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Wisconsin Indianhead Technical College

10809159 Abnormal Psychology

Course Outcome Summary

Course Information

Description	The course in Abnormal Psychology surveys the essential features, possible causes, and assessment and treatment of the various types of abnormal behavior from the viewpoint of the major theoretical perspectives in the field of abnormal psychology. Students will be introduced to the diagnosis system of the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). In addition, the history of the psychology of abnormality will be traced. Cultural and social perspectives in understanding and responding to abnormal behavior will be explored as well as current topics and issues within abnormal psychology.
Instructional Level	Associate Degree
Total Credits	3.00
Total Hours	48.00

Types of Instruction

Instruction Type	Credits/Hours
Classroom Presentation (Lecture/Demonstration/Discussion)	3/48

Course History

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Last Approval Date	1/14/2014

Purpose/Goals

This course outcome summary includes the competencies and criteria for Abnormal Psychology. This course is part of the General Studies Core offered throughout the Wisconsin Technical College System (WTCS). The course competencies are consistent among the colleges and are at baccalaureate level to accommodate student success in transfer to four-year colleges.

Pre/Corequisites

Prerequisite 10809198 Introduction to Psychology

Course Competencies

1. Compare and contrast psychological abnormality from historical perspectives to current views
Status Active

Assessment Strategies

- 1.1. by participation in discussion
- 1.2. in oral and/or written assignments and activities
- 1.3. via written or oral evaluation

Criteria

Performance will be successful when:

- 1.1. learner will trace the history of abnormality
- 1.2. learner identifies perspectives of major historical periods
- 1.3. learner identifies current perspectives

Learning Objectives

- 1.a. Describe the different ways of defining abnormality from the perspectives of deviance, distress, dysfunction, and danger
- 1.b. Describe the current treatment of severely disturbed individuals and contrast this to the current treatment of less severely disturbed individuals
- 1.c. Describe the somatogenic and psychogenic perspectives of the early 1900s
- 1.d. Describe the ways abnormal behavior was viewed and treated prior to the 1900s
- 1.e. Discuss some of the difficulties of defining a person's behavior as abnormal
- 1.f. Describe the influence of managed care programs on the treatment of psychological abnormality
- 1.g. Compare and contrast the current dominant theories in abnormal psychology

2. Summarize current research methods as they apply to abnormal psychology
Status Active

Assessment Strategies

- 2.1. by participation in discussion
- 2.2. in oral and/or written assignments and activities
- 2.3. via written or oral evaluation

Criteria

Performance will be successful when:

- 2.1. learner identifies components in empirical research
- 2.2. learner describes how methods of empirical research are applied
- 2.3. learner uses empirical research strategies necessary for sound research practices

Learning Objectives

- 2.a. Describe the case study, including its uses and limitations (strengths and weaknesses)
- 2.b. Describe the correlational method
- 2.c. Determine the uses and limitations of correlational research
- 2.d. Describe the reasons that experimenters use control groups, random assignment, and blind design
- 2.e. Explain the components of planning an experiment
- 2.f. Describe the following alternative experimental designs: quasi-experimental design; natural experiments; analogue experiments; single-subject experiments

3. Outline the multi-dimensional criteria for determining abnormality
Status Active

Assessment Strategies

- 3.1. by participation in discussion
- 3.2. in oral and/or written assignments and activities
- 3.3. via written or oral evaluation

Criteria

Performance will be successful when:

- 3.1. learner lists the multidimensional criteria for determining abnormality

- 3.2. learner defines each criterion
- 3.3. learner describes how criteria work together in determining abnormality

Learning Objectives

- 3.a. Compare and contrast the various models of abnormal functioning
- 3.b. Describe the different ways of defining abnormality from the perspectives of deviance, distress, dysfunction, and danger

4. Examine major theoretical perspectives within psychology as they apply to psychological disorders

Status Active

Assessment Strategies

- 4.1. by participation in discussion
- 4.2. in oral and/or written assignments and activities
- 4.3. via written or oral evaluation

Criteria

Performance will be successful when:

- 4.1. learner describes six major theoretical perspectives in psychology including psychodynamic, behavioral, cognitive, biological, humanistic-existential, and socio-cultural
- 4.2. learner articulates the strengths and weaknesses of each theoretical perspective
- 4.3. learner examines the way in which each perspective defines abnormality

Learning Objectives

- 4.a. Describe the basic biological terminology
- 4.b. Discuss the various therapies used by the biological model
- 4.c. Summarize the origins of Freud's theory
- 4.d. Describe Freud's explanation of abnormal functioning
- 4.e. Summarize the behavioral model of abnormal functioning, including the main features of classical conditioning and operant conditioning and how they are used to explain abnormal behavior
- 4.f. Summarize the cognitive model, including examples of typical maladaptive assumptions, specific upsetting thoughts, and illogical thinking processes
- 4.g. Describe cognitive therapy
- 4.h. Summarize the Humanistic Model theory and therapy, including definitions of unconditional positive regard, unconditional self-regard, and conditions of worth
- 4.i. Describe Gestalt theory and therapy
- 4.j. Describe existential theories and therapies
- 4.k. Summarize the sociocultural model
- 4.l. Describe the various sociocultural therapies

5. Critique DSM-IV classification system

Status Active

Assessment Strategies

- 5.1. by participation in discussion
- 5.2. in oral and/or written assignments and activities
- 5.3. via written or oral evaluation

Criteria

Performance will be successful when:

- 5.1. learner describes the DSM-IV system of classification and its uses
- 5.2. learner outlines criteria for diagnosis of disorders
- 5.3. learner classifies disorders according to appropriate DSM-IV categories

Learning Objectives

- 5.a. Define clinical assessment
- 5.b. Discuss the roles of the clinical interview, tests, and observations
- 5.c. Summarize the axis approach of the DSM
- 5.d. Describe the general features of DSM-IV-TR
- 5.e. List the major classification of disorders from Axis I of the DSM-IV-TR

5.f. Discuss the dangers of diagnosing and labeling in classifying mental disorders

6. Summarize the characteristics of psychological disorders

Status Active

Assessment Strategies

- 6.1. by participation in discussion
- 6.2. in oral and/or written assignments and activities
- 6.3. via written or oral evaluation

Criteria

Performance will be successful when:

- 6.1. learner recognizes the differences between Axis I and Axis II disorders
- 6.2. learner identifies each of the major disorder categories in Axis I
- 6.3. learner describes the characteristics of the major disorder categories in Axis I
- 6.4. learner identifies each of the major personality disorders and types of mental retardation listed in Axis II
- 6.5. learner describes characteristics of Axis II personality disorders and mental retardation

Learning Objectives

- 6.a. Outline each of the major disorder categories in Axis I
- 6.b. Outline each of the major disorder categories in Axis II
- 6.c. Compare and contrast the the characteristics of Axis I and Axis II disorders

7. Apply a biological, psychological, and social/environmental framework to the etiology of specific psychological disorders

Status Active

Assessment Strategies

- 7.1. by participation in discussion
- 7.2. in oral and/or written assignments and activities
- 7.3. via written or oral evaluation

Criteria

Performance will be successful when:

- 7.1. learner defines what is meant by a biological, psychological, and social/environmental framework
- 7.2. learner defines etiology
- 7.3. learner identifies the relationship between a biological, psychological, and social/environmental framework and etiology

Learning Objectives

- 7.a. Analyze biological, psychological, and social/environmental frameworks
- 7.b. Compare and contrast biological, psychological, and social/environmental frameworks
- 7.c. Identify etiology based on biological, psychological, and social/environmental frameworks

8. Investigate the relationship of assessment and diagnosis to the treatment of psychological disorders

Status Active

Assessment Strategies

- 8.1. by participation in discussion
- 8.2. in oral and/or written assignments and activities
- 8.3. via written or oral evaluation

Criteria

Performance will be successful when:

- 8.1. learner describes assessment criteria of psychological disorders
- 8.2. learner describes diagnostic criteria for psychological disorders
- 8.3. learner matches appropriate assessment and diagnostic criteria to specific psychological disorders
- 8.4. learner lists common treatment modalities
- 8.5. learner matches treatment modalities to specific psychological disorders

Learning Objectives

- 8.a. Define clinical assessment
- 8.b. Discuss the roles of the clinical interview, tests, and observations
- 8.c. Discuss treatments for Axis I and Axis II Disorders

9. Identify potential moral, ethical, and legal considerations/conflicts in mental health fields

Status Active

Assessment Strategies

- 9.1. by participation in discussion
- 9.2. in oral and/or written assignments and activities
- 9.3. via written or oral evaluation

Criteria

Performance will be successful when:

- 9.1. learner distinguishes among moral, ethical, and legal concerns
- 9.2. learner determines potential moral dilemmas in mental health fields
- 9.3. learner determines potential ethical concerns in mental health fields
- 9.4. learner determines potential legal conflicts in mental health fields

Learning Objectives

- 9.a. Describe moral treatment
- 9.b. Discuss the development and foci of (a) prevention programs and (b) positive psychology
- 9.c. Identify the relationship between prevention programs and positive psychology to the community mental health approach
- 9.d. Describe the influence of managed care programs on the treatment of psychological abnormality
- 9.e. Discuss criticisms of the insanity defense
- 9.f. Discuss criminal commitment and insanity during the commission of a crime
- 9.g. Discuss criminal commitment and incompetence to stand trial
- 9.h. Compare and contrast the M'Naghten test, the irresistible impulse test, and the Durham test
- 9.i. Examine civil commitment and include the topics of why one ought to consider commitment, current procedures, emergency commitments, who is dangerous, and criticisms of civil commitment
- 9.j. Discuss the concept of protecting patients' rights

10. Explore future directions in the theory and practice of abnormal psychology

Status Active

Assessment Strategies

- 10.1. by participation in discussion
- 10.2. in oral and/or written assignments and activities
- 10.3. via written or oral evaluation

Criteria

Performance will be successful when:

- 10.1. learner recognizes psychology as a dynamic, evolving field in the social sciences
- 10.2. learner identifies potential directions for future theory and practice in mental health
- 10.3. learner projects a broader scope for the future of abnormal psychology

Learning Objectives

- 10.a. Summarize the state of the field with respect to Axis I and Axis II disorders
- 10.b. Predict new concepts for diagnosing, assessing, and treating Axis I and Axis II disorders based on current research