

I. COURSE DESCRIPTION:

This course is designed to assist students in gaining an understanding of the causes, symptoms, and treatment of various behavioural and psychological disorders. Discussions will include societal and community reactions to persons demonstrating 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 current mental health care.
- 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
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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
- 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
- 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 eating and sleep disorders and discuss the causes and challenges of obesity.

Potential Elements of the Performance:

- Define and describe the characteristics and causes of anorexia nervosa, bulimia nervosa, binge-eating, dyssomnias, and parasomnias
- Discuss the treatments for anorexia, bulimia and sleep disorders
- Define and discuss obesity and the ethnic and socioeconomic differences in obesity

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. REQUIRED RESOURCES/TEXTS/MATERIALS:

1. essentials of abnormal psychology in a changing world (2009) 2nd Canadian edition by Nevid, Greene, Johnson and Taylor. Pearson/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.

IV. EVALUATION PROCESS/GRADING SYSTEM:

Students will be responsible for regular attendance and class participation in all areas of the course, as well as all readings and tests as requested. The course content and evaluation can be modified at the discretion of the professor.

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| 1. Testing | 80% |
| 2. Assignment(s) | 20% |
| 3. 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%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

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.

V. SPECIAL NOTES:Disability Services:

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 Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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.

Communication: *Sault College has implemented WebCT/LMS as a tool of communication. The professor will inform students as to how this tool will be used in this course, and students are responsible for using this tool as directed.*

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *the Student Code of Conduct*. 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.

Prior Learning Assessment:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the Social Sciences Co-ordinator or academic assistant regarding a general education transfer request. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.