

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



MASTER SYLLABUS

PSYC 275 – Abnormal Psychology

Prepared By: Edward Boyd

**SCHOOL OF Business and Liberal Arts
Social Sciences Department
Fall 2019**

- A. **TITLE:** Abnormal Psychology
- B. **COURSE NUMBER:** PSYC 275
- C. **CREDIT HOURS:** 3 lecture hour(s) per week for 15 weeks
- D. **WRITING INTENSIVE COURSE:** No
- E. **GER CATEGORY:** None
- F. **SEMESTER(S) OFFERED:** Fall and Spring
- G. **COURSE DESCRIPTION:**
 In this course, students will learn about psychopathology: the scientific study of the inability of people to behave in ways that foster their own well-being and the well-being of the greater society. The course examines psychological disorders – their symptoms, causes, and treatments – from multiple theoretical perspectives. Strengths and weaknesses in psychological assessment, the psychiatric diagnostic system, and mental health practices are explored.
- H. **PRE-REQUISITES/CO-REQUISITES:** PSYC 101 or Permission of instructor
- I. **STUDENT LEARNING OUTCOMES:**
 By the end of this course, students will be able to:

<i>Course Student Learning Outcome [SLO]</i>	<i>PSLO</i>	<i>ISLO</i>
a. Understand the major concepts, principles, and theories of etiology, assessment, and diagnosis within the current body of knowledge in Psychopathology.	1. Knowledge Base in Psychology	5
b. Critically analyze claims, principles, and research within Psychopathology according to accepted scientific standards.	2. Scientific Inquiry and Critical Thinking	2 [IA]
c. Demonstrate effective oral and/or written communication skills which convey understanding of the challenges associated with assessment, diagnosis, and treatment, including the challenges presented by the cultural context in which we exist.	3. Ethical and Social Responsibility in a Diverse World 4. Communication	4 [ER] 1 [O,W]
d. Collaboratively explore designated psychological conditions, their nature, etiology, and treatment protocols.	5. Professional Development	5

KEY	Institutional Student Learning Outcomes [ISLO 1 – 5]
ISLO #	ISLO & Subset
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA], Inquiry & Analysis [IA], Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. APPLIED LEARNING COMPONENT: Yes No

K. TEXTS:

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

N. GRADING METHOD: A-F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

Exams, quizzes, essays, student presentations, writing assignments, and discussion

P. DETAILED COURSE OUTLINE:

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
 - 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
 - B. Sexual Pain Disorders
 - C. Paraphilias
 - D. Gender Identity Disorders
 - E. Theoretical and Treatment Approaches

- XIII. Legal Issues in Mental Health
 - A. Legal insanity
 - B. Ethics and ethical standards
 - C. Case examples

Q. LABORATORY OUTLINE: N/A