



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: Course Update 2009-2010

1. COLLEGE: Southwest

2. SUBJECT (DISCIPLINE) NAME¹: Psychology

(40 characters, no abbreviations)

3. COURSE NUMBER: 014

4. COURSE TITLE: Abnormal Psychology

5. UNITS: 3

6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course examines historical and current theories concerning the etiology of behavior disorders. Topics include normality, neurosis, psychosis, prevention, and therapy.

7. CLASS SCHEDULE COURSE DESCRIPTION -- Provide a brief description of the course, including an overview of the topics covered:

This course will provide an overview of Abnormal Psychology from a scientific and clinical perspective. Attention will be given to Anxiety and Mood Disorders, Eating Disorders, Substance-Related Disorders, Sexual and Gender Identity Disorders, Psychotic Disorders, Personality Disorders, Disorders of Childhood and Adolescence and Disorders of Aging and Cognition. Lastly, issues surrounding law, society and the mental health profession will be discussed.

8. INITIAL COLLEGE APPROVAL DATE: N/A

9. UPDATES (check all applicable boxes): 4/20/10

- Content Last Update:
Objectives Last Update:
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

Empty rectangular box

10. CLASS HOURS:

Table with 3 columns: Standard Hours per Week (based on), Total Hours per Term (hrs per week), Units

1 Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

	18 weeks)	x 18)	
Lecture:	3.00	54.00	3.00
Lab/activity (w/ homework):	0.00	0.00	0.00
Lab/activity (w/o homework):	0.00	0.00	0.00
Total:	3.00	54.00	3

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD's *Policy on Prerequisites, Corequisites and Advisories* requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

Prerequisites: **Yes** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
Psychology	001	General Psychology I	3.00	4/20/10

Corequisite: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

Advisories: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

12. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0 (see: Section V, #9)

13. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

--

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE – Lecture: If applicable, outline the topics included in the lecture portion of the course (<i>outline reflects course description, all topics covered in class</i>).	Hours per topic	COURSE OBJECTIVES - Lecture (<i>If applicable</i>): Upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>)
1. Historical theories of Abnormal Psychology from ancient to modern thinking, early treatment, abnormality as a relative concept.	3	1. Describe the history of abnormal psychology with example of treatment interventions.
Examine the etiology of behavior disorders	3	2. Describe each theory and define essential key terminology used in the theory.
2. Examine current theories; Biological, Psychodynamic, Behavioral, Humanistic-Existential, Cognitive & Sociocultural theories used to explain abnormal behavior.	3	3. Differentiate the five components of assessment modalities used to diagnose clients.
3. Overview of clinical assessment, diagnosis & treatment.	.5	
Definitions of normality and abnormality; neurosis vs. psychosis	2.5	4. Recognize the key components of Anxiety Disorders and explain how each psychological perspective would explain and treat the major Anxiety Disorders.
a. Overview of Anxiety Disorders; Generalized Anxiety Disorder, Phobias, Panic Disorder, Obsessive-Compulsive Disorder.	3	5. Analyze the key components of Psychological Stress Disorders and explain how each psychological perspective would explain and treat the major Psychological Stress Disorders
b. Overview of Psychological Stress Disorders; Acute Stress Disorder, Posttraumatic Stress Disorder & Psychophysiological Disorders.	3	6. Identify the key components of Somatoform Disorders and explain how each psychological perspective would explain and treat the major Somatoform Disorders.
c. Overview of Somatoform Disorders; Dissociative Amnesia, Dissociative Fugue, Dissociative Identity Disorder.	.5	
d.. Overview of Mood Disorders; Unipolar Depression & Bipolar Disorders.	3	7. Recognize the key components of Mood Disorders and explain how each psychological perspective would explain and treat the major Mood Disorders.
e.. Overview of Suicide; What it is, what triggers it, underlying causes & treatment and prevention.	3	8. Identify the major risk factors for suicide, which mental disorders have an increased risk, and current preventative measures.
f. Overview of Eating Disorders; Anorexia Nervosa, Bulimia Nervosa, their causes and treatment.	3	9. Assess the key components of Eating Disorders and explain how each psychological perspective would explain and treat the major Eating Disorders.

g. Overview of Substance-Related Disorders; causes & treatments.	3	10. Identify the key components of Substance-Related Disorders and explain how each psychological perspective would explain and treat the major Substance-Related Disorders.
h. Overview of Sexual Disorders; Sexual Dysfunction Disorders, Paraphilias, Gender Identity Disorder and their causes and treatment.	.5	11. Evaluate the key components of Sexual Disorders and explain how each psychological perspective would explain and treat the major Sexual Disorders.
i. Overview of Schizophrenia.	2.5	12. Select the key components of Schizophrenia and explain how each psychological perspective would explain and treat Schizophrenia.
j. Overview of Personality Disorders; their clusters, causes and treatment.	3	13. Locate the key components of Personality Disorders and explain how each psychological perspective would explain and treat the major Personality Disorders.
k. Overview of disorder that occur in childhood and adolescence; childhood anxiety disorders, childhood Mood Disorders, Oppositional Defiant Disorder, Conduct Disorder, Attention-Deficit/Hyperactivity Disorder, Elimination Disorders, Pervasive Developmental Disorders and Mental Retardation.	3	14. Identify the key components of the disorders that occur in childhood and adolescence and explain how each psychological perspective would explain and treat the major disorders of childhood and adolescence.
l. Overview of disorders of aging and cognition	3	15. Recognize the key components of the disorders that occur in older adults and explain how each psychological perspective would explain and treat the major disorders of aging and cognition.
m. Overview of law, society, and the mental health profession.	3	16. Analyze how clinicians influence the criminal justice system and how the legal system influences mental health care.
4. Examine current methods of prevention and therapeutic treatment	3	
Total Lecture hours*	54.00	

COURSE CONTENT AND SCOPE -- Laboratory : If applicable, outline the topics included in the laboratory portion of the course (<i>outline reflects course description, all topics covered in class</i>).	Hours per Topic	COURSE OBJECTIVES - Laboratory (<i>If applicable</i>): Upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>) ²
	0	
Total Lab hours*	0.00	

*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

Bloom’s Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define	translate	interpret	distinguish	compose	judge
repeat	restate	apply	analyze	plan	appraise
record	discuss	employ	differentiate	propose	evaluate
list	describe	use	appraise	design	rate
recall	recognize	demonstrate	calculate	formulate	compare
name	explain	dramatize	experiment	arrange	value
relate	express	practice	test	assemble	revise
underline	identify	illustrate	compare	collect	score
	locate	operate	contrast	construct	select
	report	schedule	criticize	create	choose
	review	shop	diagram	set up	assess
	tell	sketch	inspect	organize	estimate
			debate	prepare	measure
			inventory		
			question		
			relate		
			solve		
			examine		
			categorize		

² In general “activity” courses or portions of courses are classified “laboratory.”

Course
 Program
 Institutional
 (check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: _____

Faculty/Staff Participants: _____

The student will... (outcome)	As measured by the following method... (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
<p>Students will be able to identify the prominent characterizations of disorders discussed.</p>	<p>The method used to assess the student learning outcome stated above was the placement of 28 embedded multiple choice questions in a 50 question final exam (N=28). These questions were designed to test the students' knowledge of the major symptoms of the mental disorders discussed.</p> <p>An item analysis was conducted in order to obtain the number of students who answered each question correctly. The correct responses for the 28 questions measuring the SLO were averaged to find the mean number of students who answered any of the given 28 embedded questions correctly (30.39). In other words, out of 40 students, on average, 30.39 students answered any of the given assessment questions correctly. The 76% mastery level was calculated by dividing 30.39 by 40 (students) and multiplying by 100.</p>	<p>Examples of some of the questions used to assess the SLO are as follows: <i>Which of the following is a symptom of Bulimia Nervosa? Which of the following is not a positive symptom of Schizophrenia? Which of the following is not a biological perspective on the cause of Schizophrenia? A person with a recurrent need or desire to dress in clothes of the opposite sex would be diagnosed with?</i></p>	<p>N=28 Mean=30.39 SD=5.52 Range=21 Median=32 Mode=32</p> <p>The average number of correct responses was 30.39 out of 40 students, for an overall 76% mastery level. The standard deviation was 5.52, with a mode of 32. There was a fairly large range (21), which can be attributed to a couple outliers in the data set.</p>	<p>In efforts to increase the students' level of mastery of student learning outcomes I would make the following corrections in the future. First, I would use a pretest/posttest method of assessment so I could measure the students' level of understanding prior to instruction. Lastly, I would be more proactive about introducing the student learning outcomes throughout the semester to reinforce learning.</p>

curricommSLOcourseoutlineAddendum, Approved Curriculum Committee, 2/29/08; Approved Academic Senate, 3/11/08

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

The Fundamentals of Abnormal Psychology 6 th Ed.	Ronald J. Comer	2008
---	-----------------	------

3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

DSM IV-TR	American Psychological Association	2000
-----------	------------------------------------	------

4. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Writing assignments in this course may include, but are not limited to the following:

Annotated bibliography of at least 5 articles related to mental disorders

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may include, but are not limited to the following:

Prepare a case vignette to present to class

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes “critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level”. Critical thinking may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Students will be required to compare, contrast and differentiate the clinical syndromes and identify the multiaxial diagnostic system.
--

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed “Course Objectives” at the beginning of Section II):

In-class multiple choice quizzes and exams
--

8. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

Videos

9. SUPPLIES:

List the supplies the student must provide.

Pen/pencil, paper, scantron

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Internet research

11. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

Students must locate, evaluate and employ information

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Students will examine how abnormal behavior definitions vary according to culture and ethnic and gender differences in the development of different types of abnormal behavior will also be discussed.
--

13. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.

- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.
- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. **THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:** **Yes**

- a. If yes, the course will be a **program requirement** portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <http://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>)

Required for AS in Psychology (Program ID 08453)

NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office *Inventory of Approved Programs* AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria. The college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require separate approval. See the Chancellor's Office *Program and Course Approval Handbook* for details. LACCD Skills **Certificates are not State approved programs** and are not listed on the Chancellor's Office *Inventory of Approved Programs*.

2. **GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

- a. Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

- a. 2nd Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – *Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education* -- contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmsRegs/boardrules.htm

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

- a. Transferable to the University of California: **Yes** c. Transferable to the California State University: **Yes**
 b. UC **approval** date: d. College **approval** date:

2. GENERAL EDUCATION FOR TRANSFER:

IGETC Certification:

- a. Area requested: **None**
 b. Date requested:
 c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

CSU Certification:

- a. Area requested: **None**
 b. Date requested:
 c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

--	--

- a. 2nd Area requested: **None**
 b. Date requested:
 c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

- a. 2nd Area requested: **None**
 b. Date requested:
 c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

--	--

3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements? **NO** List college/university and the majors:

College/University	Major(s)

CAN NUMBER: **CAN SEQUENCE NUMBER:**
 CAN Approval -- Date requested: Date approved:

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** **Psychology**
2. **DEPARTMENT/DIVISION CODE:** **02**
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: **825** (existing subject codes are available on the LACCD web site at <http://www.laccd.edu/curriculum/directory-programs-courses/index.htm>)
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: **Psych**
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **Abnormal Psychology**
7. **DEGREE CREDIT:** Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level :
This courses is **Degree Applicable**
8. **CREDIT/NO CREDIT GRADING:** **No**
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0**

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to **English, writing, ESL, reading** and **mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**
11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)." **No** If Yes, course must be non-degree applicable.
12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline? **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatble when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? **No**

15. COURSE CLASSIFICATION: **Liberal Arts Sciences**

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an “Occupational” Course Classification must have an “Occupational” TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an “Occupational” Course Classification cannot have an Occupational TOP Code **and** must have an “E” SAM Code. Courses coded as “basic skills” in #11 should be coded “Adult and Secondary Basic Skills.”

16. TOP CODE – (6 digits XXXX.XX) 2001.00

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): **E - Non-Occupational**

SAM Codes (see CCC Chancellor's Office *Student Accountability Model Operations Manual*, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter “B” should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled “B.” “B”-level courses must have Priority “C” prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract “drop-ins.” Courses may be offered in several occupational programs within a broad area. The “C” priority, however, should also be used for courses within a specific program area when the criteria for “B” classification are not met. A “C”-level course should provide the student with entry-level job skills.

Priority "D" -- Possibly Occupational: “D” courses are those taken by students in the beginning stages of their occupational programs. The “D” priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" -- Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | |
|--|--------------------------|-----------------------|
| a. <input type="checkbox"/> New Course | . Board Approval Date: | . Effective Semester: |
| b. <input type="checkbox"/> Addition of Existing District Course | . College Approval Date: | . Effective Semester: |
| c. <input type="checkbox"/> Course Change* | . College Approval Date: | . Effective Semester: |
| d. <input checked="" type="checkbox"/> Outline Update | . College Approval Date: | |
| | 4/20/10 | |

* Changes to a course require the completion of a "Course Change Request" form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3(c) for details.

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

1. ORIGINATOR: S. Atkins

2. DEPARTMENT:

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

By additional funds. Describe:

By deleting courses from the college catalog and course database. List specific courses to be deleted:

By deleting sections of existing courses. List courses and number of sections to be deleted:

First year: Second year: Third year:

By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No (If yes, briefly explain how)

5. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

_____ Originator	_____ Date
_____ Department/Cluster Chairperson	_____ Date
_____ Articulation Officer	_____ Date
_____ Librarian	_____ Date
_____ Dean (if applicable)	_____ Date
_____ Curriculum Committee Chairperson	_____ Date
_____ Academic Senate President	_____ Date
_____ Vice President, Academic Affairs	_____ Date
_____	_____

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: PSYCHOLOGY 14, ABNORMAL PSYCHOLOGY
(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

- Prerequisite: **Course & Number, Title: PSYCHOLOGY 1, GENERAL PSYCHOLOGY I**
- Corequisite:
- Advisory:

A. **Target Course Entry Skills: Course & Number, Title: PSYCHOLOGY 14, ABNORMAL PSYCHOLOGY**
(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Identify and describe methods of personality assessment.
2. Define sexual dysfunction and the human sexual response cycle.
3. Evaluate theories, causes and treatment of various psychological disorders.
4. Analyze the ethical implications of classifications of mental illness and psychological treatments.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Course & Number, Title: PSYCHOLOGY 1, GENERAL PSYCHOLOGY I**

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Describe the goals of psychology as a science and compare and contrast the various "schools of psychology."
2. Identify research methods used in psychology and explain how they are used.
3. Explain the structure and function of the neuron and describe how electrical and chemical signals are transmitted by the neuron.
4. List the major divisions of the nervous system and describe the major structures of the brain.
5. Explain the difference between sensation and perception and discuss the impact of culture and experience on perception.
6. Define state of consciousness and list and distinguish among the various altered states of consciousness.
7. List and explain the various theories of why we sleep and dream.
8. Explain the key features of the definitions of learning, cognition, and intelligence.
9. Distinguish between classical and operant conditioning; list the schedules of reinforcement and explain their impact on learning and extinction.
10. Explain the information processing theory of memory and describe how various theories explain why we forget.
11. Describe methods of personality assessment and explain the differences between objective and projective tests.
12. Describe how nature and nurture influence development and identify characteristics common to stage theories of development.
13. Distinguish between motivation and emotion and list and describe components of Maslow's hierarchy of motives.
14. Define sexual dysfunction and identify and describe the human sexual response cycle.
15. Define stress and list and describe the factors that influence reactions to stress.
16. List and describe the sources of stress and evaluate effective methods of coping with stress.
17. Describe and evaluate how various theories explain the causes of psychological disorders.
18. List, describe, and evaluate the various methods of psychological treatment.
19. Demonstrate understanding of the ethical standards of psychotherapy through application to and analysis of specific cases.

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*
COURSE & NUMBER, Title: PSYCHOLOGY 2, GENERAL PSYCHOLOGY II

Entering Skills of Target Course

COURSE & NUMBER: PSYCHOLOGY 1
Course Title: GENERAL PSYCHOLOGY I
 Exit Skills of Prerequisite

	1	2	3	4	5	6	7	8	9
1			X						
2									
3									
4									
5									
6									
7									
8									
9									
10									
11	X								
12									
13									
14	X	X							
15									
16									
17			X						
18				X					
19				X					

Validation requires at least one match of each entry skills with at least one exit skill
Was validation achieved? YES

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: Staci Atkins Title: Instructor Initial: _____ Date: _____

Name: Dr. Sandra Lee Title: Chair Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Dr. Sandra Lee _____
 Initiator Date

Dr. Sandra Lee _____
 Department Chairperson Date

_____ _____
 Curriculum Chairperson Date