
Course Name

Code No.

I. COURSE DESCRIPTION: This course is designed to assist students in gaining an understanding of the causes, symptoms, and treatment of various behavioural and mental disorders. Discussions will include societal and community reactions to persons with abnormal behaviour.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

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.

Potential Elements of the Performance:

- Describe the various historical and contemporary criteria used to define abnormal behaviour
- Review and discuss the historical demonological approach to abnormal behaviour during the ancient and medieval periods and how treatment centres developed from asylums to mental hospitals.
- Review and discuss the various assessment methods used to classify abnormal behaviour, i.e. DSM IV, clinical interview, IQ tests, personality tests, behavioural assessment, cognitive and neurophysiological assessment

2. Describe what stress is and its impact on humans both psychologically and physically.

Potential Elements of the Performance:

- Define stress and review stress in relation to significant life transitions
- Describe the characteristics of adjustment disorders and related causal factors
- Examine and explain the significant relationships of stress and disease and methods for coping
- Explain the significance of personality types, socio-economic, socio-cultural, and ethnic factors as they relate to health and illness
- Discuss why the topic of AIDS is included in an abnormal psychology textbook

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3. Define and describe the various forms of anxiety disorders and how they can affect human behaviour.

Potential Elements of the Performance:

- Define and describe generalized anxiety, panic attacks, phobias and obsessive compulsive disorders
- Describe and explain the factors/symptoms related to post-traumatic stress disorder
- Discuss and evaluate the various treatment perspectives related to anxiety disorders

4. Define and discuss the various forms of dissociative and somatoform disorders.

Potential Elements of the Performance:

- Compare and contrast dissociative disorders and somatoform disorders
- Discuss the historical and current changes associated in the classification of dissociative disorders such as multiple personality disorder, fugue states, amnesia, and depersonalization
- Describe and discuss the features of conversion disorders, hypochondrias, somatoform disorders, and Munchausen syndrome

5. Be able to define various types of mood disorders and be able to recognize the major symptoms related to the various mood disorders.

Potential Elements of the Performance:

- Define a mood disorder and differentiate between normal and abnormally depressed moods
- Differentiate between the various forms of mood disorders such as major depression, dysthymic, bipolar, cyclothymic disorders, seasonal affective disorder, and postpartum depression
- Differentiate between reactive and endogenous depression
- Discuss genetic and biochemical factors in mood disorders including biological treatment and psychological perspectives in treating depression

6. Recognize what personality disorders are and discuss the difficulty and controversies surrounding the diagnosis of such disorders.

Potential Elements of the Performance:

- Define personality and personality disorders

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- Discuss problems in diagnosing personality disorders
 - 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
7. List and explain the various types of gender identity disorders and paraphilias.

Potential Elements of the Performance:

- Describe the socio-cultural factors as to what constitutes normal versus abnormal sexual behaviours
 - Discuss the various theories concerning sexual orientation including homosexuality and gender identity disorder
 - Define and discuss rape, the prevalence and incidence of rape, causes of rape, who the rapists are, types of rapists, treatment for victims, treatment for rapists
 - Define and describe the characteristics of various paraphilias, such as exhibitionism, fetishism, transvestic fetishism, voyeurism, frotteurism, pedophilia, sexual masochism, and sexual sadism
8. List and describe the major forms of schizophrenia and prognosis for treatment.

Potential Elements of the Performance:

- Define and discuss what schizophrenia is, its prevalence, patterns, and general symptoms
- List and describe the various types of schizophrenia including disorganized, catatonic, and paranoid types
- Discuss the theoretical perspectives related to causes and treatment

III. TOPICS:

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|----------------|--|
| Weeks
1 – 3 | Read Chapter 1 and make notes (pp. 4 – 36) <ul style="list-style-type: none">• What is abnormal behaviour?Cultural bases of abnormal behaviourHistorical perspectivesContemporary concepts of abnormal behaviourCriteria for defining abnormal behaviour |
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Read Chapter 2 and make notes

- Classification and Assessment of Abnormal Behaviour
Overview of methods of assessing abnormal behaviour
DSM IV (overview)

Week 4 Test #1 on Chapters 1 & 2

Weeks 5 & 6 Read Chapter 4 and make notes

- Stress, psychological Factors, and health
Adjustment disorders
Health and illness
Psychological factors and disorders

Read Chapter 5 and make notes

- Anxiety disorders
Generalized anxiety, panic, phobias, obsessive-compulsive disorder
Post-traumatic disorder
Interpreting and treating anxiety disorders

Week 7 Test #2 on Chapters 4 & 5

Weeks 8 & 9 Read Chapter 6 and make notes

- Overview of dissociative disorders, i.e. multiple personality, fugue state, depersonalization, amnesia
- Somatoform disorders, i.e. conversion disorder, hypochondrias, somatization disorder

Read Chapter 7 and makes notes

- Mood disorders
Theories of depression
Types and causes, i.e. major depression, SAD, bipolar, cyclothymic, dysthymic disorder
Suicide
Treatment issues

Week 10 Test #3 on Chapters 6 and 7

Weeks 11 & 12 Read Chapter 8 and make notes

- Personality disorders
Borderline personality disorder
Antisocial personality disorder
Anxious and fearful behaviours

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Read Chapter 11 and make notes

- Sexual behaviour and disorders
 - Changing view of sexual behaviour
 - Sexual dysfunction
 - Gender identity disorder
 - Paraphilias

Week 13 Test #4 on Chapters 8 & 11

Week 14 Read Chapter 12 and make notes

- Schizophrenic disorders and other psychotic disorders
 - Types of schizophrenia
 - Therapeutic approaches

Week 15 Test #5 on Chapter 12

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. Abnormal Psychology in a Changing World (2000) 4th edition by Nevid, Rathus, and Greene. Prentice Hall Publishing Company
2. Additional audio-visual material will be used in conjunction with the above text. Students will be tested not only on text and lecture material but also on any audio-visual material.

V. EVALUATION PROCESS/GRADING SYSTEM:

1. Five (5) multiple choice tests x 15% = 75%
2. Five (5) quizzes x 2% = 10%
3. Presentation x 15% = 15% (Handout Week #2)
4. **Total = 100%**

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field	

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U	placement or non-graded subject areas. Unsatisfactory achievement in field placement or non-graded subject areas.
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).
NR	Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

Test-Taking and Attendance Policies:

If a student misses a test due to a verifiable illness or incident, the professor will determine if the student is eligible for an extension for an assignment or re-scheduling of a test. The student is ultimately responsible and obligated to contact the professor by phone, in person, or in writing **prior** to the assigned due date or test time. The touch-tone/24-hour number allows you to immediately notify the professor with your name, message, and phone number.

Upon returning to college (your first day back), the student will **immediately** contact the professor to make arrangements for testing. Phone, or come by the professor's office, or leave a note under his/her office door with a telephone number where you can be reached. **Failure to do so will result in a zero grade.**

Notification policy in brief: **Mutual respect, courtesy, and accountability**

Students are responsible for obtaining any materials missed due to absenteeism.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

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Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

<include any other special notes appropriate to your course>

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the professor. Credit for prior learning will be given upon successful completion of a challenge exam or portfolio.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from Coordinator. Students will be required to provide a transcript and course outline related to the course in question.