

Bergen Community College
Division of Business, Math and Social Sciences
Department of Social and Behavioral Science

Bergen Community College
Division of Business, Social Sciences & Public Services
Department of Social Sciences

Departmental Policy Syllabus

PSY-102 Abnormal Psychology

Basic Information about Course and Instructor

Semester:
Course Number: PSY-102-XXX
Meeting Times and Place:

Instructor:
Office Location:
Phone:
Department Secretary:
Office Hours:
Email Address:

Course Description

PSY-102 Abnormal Psychology is the examination of psychological adjustment and of the prevention and treatment of psychological disorders. The course focuses on the framework established by the Diagnostic and Statistical Manual of Mental Disorders. Topics of discussion include community mental health problems, stress and coping mechanisms, anxiety disorders, sexual variations and dysfunction, and the more severe disorders such as schizophrenia.

3 lecture 3 credits
General Education Course
Social Science Elective

Student Learning Objectives/Means of Assessment

Objectives: Upon successful completion, the student will be able to:	Measurements: This outcome will be measured by one or more of the following:
1. Explain the nature of psychopathology.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

2. Explain how clinicians diagnose mental disorders.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
3. Explain how both psychological and medical treatments are used to treat various mental disorders.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
4. Explain how individual differences impact one's susceptibility and resiliency to mental disorders. Students will be able to explain how psychological variables can affect one's physical well being (e./g., coronary heart disease, cancer, etc.)	Objective tests, essay questions, oral reports, class discussions, and writing assignments
5. Describe how societal institutions and cultural changes affect notions of mental illness.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
6. Define the concepts and basic terminology used to describe psychopathology. Students will be able to discuss how psychological functioning exists on a continuum of healthy versus unhealthy moods, thoughts, and behaviors. This knowledge will be demonstrated in class exercises, written assignments, and class exams.	Objective tests, essay questions, oral reports, class discussions, and writing assignments
7. Identify various psychological disorder identified in the Diagnostic and Statistical Manual of Mental Disorders IV-TR, including: anxiety disorders, mood disorders, disorders of bodily preoccupation, sexual variation and dysfunction, schizophrenia, personality disorders and substance disorders. Students will be able to pass written exams that test the aforementioned.	Objective tests, essay questions, oral reports, class discussions, and writing assignments

<p>8. Demonstrate an understanding of various types of psychotherapy (e.g., psychodynamic, cognitive-behavioral) used to treat different disorders. Students will also be able to explain how medication and medical procedures also interface with psychotherapy. Students will be able to pass written exams that test the aforementioned.</p>	<p>Objective tests, essay questions, oral reports, class discussions, and writing assignments</p>
<p>9. Describe risk factors and preventative factors in various mental disorders. They will also be able to cite research findings that suggest how psychological factors can contribute to the occurrence and severity of mental disorders. This knowledge will be demonstrated in class exercises, written assignments, and class exams..</p>	<p>Objective tests, essay questions, oral reports, class discussions, and writing assignments</p>
<p>10. Describe how the diagnosis and treatment of mental disorders have changed over time. Students will be able to explain how sociocultural factors (e.g., gender, ethnicity, race, religion, etc.) have shaped what is considered "abnormal" behavior. Students will also be able to discuss the stigma attached to many mental disorders and how this complicates both diagnosis and treatment. This knowledge will be demonstrated in a class exercise and/or a reaction paper.</p>	<p>Objective tests, essay questions, oral reports, class discussions, and writing assignments</p>

Course Content:

Topic headings that are preceded by an asterisk ("*") are considered essential topics in this course. The coverage of additional topics in this class are at the discretion of the individual instructor.

Unit 1

- *I. Abnormal Behavior: The Problem of Maladaptation
 - A. Definitions and Stigmas
 - B. Adaptive and Maladaptive Behavior
 - C. Stress and Vulnerability

- D. Society, the community and Clinical Research

- *II. Historical Background of Abnormal Psychology
 - A. Views of Abnormal Behavior Throughout History
 - B. Contemporary Viewpoints
 - C. Clinical Psychology
 - D. Contemporary Role of Abnormal Psychology

- *III. The Role of Theory in Abnormal Psychology
 - A. The Biological Perspective
 - B. The Psychodynamic Perspective
 - C. The Learning and Humanistic-Existential Perspective
 - D. The Community and International Perspective

- *IV. Classification and Assessment
 - A. classification, Stress and Vulnerability
 - B. DSMIV
 - C. Research on Classification
 - D. Assessment
 - E. The Axis Concept

- V. Stress and Coping Maladaptive Reactions
 - A. Stress Arousal
 - B. Clinical Reactions to Stress

Unit 2

- *VI. Anxiety Disorders
 - A. Types of Anxiety Disorders
 - B. Interpretation and Treatment of Anxiety Disorders
 - C. Psychotherapy and Anxiety

- *VII. Psychological Factors and Physical Symptoms
 - A. Concepts of Psychological, Social and Bodily Interactions
 - B. Psychophysiological Disorders
 - C. Somatoform Disorders
 - D. Factitious Disorders and Malingering

- VIII. Changing Concepts of Human Sexuality
 - A. Kinsey and Hite Reports
 - B. Master's and Johnson's Observational Studies
 - C. Sexual Dysfunction
 - D. Homosexuality and Gender Identity

- *IX. Personality Disorders
 - A. DSM IV and Personality Disorders
 - B. The Three Overall Categories of Personality Disorders

- *X. Affective Disorders
 - A. Affective Disorders Defined

- B. Theories of Depressive and Bipolar Disorders
- C. Suicide and Parasuicide

Unit 3

- *XI. Schizophrenic Disorders
 - A. Facts about Schizophrenia
 - B. Characteristics and Diagnostic Criteria for Schizophrenia
 - C. Types of Schizophrenia
 - D. Outcome Prospects
- XII. Theories, Research and Therapies in Schizophrenia
 - A. Biologically Based Approaches
 - B. Learning and Psychodynamic Perspectives
 - C. Cognitive Community and Humanistic Perspectives
 - D. The Interactional Approach
- XIII. Brain Disorders
 - A. Assessment, Causes and Vulnerability
 - B. Causes of Brain Disorders
 - C. Changes Relating to Aging
- *XIV Substance Use Disorders
 - A. Abuse and Substance Dependence
 - B. Alcohol
 - C. Other Drugs

Unit 4

- XV. Maladaptive Behavior in Childhood
 - A. Problems and Kinds of Disorders
 - B. Therapy and Children
 - C. Disorders of Development
 - D. Disorder of Emotion and Physical Symptoms
- XVI. Mental Retardation
 - A. Classifying Mental Retardation
 - B. Causes of Mental Retardation
 - C. Intelligence, Training and Education
 - D. Future Prospects and Improving Capabilities
- XVII. Therapy and Its Evaluation
 - A. Psychotherapy
 - B. Behavioral and Cognitive Therapies
 - C. Group Therapy
 - D. Hospitalization
- XVIII. Prevention and Societal Responses to Maladaptive Behavior

- A. Types of Prevention
- B. Sites of Prevention
- C. Legal Aspects of Treatment and Prevention

Course Text

The **required text** for this course is *Abnormal Psychology: The Problem of Maladaptive Behavior (11th Edition)* by Irwin G. Sarason & Barbara R. Sarason, Pearson/Prentice Hall, 2005. ISBN: 0-13-118111-4. Also available but not required: *Companion Study Guide for Abnormal Psychology: The Problem of Maladaptive Behavior (11th Edition)* ISBN: 0-13-118113-0. Companion website: www.prenhall.com/sarason (useful study tools, flash cards, quizzes providing immediate scoring and feedback, and links to related websites are provided).

Research, Writing and/or Examination Requirement

As a General Education course, PSY-102 has a significant writing requirement integrated into the content of the course, including the preparation of out-of-class writing assignments and/or essays. Exams may consist of a mix of essays, short answer and/or objective style questions.

Writing Activity: All students in Abnormal Psychology will be expected to engage in some form of written assignment. The assignment may be in the form of essays, a term paper, a behavioral observation report, and/or other writing assignments.

Critical Thinking: Students should be encouraged to analyze and synthesize the various psychological concepts developed in this course. Memorization of key concepts and their integration into the overall subject material is essential.

Student Evaluation: In determining a student semester grade, a minimum of three, and preferably more, grading mechanisms will be employed. Multiple choice, matching, fill-in and essay questions are appropriate; true-false questions are not. Term projects and research reports are optional, but essays or other writing assignments based on outside readings should be necessary.

Grading Policy

The final grade in the course will be determined by a student's overall mastery of the subject matter as evidenced on exams, out-of-class writing assignments and class participation. All factors considered, class participation should not account for more than 15% of the final grade in the course.

BERGEN COMMUNITY COLLEGE ATTENDANCE POLICY

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

ATTENDANCE POLICY IN THIS COURSE

Students are expected to attend every scheduled class and to arrive punctually. Attendance will be taken at each class session. It is expected that class will be conducted in such a manner that students will benefit from both the lectures and class discussions. Each student is held responsible for all material presented. While there is no automatic penalty for being absent from class, attendance is generally reflected in the student's overall performance. Those who arrive late or leave early disrupt class. If you find that it is absolutely necessary for you to leave the class early, please consult with the instructor before the beginning of the class, and take a seat close to the door so as not to disturb others when you leave. Make-ups for examinations will be allowed if, in the instructor's judgment, the student has presented a good excuse for missing the work.

OTHER COLLEGE, DIVISIONAL, AND OR DEPARTMENTAL POLICY STATEMENTS

Statement on Plagiarism and/or Academic Dishonesty - Academic Integrity

The Bergen Community College Statement on academic integrity as found in the college catalog on page 43 is the following;

In cases when students are charged with academic irregularities, such as cheating during an examination or plagiarism in the preparation of an essay, laboratory report, or oral presentation, the instructor has the authority to:

1. Give the student a failing grade for the assignment if, within the course's total requirements, non-completion of that assignment would not constitute sufficient ground for failing the course; or,
2. Give the student a failing grade for the course if, within the course's total requirements, non-completion of that assignment would preclude the student's passing course.

The instructor must make a written report to the Vice President of Student Services of whatever action he or she has taken and its justification. In turn the Vice President of Student Services must send a copy of the instructor's report to the student. Within ten days of receipt of such notification, the student may appeal the decision in writing to the Vice President of Student Services. The Vice President of Student Services shall be responsible for maintaining a cumulative file of all infractions of academic dishonesty.

Two such offenses shall be sufficient grounds to suspend a student from the College. Thus, should it be verified that a student has committed a second such offense, the Vice President of Student Services, will report the matter to the Committee on Academic Standing and recommend an appropriate action.

Academic Integrity Policy in this Course

The integrity of any academic discipline is essential and requires that those who engage the subject matter do so in an honest and forthright manner. In this environment cheating of any sort is unacceptable, and if uncovered, will be sanctioned. The policy used in this course is akin to that of the College. If a student is found cheating or plagiarizes on written assignments he/she will receive an F for that assignment. A written description of the incident will be forwarded to the Vice President of Student Services to be placed on file. If a second incident occurs the student will fail the course and a second written description concerning the event will be forwarded to the Vice President of Student Services. Any subsequent actions will be pursued by the Vice President and the Committee on Academic Standing.

The implementation of this policy requires that during quizzes or examinations the desk be completely clear of all books, papers, notes, computers and cell phones. All of these items should be placed on the floor under the seat and out of sight. The only item on your desk should be your quiz or exam and a pen or pencil. Students who need to use hand held computers for foreign language translation purposes, or who have to use such items because of special needs should first clear their use with the instructor.

Statement on Americans with Disabilities Act (ADA)

Bergen Community College has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by federal regulations implementing section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990 (ADA). Section 504 and ADA state, in part, that “no qualified individual with a disability, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.”

Complaints should be addressed to the Manager of Training and Compliance, Office of the Executive Vice President, Room A-330, (201)612-5331, who has been designated to coordinate 504/ADA compliance efforts. (BCC Student Handbook, 2003, Page 42).

Sexual Harassment Statement

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Sexual harassment in any form constitutes prohibited, unprofessional and unacceptable conduct, and is a violation of Title VII of the Civil Rights Acts of 1964 and 1990, as amended, Title IX of the Education Amendments of 1972, the New Jersey Law Against Discrimination, established case law and State policies. The policy applies to all persons. Administrators, faculty, staff, and students are all covered. (BCC Catalog, 2007-8, pages 59-60). See catalog for complete details.

Acceptable Use of BCC Technology Resources

Bergen Community College reserves the right to monitor its information technology resources and telecommunications network to protect the integrity of its computing systems,

workstations, and lab facilities, and to ensure compliance with all acceptable use and related policies and procedures. To this end, the College reserves the right to inspect any and all computer systems or data that reside on its telecommunications network for violations of any acceptable use and related policies and procedures. (BCC Catalog 2007-8, pages 45-47).

The College's entire Acceptable Use policy, administrative guidelines, and procedures may be found at http://www.bergen.edu/acceptable_use.

Faculty Office Hours: The Purpose and Value

All full-time instructors will reserve a minimum of three (3) hours per week for the sole purpose of meeting with students. The exact hours are to be determined by each individual instructor and posted in the department and if possible next to the instructor's office. The purpose of this is to assist students who have questions pertaining to class assignments or who are in need of clarification of material or concepts discussed in class. All students are welcome to visit the instructor during the posted hours but if this is not possible due to scheduling conflicts the instructor at the students request will arrange for a time to meet which is mutually convenient. The faculty office hours are valuable because they provide a setting for the instructor and student to interact on a one-to-one basis where they can focus on specific individualized concerns.

STUDENT AND FACULTY SUPPORT SERVICES

Services for Students with Disabilities

A wide variety of services are available to students with documented disabilities through the Office of Special Services (OSS) [Room S-131; (201) 612-5270]. OSS is dedicated to serving students with physical, visual, learning, hearing, and emotional disabilities. If a student has been classified in high school or had a 504 plan, it is highly recommended that the student contact OSS during the college application process. A more detailed explanation can be found on the College web site www.bergen.edu Personal information is kept confidential.

Examples of the types of accommodations and services include:

- Extended test taking time
- Organizational strategies
- Tutoring
- Career counseling
- Adaptive equipment computer labs
- Note takers
- Sign language interpreters

The Sidney Silverman Library

The Sidney Silverman Library is an integral part of the College's educational programs. To support the curriculum, the library acquires, organizes, and provides access to a variety of print, media, and electronic resources for individual and classroom use.

The library is located on the second and third floors in the L area of the megastructure. It is open whenever classes are in session and on a reduced schedule when classes are not in session. The library is open to all students, faculty, and the general public. (BCC Catalog 2007-8, page 62).

The Library's Web page, <http://www.bergen.edu/library>, is available for up-to-date information regarding library collections and services.

Other Student and Faculty Services

Academic Advising Center [Main Building, Room A-101; (201) 612-5480]

Cooperative Education and Career Development Center [Main Building, Room C-100, (201) 447-7171]

Child Development Center [East Hall]

Counseling Center [Main Building, Room A-118; (201) 447-7211]

Dental Hygiene Clinic [Main Building, Room S-327; (201) 447-7180]

The Distance Learning Office [Main Building, Room C-334; (201)612-5581]

English Language Resource Center [East Hall, Room E-126]

Health Services [Main Building, HS-100; (201) 447-9257]

Math Lab [Main Building, Room C-110]

Multimedia Lab [Main Building, Room S-250]

Online Writing Lab (OWL) <http://www.bergen.edu/owl>

Office of Testing Services (Main Building, Room S-127; (201)447-7203)

Public Safety [Main Building; Room L-154; (201)447-7116]

Tutoring Center, a.k.a. Learning Assistance Center [Main Building, Room L-125; (201) 447-7489].

Sample Course Outline and Calendar

Note to Students: This **Course Outline and Calendar** is tentative and subject to change, depending upon the progress of the class.

<u>WEEK</u>	<u>TOPIC</u>	<u>TEXTBOOK READINGS</u>	<u>STUDENT LEARNING OBJECTIVES</u>
1	Introduction	Ch. 1	1 – 10
2 & 3	Theoretical Perspectives on Maladaptive Behavior	Ch. 2	1 – 10
4	Classification and Assessment	Ch. 4	1 – 10
5	Stress, Coping and Maladaptive Behavior	Ch. 5	1 – 10
6	Anxiety Disorders	Ch. 8	1 – 10
7	Sexual Variations & Disorders	Ch. 9	1 – 10
8 & 9	Personality Disorders	Ch. 10	1 – 10
10 & 11	Schizophrenia and other Psychotic Disorders	Ch. 12	1 – 10
12	Bodily Dysfunction: Eating & Sleeping Problems & Psychophysiological Disorders	Ch. 6	1 -10
13	Mood Disorders and Suicide	Ch. 11	1 – 10
14	Disorders of Bodily Preoccupation	Ch. 7	1 – 10
15	Review and Summary		1 – 10

Dates for Exams: to be scheduled by individual instructors

Due Dates for Written Assignments: to be scheduled by individual instructors