



EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

A: Division: **INSTRUCTIONAL**

If Revision, Section(s) Revised: **C, H**
 Date of Previous Revision: **OCTOBER 2001**
 Date of Current Revision: **APRIL 2004**

C: **PSYC 2341** D: **ABNORMAL PSYCHOLOGY** E: **3**

Subject & Course No.	Descriptive Title	Semester Credits						
F: Calendar Description: Students are introduced to basic issues in the study of abnormal psychology and to a selection of mental disorders. Topics include the history of psycho-pathology, paradigms, classification, assessment, research methods, theories of etiology, and approaches to treatment.								
G: Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings: Lecture Number of Contact Hours: (per week /semester for each descriptor) Lecture: 4 hrs. per week / semester Number of Weeks per Semester: 15	H: Course Prerequisites: PSYC 1200							
	I: Course Corequisites: NONE							
	J: Course for which this Course is a Prerequisite NONE							
	K: Maximum Class Size: 35							
L: PLEASE INDICATE: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40px; text-align: center;"><input type="checkbox"/></td> <td>Non-Credit</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td>College Credit Non-Transfer</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>College Credit Transfer:</td> </tr> </table> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (_____)</p>			<input type="checkbox"/>	Non-Credit	<input type="checkbox"/>	College Credit Non-Transfer	<input checked="" type="checkbox"/>	College Credit Transfer:
<input type="checkbox"/>	Non-Credit							
<input type="checkbox"/>	College Credit Non-Transfer							
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M: Course Objectives / Learning Outcomes:

1. Define abnormality.
2. Describe the perceived causes and treatments of abnormal behaviour prior to the twentieth century.
3. Describe the biological, psychoanalytic, behavioral, cognitive, and diathesis-stress paradigms of psychopathology.
4. Describe the therapies associated with each paradigm.
5. Evaluate each paradigm with regard to its strengths and weaknesses.
6. Describe the DSM-IV system of classifying mental disorders, the reason for using a classification system, and the reliability of psychiatric diagnosis.
7. Describe clinical assessment techniques including unstructured and structured interviews, psychological inventories, projective tests, intellig

Course Content Cont'd.

4. Clinical Assessment Procedures
Reliability and validity
Biological assessment
Psychological assessment
Cultural diversity and assessment
5. Research Methods in the Study of Abnormal Psychology
Science and scientific methods
Research methods of abnormal psychology
6. Anxiety Disorders
Description
Theories of etiology
Therapies
7. Somatoform and Dissociative Disorders
Description
Theories of etiology
Therapies
8. Mood Disorders
Descriptions
Theories of etiology
Therapies
9. Personality Disorders
Description
Theories of etiology
Therapies
10. Substance Use Disorders (Focus on Alcohol)
Description
Theories of etiology
Therapies
11. Sexual Disorders
Description
Theories of etiology
Therapies
12. Schizophrenia and Other Psychotic Disorders
Description
Theories of etiology
Therapies
13. Childhood Disorders
Description
Theories of etiology
Therapies
14. Legal and Ethical Issues
Civil commitment
Criminal responsibility
Ethical issues

O: Methods of Instruction:

This course will employ a number of instructional methods to accomplish its objectives which will include some of the following:

1. Lectures
2. Seminar presentations
3. Audio-visual materials
4. Small group discussion
5. Research papers
6. Volunteer projects

P: Textbooks and Materials to be Purchased by Students:

A textbook such as one of the following:

Barlow, D. & Durand, V. (1999). Abnormal Psychology (2nd Ed.). Belmont, CA, Wadsworth.

Davison, G. & Neale, J. (2000). Abnormal Psychology (8th Ed.). New York, NY, Wiley.

Text will be updated periodically.

Q: Means of Assessment:

Evaluation will be carried out in accordance with Douglas College policy. Evaluation will be based on the course objectives. The instructor will present a written course outline with specific evaluation criteria at the beginning of the semester. Evaluation will be based on some of the following:

1. Multiple choice tests
2. Written answer tests
3. Final exam
4. Oral presentation
5. Research project/term paper
6. Volunteer project

An example of one evaluation scheme:

4 tests	40%
Mid term exam	15%
Term paper	15%
Oral presentation	10%
Final exam	20%