



INSTRUCTIONAL PACKAGE

PSY 212
Abnormal Psychology

Effective Term
Fall 2020; Spring 2021; Summer 2021

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Part I: Course Information

Effective Term: Fall 2020; Spring 2021; Summer 2021

COURSE PREFIX: PSY 212

COURSE TITLE: Abnormal Psychology

CONTACT HOURS: 3.0

CREDIT HOURS: 3.0

RATIONALE FOR THE COURSE:

This course will focus on the following and how it relates to abnormal psychology: its history, its present, research, different models of assessment, and clinical assessment, diagnosis, and treatment of psychological disorders.

COURSE DESCRIPTION:

This course is a study of the nature and development of behavioral disorders, including the investigation of contemporary treatment procedures.

PREREQUISITES/CO-REQUISITES:

PSY 201 with a minimum grade of "C" or better.

***Online/Hybrid** courses require students to complete the DLI Online Student Orientation prior to completing an online course. The DLI Online Student Orientation can be found in WaveNet, under the My Student tab.

REQUIRED MATERIALS:

Comer, R., & Comer, J. (2019). Fundamentals of Abnormal Psychology (9th ed.) New York, NY: Worth Publishers.

ISBN-13: 978-1-319-19123-8

Please visit the [BOOKSTORE](#) online site for most current textbook information. Use the direct link below to find textbooks.

Enter the semester, course prefix, number and section when prompted and you will be linked to the correct textbook.

ADDITIONAL REQUIREMENTS:

None.

April 2020

TECHNICAL REQUIREMENTS:

Access to Desire2Learn (D2L), HGTC's student portal for course materials.
WaveNet and D2L email access.

STUDENT IDENTIFICATION VERIFICATION:

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

CLASSROOM ETIQUETTE:

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

NETIQUETTE: is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

Part II: Student Learning Outcomes

COURSE LEARNING OUTCOMES and ASSESSMENTS*:

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Listed below are the Student and Course Learning Outcomes. These Learning Outcomes define what knowledge and skills a student is able to "do" or express after successful completion of this course.

Student Learning Outcomes:

- Analyze the development and etiology of psychological disorders.
- Investigation and evaluate contemporary treatment procedures for psychological disorders.

Module 1

Materials Covered: Chapters 1, 2, and 3

*Assessment(s): Complete class review activity, handout, or quizzes.
Module Exam

Learning Outcomes for Module 1

1. Describe the different ways of defining abnormality from the perspectives of deviance, distress, dysfunction, and danger.
2. Compare and contrast the main treatments of abnormality over time.
3. Describe the role of clinical research in the field of abnormal psychology.
4. Describe and assess the following models: biological, psychodynamic, behavioral, cognitive, humanistic-existential, and socio-cultural.

5. Define clinical assessment and discuss the roles of the clinical interview, tests, and observations.
6. Describe the general features and major classifications of the DSM-5.
7. Discuss the dangers of diagnosing and labeling in classifying mental disorders.

Module 2

Materials Covered: Chapters 4, 5, 6, and 7

*Assessment(s): Complete class review activity, handout, or quizzes.
Module Exam

Learning Outcomes for Module 2

1. Define and describe the main perspectives for anxiety, obsessive-compulsive, and related disorders.
2. Describe the major treatments for anxiety, obsessive-compulsive, and related disorders.
3. Define and describe the main perspectives for disorders of trauma and stress.
4. Describe the major treatments for disorders of trauma and stress.
5. Describe the fight or flight response in stress and arousal.
6. Define and describe the main perspectives for depressive and bipolar disorders.
7. Describe the major treatments for depressive and bipolar disorders.
8. Define suicide and know the current prevalence rates and effects of cultural factors, race, age, and sex.
9. Describe each of the four kinds of people who intentionally end their lives.
10. Understand the common precipitating factors and predictors of suicide.
11. Discuss the characteristics of suicide prevention programs.
12. Describe the major psychological approaches to treat someone with suicidal ideations.

Module 3

Materials Covered: Chapters 8, 9, 10, and 11

*Assessment(s): Complete class review activity, handout, or quizzes.
Module Exam

Learning Outcomes for Module 3

1. Define and describe the main perspectives for disorders featuring somatic symptoms.
2. Describe the major treatments for disorders featuring somatic symptoms.
3. Define and describe the main perspectives for eating disorders.
4. Describe the major treatments for eating disorders.
5. Define and describe the main perspectives for substance abuse and addictive disorders.
6. Describe the major treatments for substance abuse and addictive disorders.
7. Define and describe the main perspectives for sexual disorders and gender variations.
8. Describe the major treatments for sexual disorders and gender variations.
9. Explain the terms "tolerance" and "withdrawal symptoms" and give examples.
10. Describe each of the four phases of sexual response cycle: desire, arousal, orgasm, and resolution.

Module 4

Materials Covered: Chapters 12, 13, 14, and 15
*Assessment(s): Complete class review activity, handout, or quizzes.
Module Exam

Learning Outcomes for Module 4

1. Define and describe the main perspectives for schizophrenia and related disorders.
2. Describe the major treatments for schizophrenia and related disorders.
3. Define and describe the main perspectives for personality disorders.
4. Describe the major treatments for personality disorders.
5. Define and describe the main perspectives for disorders common among children and adolescents.
6. Describe the major treatments for disorders common among children and adolescents.
7. Define and describe the main perspectives for disorders of aging and cognition.
8. Describe the major treatments for disorders of aging and cognition.
9. Discuss difficulties involved in the categorizing of Personality Disorders.
10. Summarize the anatomy and biochemistry of memory.

Module 5

Materials Covered: Chapters 16
*Assessment(s): Complete class review activity, handout, or quizzes.
Module Exam

Learning Outcomes for Module 4

1. Define and discuss criminal commitment and insanity during the commission of a crime.
2. Discuss criticisms of the insanity defense.
3. Define and discuss criminal commitment and incompetence to stand trial.
4. Define 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.
5. Define and discuss the concept of protecting patients' rights. Include the topic of the right to treatment, the right to refuse treatment, and other patients' rights.
6. Discuss the concepts of business and mental health and economics and mental health.

****Students – please refer to the Instructor’s Course Information sheet for specific information on assessments and due dates.***

Part III: Grading and Assessment

EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS*:

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

EVALUATION*

Exams	20% to 60%
Quizzes / Assignments	20% to 50%
Papers / Projects / Portfolios / Discussion	20% to 30%
Participation	0% to 10%
	100%

****Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

GRADING SYSTEM:

The College adheres to a 10 point grading scale:

A = 100 – 90

B = 89- 80

C = 79 – 70

D = 69 – 60

F = 59 and below.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

For online and hybrid courses, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

Part V: Student Resources



THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring appointments using TutorTrac, visit the Student Services tab in WaveNet. Email ssc@hgtc.edu or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



CENTRAL STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment!
2. Use the [Online Resource Center \(ORC\)](#) including scheduled technology training, Office 365 support, password resets, and username information.
3. **Drop-in technology support or scheduled training** in the Center or in class.
4. **In-person workshops, online tutorials and more services** are available.
5. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324).

STUDENT TESTING:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through RPNOW, our online proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

DISABILITY SERVICES:

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

TITLE IX REQUIREMENTS:

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:

Student and prospective student inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

Dr. Melissa Batten, VP Student Affairs

Title IX Coordinator

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

Melissa.Batten@hgtc.edu

Employee and applicant inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

Jacquelyne Snyder, VP Human Resources

EEO and Title IX Coordinator
Building 200, Room 212A, Conway Campus
PO Box 261966, Conway, SC 29528-6066
843-349-5212
Jacquelyne.Snyder@hgtc.edu