

Moberly Area Community College Common Syllabus

PSY250 Abnormal Psychology

Current Term

Instructor:

Office number:

Office hours:

Response Time: I typically respond to student emails within 24 hours, Monday through Friday.

Contact information:

Classroom number:

Section number(s):

Class days and time

Catalog Description: PSY250 Abnormal Psychology (3-0-3)

This course is an introduction and overview of a wide range of psychological disorders. Focus is on the history and definition of psychological disorders, theoretical perspectives on psychological disorders, and the causes, symptoms, and treatment of psychological disorders. (SP)

Prerequisite/Corequisite: PSY101 General Psychology

Text: The text is an ebook included with the class. Print books are optional and available in the MACC bookstore.

Title: *Abnormal Psychology*

Author: Jennings

Edition: 9th Edition

Publisher: McGraw Hill

Other Required Materials: None

Purpose of Course: This course is intended to provide students a broad survey of what is considered to be “abnormal” behavior. Emphasis will be placed on an empirical view of mental illness. The primary aim of this course is to increase students’ knowledge of psychopathology in general and to learn more about specific psychological disorders. We will address issues related to diagnosis, assessment, prevalence, course, etiology, and treatment for major classes of psychological disorders.

Course Objectives (CO): Upon successful completion of this course, students will be able to:

1. Demonstrate an understanding of the basic facts and research findings, terminology, principles, and theories important in the various areas of abnormal psychology.
2. Demonstrate an understanding of skills and techniques for analyzing human behavior using a scientific approach.
3. Demonstrate a basic understanding of the processes involved in determining abnormal behavior (psychological disorders), including a historical and cultural perspective.

4. Demonstrate a basic understanding of the different approaches of the psychological tradition and how they explain abnormal behavior.
5. Demonstrate a basic understanding of the integrative approach to diagnosing and understanding abnormal behavior.
6. Analyze current issues and controversies in the field of abnormal psychology.
7. Demonstrate a basic understanding of the major clinical categories of psychological disorders and the characteristics of each.
8. Practice and develop critical thinking skills, written and oral communications skills, and internet skills.
9. Gain an appreciation of cultural and gender diversity in human behavior.
10. Describe ways that the course material can be applied to life.
11. Demonstrate college level research and writing skills via an APA style research paper.

Course Content:

1. Abnormal Behavior in Historical Context
2. An Integrative Approach to Psychopathology
3. Clinical Assessment, Diagnosis, and Research Methods
4. Anxiety Disorders
5. Somatoform and Dissociative Disorders
6. Mood Disorders and Suicide
7. Physical Disorders and Health Psychology
8. Eating and Sleep Disorders
9. Sexual and Gender Identity Disorders
10. Substance-Related and Impulse-Control Disorders
11. Personality Disorders
12. Schizophrenia and Other Psychotic Disorders
13. Developmental and Cognitive Disorders
14. Mental Health Services: Legal and Ethical Issues

Statement to Connect Course with Institutional Student Level Outcomes:

In compliance with MACC's Institutional Student Level Outcomes, the student who successfully completes this course will be able to meet the following institutional learning outcomes:

- **Higher Order Thinking:** Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.
- **Communication:** Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

- **Managing Information:** Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Evaluation of Student Learning:

Student outcomes of the above objectives that will constitute 80% of the student’s final grade may be measured through, but not limited to, the following: objective and essay examinations, quizzes, oral presentations, class participation, small group work, and/or projects. If “class participation” counts towards a student’s final grade, then instructors should describe what behaviors they will accept for credit to be earned; identify the percentage that class participation is worth; and explain how they track participation.

Determining percentage weight of components will, of course, be the instructor’s prerogative. For example, if the discipline-specific faculty determined that 20% measurement of the stated objectives would be determined by the written (750-word minimum) research component, the individual instructor might determine that the other 80% would be as follows:

Quizzes	10%
Tests	30%
Class participation	10%
Oral report	10%
Research component	20%
Cumulative final exam	20%

Instructors who use a point system must then include the point equivalency to letter grades. For example,

Quizzes	10%	300 points
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Grading Scale:

- A – 90-100%
- B – 80-89%
- C – 70-79%
- D – 60-69%
- F – 0-59%

Description of Major Assignment(s)/Project(s):

Per instructor’s policy

Schedule of Student Assignments/Activities:

Instructors will identify a Student Assignment/Activities schedule. Instructors have the prerogative to construct the schedule by class periods, weeks, or an overview of topics to be covered.

Instructor Policies:

Tardiness:

Per instructor's policy

Make-up and late work:

Per instructor's policy

Extra-credit work:

Per instructor's policy

Collegewide Policies:

All faculty and students need to be aware of collegewide policies and procedures. Statements on Academic Dishonesty, ADA, Attendance, Title IX, and other important collegewide policies can be accessed by clicking on the following: [Collegewide Policies in Student Resources](#).