



COURSE OUTLINE: PSY0208 - ABNORMAL PSYCHOLOGY

Prepared: Social Sciences Department

Approved: Martha Irwin, Chair, Community Services and Interdisciplinary Studies

Course Code: Title	PSY0208: ABNORMAL PSYCHOLOGY
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Semesters/Terms:	21W
Course Description:	This course is designed to assist students in the CICE Program, with the assistance of a Learning Specialist, in gaining an understanding of the causes, symptoms, and treatment of various behavioral and psychological disorders. Discussions will include societal and community reactions to persons with abnormal behaviour.
Total Credits:	3
Hours/Week:	3
Total Hours:	45
Prerequisites:	PSY099
Corequisites:	There are no co-requisites for this course.
Essential Employability Skills (EES) addressed in this course:	<p>EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>EES 5 Use a variety of thinking skills to anticipate and solve problems.</p> <p>EES 6 Locate, select, organize, and document information using appropriate technology and information systems.</p> <p>EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>EES 10 Manage the use of time and other resources to complete projects.</p> <p>EES 11 Take responsibility for ones own actions, decisions, and consequences.</p>
General Education Themes:	Social and Cultural Understanding
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.
Books and Required Resources:	Essentials of Abnormal Psychology in a Changing World by Nevid, Greene, Johnson and Taylor

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

Publisher: Pearson/Prentice Hall Publishing Company Edition: 4th Canadian
ISBN: 9780134048703

Additional audio-visual material may be used in conjunction with the above text. Students will be tested on text, lecture and all other materials used

Course Outcomes and Learning Objectives:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes:

Course Outcome 1	Learning Objectives for Course Outcome 1
1. Be able to discuss what is meant by abnormal behaviour and how historical and cultural perspectives influence what is and is not abnormal behaviour.	1.1 Describe the various historical and contemporary criteria used to define abnormal behaviour 1.2 Review and discuss the historical demonological approach to abnormal behaviour during the ancient and medieval periods and how treatment centres developed from asylums to current mental health care. 1.3 Review and discuss the various assessment methods used to classify abnormal behaviour, i.e. DSM V, clinical interview, IQ tests, personality tests, behavioural assessment, cognitive and neurophysiological assessment
Course Outcome 2	Learning Objectives for Course Outcome 2
2. Describe what stress is and its impact on humans both psychologically and physically.	2.1 Define stress and review stress in relation to significant life transitions 2.2 Describe the characteristics of adjustment disorders and related causal factors 2.3 Examine and explain the significant relationships of stress and disease and methods for coping 2.4 Explain the significance of personality types, socio-economic, socio-cultural, and ethnic factors as they relate to health and illness
Course Outcome 3	Learning Objectives for Course Outcome 3
3. Define and describe the various forms of anxiety disorders and how they can affect human behaviour.	3.1 Define and describe generalized anxiety, panic attacks, phobias and obsessive compulsive disorders 3.2 Describe and explain the factors/symptoms related to post-traumatic stress disorder 3.3 Discuss and evaluate the various treatment perspectives related to anxiety disorders
Course Outcome 4	Learning Objectives for Course Outcome 4
4. Define and discuss the various forms of dissociative and somatoform disorders.	4.1 Compare and contrast dissociative disorders and somatoform disorders 4.2 Discuss the historical and current changes associated in the classification of dissociative disorders such as multiple personality disorder, fugue states, amnesia, and depersonalization 4.3 Describe and discuss the features of conversion disorders, hypochondrias, somatoform disorders, and Munchausen syndrome
Course Outcome 5	Learning Objectives for Course Outcome 5

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

5. Be able to define various types of mood disorders and be able to recognize the major symptoms related to the various mood disorders.	5.1 Define a mood disorder and differentiate between normal and abnormally depressed moods 5.2 Differentiate between the various forms of mood disorders such as major depression, dysthymic, bipolar, cyclothymic disorders, seasonal affective disorder, and postpartum depression 5.3 Discuss genetic and biochemical factors in mood disorders including biological treatment and psychological perspectives in treating depression
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Recognize what personality disorders are and discuss the difficulty and controversies surrounding the diagnosis of such disorders.	6.1 Define personality and personality disorders 6.2 Discuss problems in diagnosing personality disorders 6.3 Review and discuss the major features related to various personality disorders including anti-social, borderline, histrionic, narcissistic, avoidant, obsessive-compulsive personality disorder, schizoid and schizotypal
Course Outcome 7	Learning Objectives for Course Outcome 7
7. List and explain the various types of eating and sleep disorders and discuss the causes and challenges of obesity.	7.1 Define and describe the characteristics and causes of anorexia nervosa, bulimia nervosa, binge-eating, dyssomnias, and parasomnias 7.2 Discuss the treatments for anorexia, bulimia and sleep disorders 7.3 Define and discuss obesity and the ethnic and socioeconomic differences in obesity
Course Outcome 8	Learning Objectives for Course Outcome 8
8. List and describe the major forms of schizophrenia and prognosis for treatment.	8.1 Define and discuss what schizophrenia is, its prevalence, patterns, and general symptoms 8.2 List and describe the various types of schizophrenia including disorganized, catatonic, and paranoid types 8.3 Discuss the theoretical perspectives related to causes and treatment

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Assignments	30%
Tests	70%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date: January 14, 2021

Addendum: Please refer to the course outline addendum on the Learning Management System for further

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554

information.

In response to public health requirements pertaining to the COVID19 pandemic, course delivery and assessment traditionally delivered in-class, may occur remotely either in whole or in part in the 2020-2021 academic year.



SAULT COLLEGE | 443 NORTHERN AVENUE | SAULT STE. MARIE, ON P6B 4J3, CANADA | 705-759-2554