



PSYC 213 - Abnormal Psychology

1. Discipline

PSYC Psychology

2. Catalog Description

No Prerequisite. Recommended Preparation: ENGL 101 or ENGL 101H. 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. C-ID: PSY 120. CSU, UC.

3. Schedule Description

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4. Title 5 Category

- Distance Ed
- AA-T, AS-T (ADT)

CB22 Non-Credit Category

Y - Not Applicable, Credit course

5. Certificate and Degree Applicable

Applied Developmental Psychology Certificate - Certificate of Achievement (Active)

California State University (CSU) General Education (GE) Requirements - Certificate of Achievement (Active)

Intersegmental General Education Transfer Curriculum (IGETC) - Certificate of Achievement (Active)

Liberal Arts: Social/Behavioral Science Emphasis (18596) - AA Associate of Arts (Active)

Psychology - Associate of Arts for Transfer (AA-T, ADT) (Active)

VVC General Education Graduation Requirements - AA Associate of Arts (Active)

6. Number of Units (Zero Units for non-credit courses)

3.00

7. Contact Hours per term

| Hour Type | Units | Contact Hours (Total Semester Hours - Min) | Contact Hours (Total Semester Hours - Max) | Minimum Outside-Of-Class Hours | Minimum Outside-Of-Class Hours |
|------------------|-------|--|--|--------------------------------|--------------------------------|
| Lecture Hours | 3.0 | 48.0 | 54.0 | 96.0 | 144.0 |
| Lab Hours | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Field Work Hours | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Total | 3.0 | 48.0 | 54.0 | 96.0 | 144.0 |

9. TOP Code

2001.00 - Psychology, General

10. Special Topics

No

11. Grading

Letter Grade Only (For Credit Courses Only)

12. Repeatability

This course is repeatable No

0X - No Repeats Allowed

Taken again only with a grade of "D" or lower

14. Requisites

Recommended Prep ENGL 101 or
Recommended Prep ENGL 101H

15. Instructional Objectives

1. Define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.

Requires Critical Thinking No

2. Compare and contrast the various theoretical perspectives on etiology and implications for treatment of various psychological disorders.

Requires Critical Thinking Yes

3. Summarize the major disorder classifications and give concrete examples using appropriate diagnostic terminology (i.e., DSM).

Requires Critical Thinking Yes

4. Explain specific research methods and the ethical principles for the study and treatment of psychopathology.

Requires Critical Thinking Yes

16. Student Learning Outcomes

1. **Identify and differentiate disordered and symptomatic behaviors versus healthy and adaptive behaviors.**

- **Creative, Critical and Analytical Thinking:** Apply procedures for sound reasoning in the exercise of judgment and decision making; demonstrate intellectual curiosity, academic integrity, and a respect for learning; solve problems through analysis, synthesis, evaluation and creativity; identify, evaluate and appropriate use of multiple sources of information. Utilize the principle of charity, by which alternative viewpoints and diverse voices and are represented accurately and considered fairly.
- **Health and Human Flourishing:** Synthesize educational aims into a holistic approach to the many facets of human flourishing; apply principles of physical, psychological and emotional health and fitness; demonstrate scholarly skills that support intellectual virtues for life-long learning; embrace concepts of fiscal responsibility; and define goals that extend beyond oneself.

2. **Recognize the biopsychosocial factors which predispose individuals toward mental health disorders.**

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integrity, and a respect for learning; solve problems through analysis, synthesis, evaluation and creativity; identify, evaluate and appropriate use of multiple sources of information. Utilize the principle of charity, by which alternative viewpoints and diverse voices and are represented accurately and considered fairly.

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3. **Describe the multidisciplinary approaches and theoretical techniques employed in the treatment of mental health disorders.**

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17. Course Content

Psychopathology and mental disorders: Historical, cultural, social, scientific, and ethical considerations

Issues in classification and diagnosis

1. DSM-5 (or current edition)
2. Cultural sensitivity

Introduction to clinical assessment procedures

Research methodology in psychopathology

1. Descriptive research
2. Epidemiological research
3. Experimental designs
4. Single-subject designs

Theories and paradigms in psychopathology

1. Biological
2. Psychodynamic
3. Humanistic and existential
4. Behavioral/learning
5. Cognitive

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 issues
8. Disorders of childhood and adolescence
9. Eating disorders

19. Assignments

1. **Required Reading Assignment**

Sample

Read the chapters and readings as assigned in the course syllabus. Review the questions at the end of each chapter to prepare for examinations.

2. **Required Writing or Performance Assignment**

Sample

Submit a 5–6-page research paper exploring an in-depth study of one subject covered in the course. You may select topics relevant to the course objectives and/or the textbook chapters. Your paper must relate to one or more DSM diagnoses. Please be very specific in your topic (i.e. “suicide rates in depressed adults” vs. “depression”). Papers will have a minimum of 5 references (at least 3 or more of these must be scholarly journal articles).

3. **Required Out of Class Assignment**

Sample

Analyze case studies, using video resources and the current DSM definitions.

20. Methods of Instruction

- Web Enhanced-full classroom w/online components
- Lecture
- Distance Education
- Correspondence Education (JEI, Mail, Radio, Newspaper)

Other No

21. Methods of Evaluation

Methods of Evaluation

- Exams/Tests/Quizzes

- Research Projects
- Written Assignments
- Oral Presentation
- Projects
- Group Projects
- Class Participation
- Class Work
- Home Work

Other No

22. Text and Other Materials

Representative Textbook

1. **Author(s)** Comer, R. J. & Comer, J. S.
Title Fundamentals of Abnormal Psychology (e-book)
Edition 10th
Publisher Macmillan
ISBN-13 9781319424626
Year 2022
This textbook has no equivalent substitution. Yes
2. **Author(s)** Nevid, J. S., Rathus, S. A. & Greene, B. S.
Title Abnormal Psychology in a Changing World (e-book)
Edition 11th
Publisher Pearson
ISBN-13 9780137498987
Year 2021
This textbook has no equivalent substitution. Yes

23. Correspondence Education Addendum

Does (or will) this course have a Correspondence Education component? Yes

Course Prefix PSYC

Course Number 213

Course Name Abnormal Psychology

2. Describe how the Methods of Instruction will be modified and/or replaced in the correspondence course.

- Instructors will have at least one (1) touchpoint with their students for every 10 "in-class" hours as detailed in the Course Outline of Record (COR)
- A "touchpoint" is a dissemination of instructional materials
- For each "touchpoint", instructors will send the Inmate Education Instruction Coordinator instructional materials for dissemination at least one week in advance
- Instructional Materials will include lecture materials to cover course content and assignments/assessments to check for understanding
- The Inmate Education Instruction Coordinator produces printed versions of the instructional materials for distribution
- Instructional materials are distributed to the facilities housing the enrolled student-inmates within one week of receipt from the instructor
- The Inmate Education Instruction Coordinator collects completed coursework for each "touchpoint"
- For courses with only one touchpoint, an acceptable interval between distribution and collection will be determined by the instructor
- The Onsite Program Supervisor distributes and collects work by course section and student inmate
- OTHER:

Regarding "The Inmate Education Instruction Coordinator produces printed versions of the instructional materials for distribution":

Dr. Wes Wilson has indicated to us that student-inmates WILL have access to computers. Therefore, the instructional materials may also be provided in electronic formats on DVDs, CDs, or USB drives.

5. List any special texts, equipment, or supplies needed for this course or sections of this course being offered through correspondence education:

- Correspondence courses in the Inmate Education Program utilize a paper/pencil packet format in lieu of technology
- Instructional materials packets are created by instructors and delivered to and picked up from the Onsite Program Supervisor for each touchpoint in the course
- OTHER:

Students taking PSYC 213 Abnormal Psychology should have access to technology, including computing resources with word processing software. It is common for faculty to require typewritten papers for PSYC 213 Abnormal Psychology.

Technology, including Reprographics (please describe):

All instructors teaching for VVC should have equal access to technology, including Reprographics. Additionally, the Inmate Education Program should provide FREE envelopes, boxes, and postage to instructors so that they can carry out the duties of this position. The Psychology Department recruits and hires instructors who live locally as well as instructors who live outside of the area (more than 2 hours away by car). If an instructor is unable to utilize the resources on the VVC campus because they live too far away, adjustments will have to be made by the Inmate Education Program to enable the instructor to prepare and receive assignment packets. Instructor safety and privacy needs to be secured with access to a mailbox on the VVC campus. Instructors who live outside of the area may need alternatives to protect their safety and privacy.

Student Support Services (please describe):

Students should have access to library resources, counseling, tutoring services, and wellness services if needed.

24. Distance Education

Does (or will) this course have a DE component? Yes

Delivery Method(s) - Check all that apply

FULLY ONLINE (FO) (also known as "100% online") – Instruction involving regular and effective online interaction that takes place synchronously or asynchronously and is supported by online materials and activities delivered through the college's learning management system, and through the use of other required materials. All approved instructional contact hours are delivered through these online interactions. Fully online classes do not require in-person assessments or activities. If synchronous online activities are required, the schedule of classes indicates dates and times.

Yes

PARTIALLY ONLINE (PO) (also known "hybrid") – Instruction involving regular and effective online interaction for -any portion of the approved contact hours that takes place synchronously or asynchronously and is supported by materials and activities delivered in person and online through the college's learning management system, and through the use of other required materials. Any portion of a class that is delivered online must follow a separate approval process. The approved online portion must meet the regular and effective contact regulation. The schedule of classes indicates dates, times and locations of the required in-person components.

Yes

25. Library Resources

The Library has sufficient resources presently available to support this course. Yes

The Library resources are sufficient to offer this course but new materials should be added to improve and update the holdings in this subject area.

No

The Library's resources are not presently adequate to support the teaching of this course. Accordingly, it is recommended that the items listed below be purchased prior to the first offering of this course.

No

26. Dates

Board of Trustees: 06/13/2023

Effective: 08/28/2023

State Approval: 06/26/2023

Last Outline Revision: 05/11/2023

CC Approval: 05/11/2023

Content Review: 05/11/2023

Submitted to State: 06/26/2023

27. Proposed Start Date

Fall 2023

29. Need for Course

Required Title V update. This curriculum content was last reviewed in Spring of 2017.

This revision closely follows the C-ID descriptor that was revised on March 3, 2015. See attachments.

This course includes a Correspondence Education addendum. Relevant attachments included.

30. Attached Files

C-ID Descriptor - PSY 120 Abnormal Psychology.pdf (/Form/Course/_DownloadFile/7817/4415?fileId=1129)

Correspondence Ed PSYC QandA 09.22.22_WW.pdf (/Form/Course/_DownloadFile/7817/4415?fileId=1130)