is part of a program (CB24)**Associated Program****Award Type****Active**

CC Human Services

A.S. Degree Major

Summer 2018

CC Human Services Worker COA

Certificate of Achievement

Summer 2018

CC Liberal Arts: Social & Behavioral Sciences

A.A. Degree Major

Summer 2018 to Fall 2020

CC Psychology for Transfer

A.A. Degree for Transfer

Spring 2018

CSU General Education (CSU GE Breadth)

Certificate of Achievement

Fall 2020

Intersegmental General Education Transfer
Curriculum Certificate of Achievement

Certificate of Achievement

Fall 2020

Liberal Arts: Social & Behavioral Sciences
Associate in Arts Degree

A.A. Degree Major

Fall 2020

CSU General Education (CSU GE Breadth) (In
Development)

Certificate of Achievement

Fall 2021

Intersegmental General Education Transfer
Curriculum Certificate of Achievement (In
Development)

Certificate of Achievement

Fall 2021

Liberal Arts: Social & Behavioral Sciences
Associate in Arts Degree (In Development)

A.A. Degree Major

Spring 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Cerro Coso General Education Requirements

Area 2.1

Categories

Social &
Behavioral
Sciences Social

Status

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

CSU General Education Certification

Area D.9

Categories

Social Sciences
Psychology

Status

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

Intersegmental General Education Transfer Curriculum

Area 4.I

Categories

Social and
Behavioral
Sciences
Psychology

Status

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

Units and Hours:

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Faculty Load

0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

 Variable Credit Course**Funding Agency Category (CB23)**

Not Applicable.

 Cooperative Work Experience Education Status (CB10)**Weekly Student Hours**

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours**Course Duration (Weeks)** 18**Hours per unit divisor** 0**Course In-Class (Contact) Hours**

Lecture 0

Laboratory 0

Activity 0

Total 54**Course Out-of-Class Hours**

Lecture 0

Laboratory 0

Activity 0

Total 108**Time Commitment Notes for Students**

No value

Faculty Load**Extra Duties:** 0**Faculty Load:** 0**Units and Hours: - Weekly Specialty Hours**

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories**Prerequisite**

ENGLC070 - Introductory Composition

Students are expected to read and comprehend college-level texts explaining complex psychological research. In addition, they must critically analyze advanced scholarly articles for written assignments. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. ENGL C70 level ensures students have the skills necessary for

success in these assignments.

AND

Prerequisite

PSYCC101 - General Psychology

PSYC C241 requires knowledge and understanding of basic psychological topics (i.e. biological influence, sensation/perception, consciousness, memory, learning, cognition, intelligence, motivation, emotion, development, gender and sexuality, sociocultural factors, and personality) that are taught in PSYC C101. These concepts and principles form a foundation to view and understand atypical behaviors and methods of intervention.

Entrance Skills

Entrance Skills

Description

No value

No value

Limitations on Enrollment

Limitations on Enrollment

Description

No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Other

Rationale

Other Methods: Web based interactive activities.

Methods of Instruction

Guest Lecturers

Rationale

No value

Methods of Instruction

Lecture

Rationale

No value

Methods of Instruction

Library

Rationale

No value

Methods of Instruction	Presentations (by students)
Rationale	No value
Methods of Instruction	Written work
Rationale	No value
Methods of Instruction	Audiovisual
Rationale	No value
Methods of Instruction	Case Study
Rationale	No value
Methods of Instruction	Demonstration
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Assignments	
<p>1. Reading assignments Read assigned chapter and be prepared to discuss treatment methods from two perspectives. What are the advantages and disadvantages of each method and when would each method be a better alternative.</p> <p>2. Research papers on a assigned topic Research a specific disorder, its historical and sociocultural implications. What are the various theoretical perspectives on etiology and implications for treatment?</p> <p>3. Interview a mental health professional. Develop 10 to 15 questions regarding their educational background, professional responsibilities and their professional challenges and job satisfaction. Write a 2 page summary of your interview with a reflection of your personal learning.</p>	
Methods of Evaluation	Rationale
Tests	<p>A. Oral and written quizzes and objective tests on vocabulary and concepts within sub-divisions of material.</p> <p>Example: Which of the following is not one of the three clusters of Personality Disorders in the DSM V?</p> <p>A. odd or eccentric disorders B. dramatic, emotional, or erratic disorders C. anxious or fearful disorders D. mood and depressive disorders</p>
Participation	<p>C. Student presentation of course content</p> <p>Example: As a team member, prepare a unit of instruction on one psychological disorder, in the form of a case study, including assessment and treatment planning.</p>
Analysis of Primary Sources	<p>B. Write analytical case study, synthesizing assessment material diagnosis.</p> <p>Example: Jane is a 75 year old white female brought in by her 60 year old husband, Robert, because she is having problems with mood and memory. She appears agitated and says there is nothing wrong with her that a divorce would not fix, as she digs through her purse searching for her car keys. Robert reminds her that he has the car keys and drove them to the appointment and tells her that this is one more example of how troubled she is. Jane sits down and hangs her head,</p>

her eyes welling up with tears. You notice that she has some bruises on her arms and Robert explains that she also has had some problems with physical coordination. In the course of the interview, you learn that Jane and Robert have been married for 10 months, and that she has significant wealth.
 Generate a list of assessment and ethical questions and concerns you have about the case. Describe how you will approach getting the information you need, analyze the cumulative information and suggest possible diagnoses and further assessment needs. Describe your ethical concerns and how you would approach resolving them.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
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	Whitbourne, S.K & Halgin, R.P. (2013) Abnormal Psychology with DSM 5 Update, 7th ed., McGraw Hill			
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Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

No value

CSLOs

Define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.
 Expected SLO Performance: 70.0

Social Science
 Psychology AA Degree for
 Transfer

2. The student will be able to compare and contrast the major theoretical perspectives in psychology. Assessment:Examination through the use of multiple choice and short answer.

1. The student will be able to apply psychological principles to the development of interpersonal, social, and occupational skills. Assessment:Examination through the use of multiple choice and short answer.

Social Science
 Liberal Arts: Social &
 Behavioral Sciences AA Degree

Identify and analyze theories explaining the individual, social, historical, economic, or political activities of humans.

Compare and contrast the various theoretical perspectives on etiology and implications for treatment of various psychological disorders.
 Expected SLO Performance: 70.0

Social Science
PLOs for CSU GE COA

Describe the method of inquiry used by the social and behavioral sciences.

Social Science
Psychology AA Degree
for Transfer

2. The student will be able to compare and contrast the major theoretical perspectives in psychology. Assessment: Examination through the use of multiple choice and short answer.

Social Science
IGETC PLOs

Describe the method of inquiry used by the social and behavioral sciences.

Summarize the major disorder classifications and give concrete examples using appropriate diagnostic terminology (i.e., Diagnostic and Statistical Manual [DSM]). Expected SLO Performance: 70.0

Social Science
Psychology AA
Degree for Transfer

1. The student will be able to apply psychological principles to the development of interpersonal, social, and occupational skills. Assessment: Examination through the use of multiple choice and short answer.

2. The student will be able to compare and contrast the major theoretical perspectives in psychology. Assessment: Examination through the use of multiple choice and short answer.

Explain specific research methods and the ethical principles for the study and treatment of psychopathology Expected SLO Performance: 70.0

Social Science
Liberal Arts: Social & Behavioral
Sciences AA Degree

Identify and apply the Scientific Method used by social scientists to study human behavior.

Social Science
Psychology AA Degree for
Transfer

3. The student will be able to evaluate psychological data and apply the scientific method to psychological theory. Assessment: The student will complete a research project scored by a rubric.

Outline

Course Outline

- A) Psychopathology and Mental Disorders: Historical; Cultural; Social; Scientific; and Ethical Considerations
- B) Research Methodology in Psychopathology
 - 1) Descriptive; epidemiological; experimental and single-subject research designs
 - 2) Ethical Issues and considerations
- C) Issues in classification and diagnosis
 - 1) DSM-V (or current edition)
 - 2) Cultural and Gender Expectations
 - 3) APA Code of Ethics
- D) Introduction to Clinical Assessment Procedures
 - 1) Overview Components of Assessment
 - 2) Presenting problems and history of complaint
 - 3) Thought and Mood Components
 - 4) Behavioral Components
 - 5) Social/Cultural Components
 - 6) Wellness/Strengths Components
 - 7) Assessment Interviews and Tools
 - 8) Safety; Crime and Reporting Issues
- E) Theories and Paradigms in Psychopathology
 - 1) Biological paradigm
 - 2) Psychodynamic paradigm
 - 3) Humanistic and existential paradigm
 - 4) Behavioral/learning paradigm
 - 5) Cognitive paradigm
- F) Psychological Disorders (characteristics; etiology; and treatment):
 - 1) Anxiety disorders
 - 2) Somatoform and Dissociative Disorders

- 3) Mood Disorders
- 4) Schizophrenia
- 5) Substance-related Disorders
- 6) Personality Disorders
- 7) Sexual Dysfunctions and Gender Identity Disorders
- 8) Disorders of Childhood and Adolescence
- 9) Cognitive Disorders (acquired brain injury; dementias; medical conditions; and medication)
- 10) Eating Disorders

G) Outcomes and Issues of Psychological Intervention

Delivery Methods and Distance Education

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

Face 2 Face
 Online
 Hybrid
 Interactive

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section?

No Value

Effective Student-Instructor Contact: Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Moodle Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV -Interactive Video -Other (specify)

forums
 message
 chat
 email
 face2face
 discussion
 proctored
 phone

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

itv
LMS
publisher

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

No Value