

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

PSYC 275 – Abnormal Psychology

Prepared By: Bruce A. Kenna

**SCHOOL OF Business and Liberal Arts
Social Sciences Department
March 2015**

- A. **TITLE:** Abnormal Psychology
- B. **COURSE NUMBER:** PSYC 275
- C. **CREDIT HOURS:** (3)
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** (15 weeks)
- F. **SEMESTER(S) OFFERED:** Fall and/or Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
3 lecture hours per week

H. CATALOG DESCRIPTION:

A critical overview of the major mental and emotional disorders, their symptoms, causes, treatments, and classification. This course examines psychological disorders from multiple perspectives, including psychodynamic, humanistic, behavioral, cognitive, existential, family systems, biological, and socio-cultural. Past and current fads, myths, misconceptions, and controversies in mental health practice will be explored.

I. PRE-REQUISITES/CO-REQUISITES:

- a. Pre-requisite(s): PSYC 101 Introductory Psychology or permission of the instructor
- b. Co-requisite(s): none

J. GOALS (STUDENT LEARNING OUTCOMES):

By the end of this course, the student will be able to:

- 1. Should have 6-7 objectives using Bloom's Taxonomy
- 2. If this course outline is also being submitted for GER approval the learning outcomes from the requested GER must also be included in this list
- 3. Each measurable course objective must be mapped to the corresponding Institutional SLO and listed in the designated column.

<i>Course Objective</i>	<i>Institutional SLO</i>
a Students will identify the eight common research methods used in the study of Psychopathology, recognize examples of each, explain their uses and limitations, and use them to analyze research questions and evaluate case examples for critical elements.	1. Communication 2. Crit. Thinking 3. Prof. Competence
b. Identify and evaluate mistaken claims, myths, misconceptions, and misleading statements in media (newspapers, films, TV ads, etc.) as examples of research weaknesses, uncritical bias or logically	2. Crit. Thinking 3. Prof. Competence

unsupported conclusions.	
c. Identify common psychological disorders from case examples and offer explanations of causes and treatments from at least 3 theoretical perspectives	1. Communication 2. Crit. Thinking 3. Prof. Competence
d. Describe at least 4 major theoretical approaches to psychological disorders, including assumptions, inferred causes, and treatments	1. Communication 2. Crit. Thinking 3. Prof. Competence
e. Evaluate the relative strengths and weaknesses of the major theoretical perspectives and identify them from example cases.	2. Crit. Thinking 3. Prof. Competence
f. Describe the common types of assessments and analyze the typical problems and controversies	2. Crit. Thinking 3. Prof. Competence
g. discuss and analyze a particular disorder or controversy in depth and detail using professional sources	1. Communication 2. Crit. Thinking 3. Prof. Competence

K. TEXTS: To be chosen by instructor. Examples below.

Abnormal Psychology: Clinical Perspectives, 6th ed. Halgin & Whitborne, McGraw Hill 2013
Abnormal Psychology, 7th ed. R. Comer, Worth Publishers, 2009

L. REFERENCES:

Case Studies in Abnormal Psychology, E. Gorenstein & R. Comer, Worth Publishers, 2001
Diagnostic and Statistical Manual of Mental Disorders V, American Psychiatric Association, 2013

M. EQUIPMENT: Technology enhanced classroom, video, etc. as determined by instructor.

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

Grading will be based on a choice and mixture of:

- * objective testing
- * short answer essay
- * term paper (8-10 pages in APA style using professional sources),
- * film analysis (analysis of popular films and their portrayals of disorders)
- * class presentation
- * role play

To be determined by the instructor.

P. DETAILED COURSE OUTLINE: (must use the outline format listed below)

I. History of Abnormality

- A. Major periods: Prehistory, Greek and Roman period, Middle Ages, Asylum Movement, Asylum Reform, Medical Treatment and Mistreatment, Development of Psychotherapies
- B. Major Myths, trends and fads current and historical
- C. Defining Abnormality and basic criteria

II. Research Methods

- A. Non-Experimental Methods and their uses: observation, survey, correlation, case study, single-subject designs
- B. Group Experiments and their components
- C. Issues in research - reliability, validity, etc.

III. Diagnosis and Assessment

- A. Purposes of assessment and diagnosis
- B. Trends, myths and biases in diagnoses
- C. Objective testing-IQ tests, MMPI, Beck Depression Inventory, etc.
- D. Projective Testing-Ink blot, Thematic Apperception Test, projective plan, Draw-a-Person Test, etc.
- E. Issues in diagnosis-labeling effects, over-diagnosis, pathologizing, contrast effects, reliability, medicalizing, etc.

IV. Theoretical Models and Approaches

- A. Psychoanalysis and its later developments
 - 1. Freud-structures, dynamics, forces
 - 2. Jung-collective unconscious, persona, shadow
 - 3. Adler-Lifestyle analysis
 - 4. Mahler-object relations
 - 5. Erikson-life crises
 - 6. Applications-goals and techniques
- B. Behavioral/Learning Theories
 - 1. Pavlov, Watson and Classical Conditioning
 - 2. Skinner-operant conditioning
 - 3. Bandura and Seligman-Social Learning Theory
 - 4. Goals, techniques, & applications
- C. Existential and Humanistic Theories
 - 1. L. Binswanger, R. May, R.D. Laing, V. Frankl, I. Yalom
 - 2. C. Rogers, A. Maslow
 - 3. Goals, techniques, and applications
- D. Cognitive Models
 - 1. A. Ellis and A. Beck
 - 2. Goals, techniques and applications
- E. Family Systems Theories
 - 1. Basic principles and assumptions, structural (Minuchin), strategic (Haley), Experiential (Satir)
 - 2. Goals, techniques, and applications
- F. Neurobiological
 - 1. Basic structures of brain, autonomic, and endocrine systems
 - 2. Neurotransmitters and their roles in mood and states
 - 3. Genetics and population genetics, predispositions, temperament

V. Stress and Stress Disorders

- A. Biological aspects of stress
- B. Psychological aspects of stress
- C. Stress and health
- D. Treatments for stress

VI. Anxiety Disorders

- A. Generalized Anxiety Disorder
 - B. Panic Disorder
 - C. Phobic Disorders
 - D. Acute and Post Traumatic Stress Disorders
 - E. Theoretical and Treatment Approaches
- VII. Mood Disorders
- A. Major Depression
 - B. Dysthymic Disorder
 - C. Bipolar Disorders
 - D. Cyclothymic Disorder
 - E. Theoretical and Treatment Approaches
- IIIX. Personality Disorders
- A. Cluster A: Paranoid, Schizoid, Schizotypal
 - B. Cluster B: Antisocial, Histrionic, Narcissistic, Borderline
 - C. Cluster C: Avoidant, Dependent, Obsessive-Compulsive
- IX. Psychotic Disorders
- A. Delusional Disorders:
 - B. Schizophrenias: Paranoid, Catatonic, Disorganized/Hebephrenic
 - C. Schizoaffective Disorders
 - D. Brief Psychotic Disorders: Erotomanic, Persecutory, Grandiose, Jealous, Somatic
 - E. Shared Psychotic Disorder
 - F. Theoretical and Treatment Approaches
- X. Somatoform Disorders
- A. Conversion Disorder
 - B. Body Dysmorphic
 - C. Pain Disorder
 - D. Hypochondriasis
 - E. Theoretical and Treatment Approaches
- XI. Dissociative Disorders
- A. Dissociative Amnesias
 - B. Dissociative Fugue
 - C. Depersonalization Disorder
 - D. Dissociative Identity Disorder
 - E. Theoretical and Treatment Disorder
- XI. Disorders first evident in childhood
- A. Autistic Disorders
 - B. Mental Retardation and Developmental Disorders
 - C. Anxiety Disorders of Childhood
 - D. Eating Disorders
 - E. Learning Disorders
 - F. Theoretical and Treatment Approaches
- XII. Sexual Disorders
- A. Sexual Dysfunctions: desire, arousal, orgasm phases
 - B. Sexual Pain Disorders
 - C. Paraphilias and Fetishes: Exhibitionism, Froterism, Voyeurism, Sadism, Masochism, Transvestitism, Pedophilia

- D. Gender Identity Disorders
- E. Theoretical and Treatment Approaches

XII. Legal Issues in Mental Health

- A. Legal insanity
- B. Ethics and ethical standards
- C. Case examples

Q. LABORATORY OUTLINE: (If the course has a designated laboratory session this **MUST** be completed, follow the format for the detailed course outline listed above)