

North Hennepin Community College

PSYC 2320: Abnormal Psychology

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 05 - Hist/Soc/Behav Sci

This course is an introduction to the origin, classification, and treatment of psychological disorders. Topics include historical and research issues, adjustment reactions to stress, neuroses, personality disorders, psychoses, types of psychotherapy, legal and ethical issues. Prerequisite: Psyc 1150 or consent of instructor

B. COURSE EFFECTIVE DATES: 09/10/1997 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. Topics include theories of abnormal psychology, diagnostic categories (including some or all of the following: anxiety disorders, affective disorders, schizophrenia, dissociative and somatoform disorders, personality disorders, childhood disorders, eating disorders, sexual disorders, substance use disorders, and cognitive disorders) and treatment approaches. Other topics may be included at the discretion of the instructor.

D. LEARNING OUTCOMES (General)

1. Given the context of abnormal psychology, students will understand the process of psychological research and be able to:
 - a. Formulate questions
 - b. Gather and/or interpret data using both experimental and correlational methods
 - c. Understand the analysis of data
 - d. Describe the theoretical implications of the results
 - e. Recognize possible sources of bias in the gathering of data.(MnTC goal 5, comp. a; NHCC ELO 2)
2. Students will learn to use and critique the major psychological theories (e.g., behavioral, biological, and psychodynamic) as explanations of abnormal behavior. (MnTC goal 5, comp. c; NHCC ELO 4)
3. Within the context of specific social/psychological problems students will be able to:
 - a. Identify the assumptions that are operating in the designation of a particular problem
 - b. Imagine a situation in which the problem is solved
 - c. Deduce the recommendations that various psychological perspectives would make for solving the problem,
 - d. Describe the causal explanations and recommendations for change that various psychological perspectives would propose for the problem.(MnTC goal 5, comp. d; NHCC ELO 2, 4)
4. Given the context of abnormal psychology, students will understand development of and the changing meanings of group identities in the United States' history and culture. (NHCC ELO 1)
5. Students will demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society. (NHCC ELO 1)
6. Students will analyze their own attitudes, behaviors, concepts and beliefs, regarding diversity, racism, and bigotry. (NHCC ELO 3)
7. Students will describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion. (MnTC Goal 5, comp. b; NHCC ELO 1)
8. 8. Students will demonstrate communication skills necessary for living and working effectively in a society with great population diversity (NHCC ELO 2)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 05 - Hist/Soc/Behav Sci

1. Employ the methods and data that historians and social and behavioral scientists use to investigate the human condition.
2. Examine social institutions and processes across a range of historical periods and cultures.
3. Use and critique alternative explanatory systems or theories.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.
3. Personal and Social Responsibility and Engagement--Including: Civic knowledge and involvement--campus, local and global; Intercultural knowledge and competence; Ethical reasoning and action; Foundations and skills for lifelong learning.
4. Integrative and Applied Learning--Including: Synthesis and advanced accomplishment across general education, liberal studies, specialized studies and activities in the broader campus community.