

LSC Use Only

Number:

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Date:

145
Approved
10-18-90

UWUCC Use Only

Number:

Action:

Date:

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: PC 321 Abnormal Psychology

Suggested 20 Character Course Title: Abnormal Psychology

Department: Psychology

Contact Person: D.E. Grover, Ext. 2426, 2374

II. If a course, is it being Proposed for:

____ Course Revision/Approval Only
____ Course Revision/Approval and Liberal Studies Approval
X Liberal Studies Approval Only (course previously has been
approved by the University Senate)

III. Approvals

David E. Grover

Department Curriculum Committee

Deborah A. Koss

Department Chairperson

W. H. B.

College Curriculum Committee

W. J. Cal

College Dean *

Charles D. Smith

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

to UWUCC: _____

Liberal Studies Course Approval Form

About this form: Use this form only if you wish to have a course included for Liberal Studies credit. The form is intended to assist you in developing your course to meet the University's Criteria for Liberal Studies and to arrange your proposal in a standard order for consideration by the LSC and the UWUCC. If you have questions, contact the Liberal Studies Office, 353 Sutton Hall; telephone 357-5715.

Do not use this form for technical, professional or pre-professional courses or for remedial courses, none of which is eligible for Liberal Studies. Do not use this form for sections of the synthesis course or for writing-intensive sections; different forms will be available for those.

PART I. BASIC INFORMATION

- A. For which category(ies) are you proposing the course? List all that apply.

LEARNING SKILLS

- ☐ First English Composition Course
- ☐ Second English Composition Course
- ☐ Mathematics

KNOWLEDGE AREAS

- ☐ Humanities: History
- ☐ Humanities: Philosophy/Religious Studies
- ☐ Humanities: Literature
- ☐ Fine Arts
- ☐ Natural Sciences: Laboratory Course
- ☐ Natural Sciences: Non-laboratory Course
- ☐ Social Sciences
- ☐ Health and Wellness
- ☐ Non-Western Cultures
- ☒ Liberal Studies Elective

- B. During the transition from General Education to Liberal Studies, should this course be listed as an approved substitute for current General Education course, thus allowing it to meet any remaining General Education needs?

If so, which General Education course(s)?

PART II. WHICH LIBERAL STUDIES GOALS WILL YOUR COURSE MEET?

Indicate by number all that apply, specify whether the goal is primary or secondary, and include an explanation for each.

All Liberal Studies courses must contribute to at least one of these goals; most will meet more than one. As you identify them by number, please indicate whether you consider them to be primary or secondary goals of the course and include an explanation for each. (For example, a history course might assume "historical consciousness" and "acquiring a body of knowledge" as its primary goals but it might also enhance inquiry skills or literacy or library skills.) Keep in mind that no single course is expected to shoulder all by itself the responsibility for meeting these goals; our work is supported and enhanced by that of our colleagues teaching other courses.

A. Intellectual Skills and Modes of Thinking:

1. Inquiry, abstract logical thinking, critical analysis, synthesis, decision making and other aspects of the critical process.
- ✓ 2. Literacy — writing, reading, speaking, listening
- ✓ 3. Understanding numerical data
- ✓ 4. Historical consciousness
5. Scientific inquiry
6. Values (ethical mode of thinking or application of ethical perception)
- ✓ 7. Aesthetic mode of thinking

B. Acquiring a Body of Knowledge or Understanding Essential to an Educated Person

✓ **C. Understanding the Physical Nature of Human Beings**

-D. Certain Collateral Skills:

- ✓ 1. Use of the library
- ✓ 2. Use of computing technology

Part II Liberal Studies Goals

A. Intellectual Skills and Modes of Thinking

1. Primary - An understanding of Abnormal Psychology involves a synthesis of information about potential physiological, sociological and psychological factors contributing to psychopathology. Since the topic is of immediate relevance and concern to students they are motivated to make the content the focus of their critical thinking skills. The content presented requires that the student critically evaluate the current models, classification, and treatment of psychopathology in order to construct a defensible position on these major issues.
2. Secondary - Literacy: Course requires the student to express knowledge and defend beliefs both verbally and in writing.
3. Secondary - Understanding numerical data: Course deals with psychological assessment which exercises numerical skills.
4. Secondary - Historical consciousness: Models of abnormal behavior are considered in historical context.
5. Primary - Although many of the models of psychopathology discussed in this course were based upon clinical data and clinical assessment of behavior disorders, students are still taught the basic principles of scientific inquiry. Models, assessment strategies and treatment strategies are evaluated based upon the scientific evidence for their explanatory and/or pragmatic value. The appropriateness of various scientific methods to the evaluation of knowledge claims in the discipline is addressed.
6. Primary - The abnormal psychology course attempts to demystify notions of the nature and causes of psychopathology which students often hold. Students often make judgments about people based upon ideas and values that are largely unexamined. These pre-conceptions and value-based judgments can have significant effects upon how they perceive themselves and others. The course encourages students to examine the values and beliefs about the nature and causes of behavior. It encourages students to avoid judgments that are not rooted in objective inquiry.

B. Acquiring a Body of Knowledge.

The major objectives of a course in abnormal psychology are dependent upon the student acquiring a body of knowledge. At the most general level students must acquire knowledge about human behavior and mental processes. They must also become familiar with the basic concepts and models within the "domain" of abnormal psychology. They also need to become familiar with classification of psychopathology and different methods of treatment. Without this content knowledge it is not possible for the student to construct a defensible stance on the major issues in this area of psychology.

C. Secondary - Understanding the Physical Nature of Human Beings: Organic disorders and biochemical factors in pathology are considered.

D. Certain Collateral Skills

1. Secondary - Use of the library: Students are required to do library research for papers in the course.
2. Not applicable - Use of computing technology

PART III. DOES YOUR COURSE MEET THE GENERAL CRITERIA FOR LIBERAL STUDIES? Please answer these questions.

- A. If this is a multiple-section, multiple-instructor course, there should be a basic equivalency (though not necessarily uniformity) among the sections in such things as objectives, content, assignments and evaluation. Note: this should not be interpreted to mean that all professors must make the same assignments or teach the same way; departments are encouraged to develop their courses to allow flexibility which contributes to imaginative, committed teaching and capitalizes on the strengths of individual faculty.

What are the strategies that your department will use to assure that basic equivalency exists? Examples might be the establishment of departmental guidelines, assignment of responsibility to a coordinating committee, exchange and discussion of individual instructor syllabi, periodic meetings among instructors, etc.

- B. Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. If your attached syllabus does not make explicit that the course meets this criterion, please explain how it will.
- C. Liberal Studies courses require the reading and use by students of at least one but preferably more substantial works of fiction or nonfiction (as distinguished from textbooks, anthologies, workbooks or manuals). Your attached syllabus must make explicit that the course meets this criterion.

(The only exception is for courses whose primary purpose is the development of higher level quantitative skills; such courses are encouraged to include such reading but are not expected to do so at the expense of other course objectives. If you are exercising this exception, please justify here.)

- D. If this is an introductory course intended for a general student audience, it should be designed to reflect the reality that it may well be the only formal college instruction these students will have in that discipline, instead of being designed as the first course in a major sequence. That is, it should introduce the discipline to students rather than introduce students into the discipline. If this is such an introductory course, how is it different from what is provided for beginning majors?

Part III. General Criteria for Liberal Studies

A. What are the strategies that your department will use to assure that basic equivalency exists?

A common set of topics are included in all sections of Abnormal Psychology. (See generic syllabus.) In general, information on models of abnormal behavior, classification of disorders, nature of specific classes of disorders (e.g., affective disorders, personality disorders) and treatment are included in the course. Textbooks are selected by individual instructors but include a common core of material. It is indicative of a consensus on common core content that all of the instructors independently chose the same text in 1989. The departmental Undergraduate Curriculum Committee monitors the content of multi-instructor courses.

B. If your attached syllabus does not make explicit that the course meets this criterion, please explain how it will.

One of the criteria that is related to judging whether a behavior is to be considered "abnormal" is the extent to which it deviates from perceived cultural norms. What is perceived as "normal" in one culture may be perceived as unusual or even "abnormal" by outsiders (e.g., a parent asking a child a question to which they (the parent) know the answer). As members of a culturally diverse society this issue and its implications must be addressed in any course on abnormal psychology. Even within the same culture the roles assigned to individuals carry expectancies about "normal" as opposed to unusual or "abnormal" behaviors. The gender roles which are ingrained in white, middle class American society lead to the evaluation of some behaviors as being "abnormal" if the person is a female and "normal" if the person is male (e.g., a variety of assertive behaviors). Early experience is believed to be critical in a variety of models of psychopathology. Also, research indicates that the basic standard of normal behavior is the behavior of the male. Differences in child-rearing practices between cultural groups and within cultural groups must therefore be addressed (e.g., the caretaking responsibilities of fathers vs. mothers, the differences in treatment of female as opposed to male children). These issues carry over into discussions of the classification of "deviant behaviors" and the nature and goals of treatment (e.g., if the goal of treatment is to create a normal individual, which set of culturally determined standards should we strive to achieve). Issues relevant to racial and ethnic minorities and to women permeate this course which attempts to define abnormal behavior, describe exploratory models, explain classification, and evaluate treatment. They are addressed in class lecture and discussion, text and outside readings.

The course in Abnormal Psychology also provides an excellent opportunity to highlight some of the many contributions of women to the field. Historically women have found it easier to gain access to those areas of psychology related to the study of children or related to providing services to the community (developmental, educational, clinical, etc.). Women have made major contributions to our understanding of the development of both normal and abnormal behavior patterns (e.g. Anna Freud, Karen Horney). This course provides an opportunity to discuss them.

C. Liberal Studies courses require the reading and use by students of at least one but preferably more substantial works of fiction or nonfiction. Your attached syllabus must make explicit that the course meets this criterion.

See evaluation section of course syllabus and attached list of appropriate readings.

D. If this is an introductory course, how is it different from what is provided for beginning majors?

This course is not an introductory course. PC 101, General Psychology, is the prerequisite.

E. The Liberal Studies Criteria indicate six ways in which all courses should contribute to students' abilities. To which of the six ways will your course contribute? Check all that apply and attach an explanation.

1. Confront the major ethical issues which pertain to the subject matter; realize that although "suspended judgment" is a necessity of intellectual inquiry, one cannot live forever in suspension; and make ethical choices and take responsibility for them.
2. Define and analyze problems, frame questions, evaluate available solutions and make choices.
3. Communicate knowledge and exchange ideas by various forms of expression in most cases writing and speaking.
4. Recognize creativity and engage in creative thinking.
5. Continue learning even after the completion of their formal education.
6. Recognize relationships between what is being studied and current issues, thoughts, institutions and/or events.

PART IV. DOES YOUR COURSE MEET THE CRITERIA FOR THE CURRICULUM CATEGORY IN WHICH IT IS TO BE LISTED?

Each curriculum category has its own set of specific criteria in addition to those generally applicable. The LSC provides copies of these criteria arranged in a convenient, check-list format. Select the one(s) that apply, mark them appropriately, and include them with your proposal. The attached syllabus should indicate how your course meets each criterion you check. If it does not do so explicitly, please attach an explanation.

A copy of this form and all Liberal Studies Check Sheets can be found in the appendix, on electronic mail, as well as on floppy disk in the main office of each academic department.

E. To which of the six ways will your course contribute? Check all that apply and attach an explanation.

1. One of the controversies within the discipline revolves around the classification of behavior as abnormal, the classification of types of psychopathology and their causes, and the labeling of individuals as normal or abnormal or within some more specific diagnostic category. The answers to these questions have definite implications for our society and particularly for individuals so classified. Students are repeatedly confronted with these issues during the course and are expected to be able to muster reasonable arguments supporting their position. The course also deals with treatment, a topic that necessitates discussion of ethics.

2. Much of the response to item 1 above also applies to this item. As a part of this course students are expected and encouraged to utilize strategies for evaluating behavior based upon objective observation and analysis. The importance of a defensible systematic classification system is stressed. The fallacies of framing questions which are not amenable to empirical solution are discussed. The need to evaluate the implication of choices and decisions for the individual and the society is addressed.

3. The course format is lecture-discussion. Students are evaluated on the basis of their contribution (verbal) to the in class discussions. Their ability to communicate their knowledge in written form is assessed through examinations (both in class and take home) and papers (either required or optional) in the course.

5. The increased understanding of human behavior and the training in the objective observation of behavior fostered by this course should influence students to continue their study and expand their knowledge of this area throughout their lives. Knowledge of the content is important in many of the careers chosen by students (e.g., nursing, social work) and its applied value also encourages behavior consistent with this goal.

6. The information that students gain about the nature of psychopathology, the physiological, psychological, and social factors that foster psychopathology, and the alternative methods of treatment is directly related to issues and the role of institutions within our society. The course encourages the student to recognize these relationships (e.g., societal factors and addictive disorders). Once such relationships are recognized the student should be better able to understand current events and evaluate proposed solution to societal problems.

Part IV. Criteria for Curriculum Category: Elective

 X Meets General Criteria which apply to all Liberal Studies courses (see above).

 X Not a technical, professional course (see above and attached syllabus).

PC 321 Abnormal Psychology (Generic Syllabus)

Text: Abnormal Psychology and Modern Life; Carson, Butcher, and Coleman, 8th Ed.
Scott Foresman

Course Objectives

1. To broaden the students' knowledge of human motivation, emotion and behavior.
2. To introduce the student to the basic concepts and models in the area of abnormal psychology.
3. To demystify the area by dispelling myths about abnormal behavior.
4. To familiarize the student with the methods of classification and treatment of psychosocial disorders.
5. To encourage students to critically analyze the major theories of abnormal behavior.

Course Outline

<u>Topic</u>	<u>Assignment</u>
1. Introduction and the Models of Abnormal Behavior	Chapters 1-4
2. Childhood and Developmental Disorders	Chapter 14
3. Anxiety Based and Mood Disorders	Chapters 6 & 9
4. Schizophrenic Disorders	Chapter 10
5. Personality Disorders	Chapter 7
6. Addictive Disorders and Sexual Disorders	Chapters 11 & 12
7. Treatment of Psychological Disorders	Chapters 16 & 17
8. Contemporary Issues in Mental Health	Chapter 18

Evaluation:

Grades will be based on a combination of examinations covering lecture and text material. The format of exams will vary depending upon instructor (e.g., essay, multiple choice, combination). A minimum of two examinations will be given. Class participation, projects or papers may be required at the discretion of individual instructors and will be indicated on the syllabus distributed at the start of the semester.

Students are also required to complete a non-textbook reading (see attached list). Evaluation of this reading might be included on exams or in separate class assignments.

Sample of Appropriate (non textbook) Readings

1. The Bell Jar - Sylvia Plath
2. Is there no place on earth for me? - S. Sheehan
3. Dibs in search of self - V. Axline
4. I never promised you a rose garden - H. Greene
5. One flew over the cuckoo's nest - K. Kesey
6. The three faces of Eve - T. Thigpen & H.M. Cleckley
7. I'm dancing as fast as I can - B. Gordon
8. The minds of Billy Milligan - D. Keyes
9. A social history of madness - R. Poster
10. Sexual Science - C.E. Russett
11. Living Your Dreams - G. Delaney
12. Handbook of Rational Emotive Therapy - A. Ellis
13. Man in Crisis - J. Davis
14. Blessed Are the Beasts and the Children - Glencannon
15. Self Analysis - Horney
16. Our Inner Conflicts - Horney
17. Neurotic Personality of Our Time - Horney
18. Neurosis and Human Growth - Horney
19. Poetry the Healer - J. J. Leedy
20. Women and Madness - P. Chester
21. Racism and Psychiatry - A. Thomas & S. Sitten