## Abnormal Psychology

**Course Title:** PSYCH 224

**Description:**
Covers the concepts and principles used in clinical practice to describe the dynamics, diagnosis and treatment of abnormal behavior. Compares and contrasts the different patterns of abnormal behavior. Examines the differences in theoretical models for understanding maladaptive behavior.

### Prerequisites
- PSYCH 100 or permission of instructor

### Credits
- 3

### Contact Hours
- 3 Lecture
- 0 Lab
- 0 Other

### Program
- **Certificate:** Social Justice
- **Program:** Program for Certificate of Completion-Mental Health

### Similar Courses
- Community Colleges: Kauai and Leeward
- Alpha, Number, Title: PSYCH 224 Abnormal Psychology

### Articulation
- **Appropriate for Articulation:** Yes
- **Not Appropriate for Articulation:** No

### Course Articulation
- **Details:**
  - This course is taught at UH-Manoa as a noncore elective in Psychology. The course could articulate with the UH Psychology degree program. See UH and WCC content outlines for conceptual coverage.

### Course History
- **Offered previously:** 1978-80
- **Offered:** 8-80

### Course Approval
- **Social Science For Myers, by J. Harada**
- **Date:** 3-12-80

### Approval Process
- **Chairperson:**
  - Chairperson
  - Date: 3-20-80
- **Curriculum Committee:**
  - Date: 3/21/80
- **Faculty:**
  - Date: 5/20/82
- **Dean of Instruction:**
  - Date: 5/8/80
- **Provost:**
  - Date: 5/8/80
PSYCHOLOGY 224
Abnormal Psychology

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PROPOSAL FOR NEW COURSE

Course: PSY 224 Abnormal Psychology

Submitted by: J. Harada/O. Myers

1. COURSE OBJECTIVES: See Appendix Course Outline for details.

2. COURSE RELATION TO EDP: See Appendix EDP for details. Basically this course benefits students in the Social Justice Program and students interested in the Social Sciences. It is required for students in Certificate of Completion-Mental Health Course Services at WCC.

3. PROGRAM COURSE IN: Social Justice elective.
   • AA degree elective
   In Certificate of Completion-Mental Health—it is a required course.

4. STUDENT HOURS: 3 Contact hours/week

5. INDEPENDENT WORK BY STUDENT:
   College level research and outside reading work. Quiz and Test preparation. And major project/case reviews written detailed reports.

6. ADDITIONAL SUPPORTS NEEDED:
   Supports include the usual AV materials and guest speaker support.

7. SIMILAR COURSES IN SYSTEM:
   Kauai Community College-Psych 224 Abnormal Psychology
   Leeward Community College-Psych 224 Abnormal Psychology
1. COURSE DESCRIPTION:
Coverage of concepts and principles used in clinical practice to describe the dynamics, diagnosis and treatment of abnormal behavior, compares and contrasts the different patterns of abnormal behavior. Examines the differences in theoretical models for understanding maladaptive behavior.

2. HOURS PER WEEK: LEC 3 LAB OTHER TOTAL

3. PREREQUISITES: See prerequisites

4. COREQUISITES:

RECOMMENDED PREPARATION: See Appendix Course Outline
Four Objectives: Identify and understand basic terms, concepts, principles, theoretical models, classification of mental disorder, contemporary approaches to therapy and preventive programs.

4. SPECIFIC COURSE OBJECTIVES:
Abnormal Psychology and Modern Life, current edition
James Coleman, 1979

Joel West

5. TEXTBOOK AND MATERIALS:
Abundant references in this field. Topic also included in areas of Mental Health, Social Work, Education, Social Justice, Public Health, Human Development, and Education.

6. REFERENCE MATERIAL SAMPLES:
AV materials, references at WCC Library, Hawaii State Hospital Medical Library, and public Libraries.

7. AUXILIARY MATERIALS:
TRANSFER COURSE CRITERIA

Course PSYCH 224 Abnormal Psychology
New X Modified
Submitted by J. Harada/O. Myers Date

1. RATE OF STUDENT PROGRESS:
   See Appendix Course Outline.
   Quantity of work is University level. Required activities involve
   integrating many sets of information an advanced conceptual level.

2. BASIC SKILLS NEEDED:
   10th grade level basic skills and higher are required for successful
   course work.

3. AMOUNT OF SKILLS AND INDEPENDENT WORK REQUIRED:
   12th grade reading level advised with 2 or more hours outside work per
   in-class contact hour. See Appendix course Outline.

4. REASONING REQUIRED:
   Logic and reasoning required to integrate material presented and
   researched.

5. CONCEPTUAL COURSE LEVEL:
   Stress on theories, principles, concepts and relation to cases and
   issues.

6. BACKGROUND KNOWLEDGE PREREQUISITE:
   Psychology 100

7. MASTERY LEVEL EXPECTED:
   Useful preparation for advanced study in many fields-Social Work,
   Education, Public Health, etc.

8. COUNTERPART IN 4 YEAR CAMPUS:
   UH-Manoa Psychology 224
   Abnormal Psychology
   See Appendix UH-Manoa Psychology Outline

9. COURSE USE IN MAINLAND ACCREDITED SYSTEMS:
   Mainland Colleges/Universities offering Abnormal Psychology
   include: Ohio University, Princeton University (Psych 207),
   Brigham Young University
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**NOTE:** ORAL PRESENTATIONS OF PROJECTS & CASE REVIEWS WILL BE SCHEDULED FROM FEB. 9TH TO MAY 9TH. CONSULT WITH INSTRUCTOR FOR MOST FEASIBLE DATE FOR YOUR TOPIC.
1. **Instruction**

   **a. Liberal Arts**

   **Goal:** Offer a sufficiently comprehensive lower division program in arts and humanities, social sciences, communications, natural sciences, mathematics and languages to meet the requirements for the Associate in Arts degree and the prebaccalaureate program requirements.

   ...Emphasize repertoire of Hawaiian and other local/international culture courses; expand courses in public affairs, social issues, political processes, community studies and environmental issues based on the physical environment.

   ...Emphasize development of interdisciplinary, problem/theme-oriented courses.

   ...Maintain levels of service provided; expand levels of experimentation, use of computer-assisted instruction and the basic inventory of general education.
MISSION

As one of the seven community colleges in the University of Hawaii, the primary goal of the College has been defined by the Hawaii State Legislature and the Board of Regents of the University of Hawaii:

The purposes of the community colleges shall be to provide two-year college transfer and general education programs, semi-professional, technical, vocational, and continuing education programs and such other educational programs and services as are appropriate to such institutions.¹

The intent of the Board of Regents is that each community college become comprehensive in scope, restricted only by the necessity of limiting certain high cost and low demand programs to certain campuses. The goals of the community colleges of the University of Hawaii are comprehensive programs, low tuition, open-door admission, education guidance, quality teaching, and responsiveness to the community which each college serves.²

Within this broad framework, more specific guidelines have been established by the College to outline its mission.

1. The College seeks to serve primarily the residents of the Windward Oahu communities, offering as broad a variety of programs and services as resources will permit.

¹Hawaii Revised Statutes 1968, Volume IV, Titles 16-21, Chapters 281-400, p. 183.

²Controlled Growth for the University of Hawaii: Community Colleges; Policy Statements by the Board of Regents of the University of Hawaii, Fall, 1970, p.13.
PHILOSOPHY AND ASSUMPTIONS

Philosophy

We believe that the broad goals of higher education are twofold:

*to promote knowledge and to promote humane values and activities.*

Within this framework, we believe that the program of activities and services offered by the College should reflect the following premises:

...that higher education should provide individuals with opportunities for self-actualization (incorporating within this concept of self the concept of the whole person, and with recognition of the special needs of the individual), opportunities to explore oneself and develop one's potential to the fullest;

...that higher education should provide individuals with opportunities to acquire the skills and knowledge required to cope with the many manifestations of change predicted for the future and to enable them to assume a role as contributors to society.

Consistent with these premises, we believe that the activities and services provided by this College should have the following emphases:

1. That the learning activities we provide reflect a concern for the "whole person" by focusing equally on cognitive, affective and psycho-motor skills development.

2. That learning be personalized, and a learning environment that encourages interaction among students, faculty, staff and members of the community, and provides for a participative role on the part of the learner in planning and implementing activities, be actively promoted.

3. That in everything we do and provide we stress the development of alternatives in the kinds of activities and services we offer, when and where we offer them and the manner in which we offer them, to reflect the individualities of the people we want to serve.

4. That we assume a role as generator and coordinator of services and activities, meeting the educational needs of the community by directly providing those services we are able to provide and by identifying agencies and institutions offering services which we may be prohibited from generating and bringing these services into the community by serving as an intermediary or "broker."
5. That our educational programs be oriented to providing individuals with opportunities:
   
   ... for self-exploration and awareness, and for reinforcement of social and communication skills as a means of cultivating self-confidence and the ability to project a future for oneself;
   
   ... for reinforcing decision-making skills: the skills and knowledges required in identifying problems and alternative solutions, including the skills of analysis, conceptualization, generalization and application;
   
   ... to develop an awareness of the interrelationships of fields of knowledge, as well as the contents, method of analysis, and particularities of these fields;
   
   ... for exploring humanistic values and establishing a base for developing personal values;
   
   ... for acquiring and effectively using the tools for learning—to want to learn and to learn how to learn—so that education becomes a lifelong activity;
   
   ... for acquiring a futuristic orientation and reinforcing those skills and knowledges required for the individual to assume a participatory role in society.
Instruction

The Liberal Arts Program

The primary objectives of this program are the offering of courses and other learning opportunities to serve individuals who are:

1. Seeking a liberal education by:

   - increasing their ability to communicate with people from different cultural and subcultural backgrounds (including those who speak other languages);
   
   - acquainting themselves with their own and other cultures, and understanding how cultures may be studied;
   
   - understanding people and how humanists and social scientists examine the recurrent concerns, the potentialities, and the uniqueness of human beings;
   
   - understanding the natural world and the concerns, concepts, and goals of the physical and biological sciences, and mathematics;
   
   - acquiring some understanding of the affective appeals of art, handicrafts, music, language, and the sciences, and an awareness of the bases and forms of value systems;
   
   - understanding how to conduct scholarly inquiries: how to locate, analyze, and interpret data, formulate hypotheses, use techniques for quantitative analysis, weigh evidence, and draw conclusions;
   
   - learning how to recognize and define problems that require action (in a trade or profession), to determine the data needed to deal with those problems, to assemble relevant data, to identify and assess values, and to arrive at solutions for the problems defined.

2. Seeking to meet baccalaureate program requirements for four-year colleges in Hawaii and in other locales.

3. Seeking to complete Associate in Science degree requirements for vocational education programs.

Over the past five years, the development of this program has been given the highest priority.
For the most part, course offerings are oriented to meeting the needs of students who intend to transfer to the University of Hawaii at Manoa to enter a baccalaureate program. This orientation of course offerings was made in recognition of transfer patterns and the stated intent of our students. However, follow-up studies of students leaving the College show that there is a difference between stated aspirations and actual transfer patterns with relatively few students actually going on to enroll in a baccalaureate program. Consequently, consideration will be given to reorienting the curriculum to reflect this fact.

The Future:

Emphasis in the liberal arts program over the next six years will center on developing courses to benefit specifically two groups of students—vocational education majors and unclassified students. We will refer to these new courses as general education courses. For planning purposes, and until such time as demand provides the basis for independent projections, general education courses will be offered under the umbrella of liberal arts courses.
1979-80

Special Emphases:

...Develop standardized sequences for liberal arts courses, identifying those which are to be offered once a year and those to be offered on an alternate year basis.

...Move toward a more balanced repertoire of elective courses in all liberal arts subject areas with emphasis placed on courses required for current or future programs (a program being defined as any set of courses leading to a degree or certificate, or sequence of courses within a discipline), and those improving existing skills in sequential courses.

...Redistribute course offerings in a manner which increases the selection of 200-level liberal arts courses. Priority is to be given to courses which meet UHM Arts and Sciences core requirements.

...Emphasize a balanced offering of liberal arts courses meeting UHM core requirements in the evening.

1981-82

Special Emphases:

...Develop innovative liberal arts and general education courses and activities designed for lifelong learning with particular emphasis on social survival skills.

"The community colleges of Hawaii, as part of the University, complement each other in career programs and contribute as equal partners in the University's liberal arts program. Career programs which may serve a limited number of students and which are expensive in terms of equipment, faculty, and space will be assigned to one campus, particularly so on Oahu where it is possible for students to commute to a campus which does serve their needs. Where such programs are not to be duplicated on every campus, their location will depend upon existing facilities, availability of related business activity for cooperative assignment of students, and relationship with other programs already in operation. Where there is student need and financial and other resources make it possible, similar programs will be available on several campuses. The Community Colleges will compete--not for a monopoly of students--but for quality of program and highest placement of graduates."
Academic Advising

Assistance in planning academic goals and curricula, as well as help and advice on a wide range of general or personal problems, are available at the student services office of the college. Advisers are specially trained to assist students in selecting and achieving their academic goals.

These services apply primarily to freshmen and sophomores. Before students have completed 35 credits (junior standing), they select a major field, at which time a copy of their records is sent to their major department and they are assigned an adviser from that department's faculty. In addition to their departmental adviser, juniors and seniors may still call on the student services office for any special assistance. Seniors should report to student services for a record check before registering for their final year.

Baccalaureate Degree Programs

These requirements include the University "core" (p. 29). Except for that overlap, no course may be used to satisfy more than one requirement (basic, area, major). Multiple majors falling under one degree will normally be approved for students who show promise of success in both, provided there is sufficient divergence between the majors. No one course may be used to satisfy more than one major requirement.

The college does not accept students into concurrent baccalaureate degree programs—i.e. multiple majors in more than one degree—-even when one of them is in another college.

Applicants with a baccalaureate degree may be accepted into a second baccalaureate degree program provided there is a demonstrable difference in curriculum and objective between the two degrees, and the applicant has a superior grade point average and strong promise of success in the proposed second degree. After acceptance, a student must earn at least 30 credits in appropriate Arts and Sciences subjects while continuously enrolled as a classified student in the college. Although credits earned prior to acceptance may be used to satisfy requirements for the proposed degree, they will not be counted as part of the required 30.

BACHELOR OF ARTS

Basic Requirements

Written Communication: Students must demonstrate competence in expository writing within their first five semesters by passing any English course in the 100 series (for foreign students ESL 100), or a proficiency exam administered periodically by the English department, or by submitting at least three college level papers that, in the judgment of the English department's composition committee, satisfy the requirement. But the college's interest extends beyond this single demonstration of competence; where appropriate the faculty will require effective writing in all subjects taught in the college.

World Civilizations: Adequate comprehension of the broad sweep of cultural development may be demonstrated by passing History 151-152 (World Civilization), or its counterpart in the Honors Program, 161-162. However, students with one or two semesters of Western civilizations may complete the requirement by passing History 155 or one or more courses in history of Asia, such as 241-242. Conversely, students with a satisfactory comprehension of Eastern civilizations may fulfill the requirement by completing one or more courses in Western history, most appropriately in European history, as American history in large part derivative of it.

Quantitative and Logical Reasoning: Ability to apply, understand or appreciate the uses of mathematics, or its philosophical base in logic, may be demonstrated by passing any mathematics course at the university level, or a course in logic, or any basic course in statistics.

Hawaiian or Foreign Language and Culture: Students must complete one of these two options:

1. second-level study of an approved language (i.e., through 202 or equivalent), or unless prohibited by the requirements of their major:
2. first-level study of an approved language (i.e., 102 or equivalent), plus two semester courses in the culture of that language as approved by the college.

Students with knowledge of a foreign language may be denied admission to the 100-level courses in that language. See also the general regulations on p. 27.

Area Requirements

Humanities: Six semester courses, including two English courses from Group I, at least one course from Group II, and at least one course from Group III. Courses must be chosen from at least four departments.

I. English 250, 251, 252, 254, 255, 256, 257; Drama 101; literature courses offered by the language departments (in original language or in translation).

II. Philosophy 100, 101, 102, 200, 201; Religion 150, 151, 200, 201, 202, 203, 204.

III. (History & Theory of the Arts): American Studies 201, 202; Architecture 271, 272; Art 101, 270, 280; Asian Studies 241, 242, 310; Dance 150, 155; Drama 201; English 320, 331, 335, 351, 352, 471, 472, 473; History 241, 242, 281, 282; Linguistics 102; Music 106, 107, 108, 265, 266.

IV. (Creative Endeavor): Most of these courses have limited enrollment. Art 105, 106, 107, 108; Dance 121, 122, 131, 132; Drama 221, 222, 240, 318; English 313; Speech 231.

Natural Sciences: At least three lecture courses, chosen from the following, preferably including both biological and physical sciences. At least one course must be a laboratory science, i.e., from Group I if accompanied by its lab (marked L in the course listings) or from Group II. Courses must be chosen from at least two departments other than the major department.

I. Botany 101, 130, 201; Chemistry 100, 151, 152, 171, 272; General Science 121 or 122, 122, 124; Geography 101; Geology & Geophysics 101, 102; Microbiology 130; Physics 100, 102, 151, 152, 163, 164, 170, 272.

II. Biology 221; Meteorology 101; Microbiology 351; Zoology 101, 200.

III. Astronomy 110, 111; Botany 450 or Zoology 450; General Science 350; Genetics 352; Geology & Geophysics 200; Information & Computer Sciences 160, 260; Microbiology 125; Oceanography 201.

Social Sciences: Four semester courses from the following, including at least one course from each group. Courses must be chosen from at least three departments.

I. American Studies 211, 212; Anthropology 150, 200; Asian Studies 312; Botany 105; Journalism 150; Psychology 100, 110, 220, 221, 222, 230, 471; Sociology
430' Botany. so as to design a curriculum which satisfies these
431 requirements. Each of introductory, organic and analytical chemistry plus
432 courses:
433 Ment.
434 ing all related laboratories; and Math
435 general, organic, and analytical chemistry plus laboratories; AgBiochem 402 plus 402L. or Biochem 441 plus
436 441L; Physics 151–152, or 163–164; Math 205 or an approved
course in statistics or data processing; and Genetics 451. Prospective
437 majors should consult the department early in their
438 studies so as to design a curriculum which satisfies these re-
439 quirements.
440 Chemistry. Major requirements: 26 semester hours beyond
442 333L, 351, 352–352L. Related courses: Math 206, and Phys
443 170–272L or 163–164L required. Math 231 and a reading
444 knowledge of scientific German, French or Russian are rec-
445 ommended.
446 Chinese. Major requirements: (a) Language Emphasis: 36
447 hours above 201–202, including 301–302, 401–402 and 6
448 hours from a list of approved courses in Chinese literature or
449 civilization.
450 (b) Literature Emphasis 261, 262 and 30 semester hours of up-
451 per division major courses including at least 15 in Chinese
452 literature courses.
453 Classics. Major requirements: 24 semester hours of upper
division Greek and/or Latin courses, plus Greek 101–102 and
Latin 101–102. Emphasis may be on Greek or Latin or a com-
bination approved by the major adviser.
454 Communication. Major requirements: 30 semester hours,
455 200-level or above, including at least 18 hours in upper divi-
456 Dance. See Drama and Music below.
457 Drama and Theatre. Recommended area requirements: for
drama concentration—Art 101, Music 106 or 107, Phil 200;
458 for dance concentration—Dance 150, 155 and Music 108. Ma-
459 jor requirements for drama concentration: 28 semester hours,
consisting of Drama 101; a semester each of acting, directing,
technical theatre, Western theatre history, and Asian theatre;
two semesters of dramatic literature; 4 credits in Drama 200
or equivalent, one per semester. Major requirements for
dance concentration: 28 semester hours, consisting of Dance
321, 322, 331, 333, 371 and 451; 6 credits in theatre courses
above the 100 level; 4 credits in Drama 200 or equivalent, one
per semester. For either concentration: majors acquire pro-
cduction experience in scenery, lighting, costumes, and per-
forming and take a major responsibility in at least one area
before graduation; credit for participation in the depart-
ment's extracurricular programs may be gained in Drama
200.
459 Economics. Major requirements: 24 semester hours of upper
division courses. Required courses: 300, 301, 321 or 424, 430.
460 English. Major requirements: 33 hours of upper division
courses. Required courses: An 18-hour core, which the major
is advised to complete as early as possible, composed of 3
hours from each of the following groups: Introductory (331
336); Language, Writing and Criticism (313, 315, 320, 401
402, 403, 437); Shakespeare (445, 446); Medieval and
Renaissance (331, 421, 442, 447, 451, 453, 454); Restorative
through 19th century (352, 431, 432, 456, 457, 458, 461, 463
464); American and Modern (433, 471, 472, 473, 475, 476,
483, 484, 487, 488). The remaining 15 credit hours should
form an orderly pattern, planned in consultation with an ad-
viser. Each major must have an adviser; prospective majors
should consult the coordinator of undergraduate studies
English for adviser assignments.
460 French. Major requirements: 33 semester hours, exclusive
of 101–102, 201–202. Required courses: 311, 312, 331–332, an
Psychology 224 (#2) Abnormal
Teacher: Dr. L. Ullmann
Office: Gartley 105
T, Th 2:45-4:15; W 1:00-4:00
& by appointment

Bilger 150
Spring, 1980


Grades: Two midterms (30% each) and a final (40%). All questions are multiple choice and grades are on a curve. A credit/no credit is given only for a person who has at least a C average for all exams and has taken all the exams.

Papers: For extra credit, to pull up grades of B or less (A and A- students may not do papers for extra credit). Maximum of 2, one for each midterm that is less than an A or A-. May be done in groups of 3-5 or alone. (Groups can divide up the topic and do a more thorough job.) Deadline is the end of class on April 29. No papers will be accepted thereafter. Papers will receive up to 10 points each. See Chart below. Papers are to be no more than five typed, double spaced pages long per student. Thinking and relating material is emphasized; grading is tough.

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Assignments (to be read by the time of the lecture on the day assigned) start slowly but pick up in pace; the lectures will parallel the readings, and the text will be read in sequence.

Chap 1, 1/29; Chap 2, 1/31; Chap 3, 2/5; Chap 4, 2/12; Chap 5, 2/14; Chap 6, 2/19; Chap 7, 2/26; Midterm 1, 2/28: All readings and lectures.

Chap 8, 3/4; Chap 9, 3/11; Chap 10, 3/18; Chap 11, 3/20; Chap 12, 4/1; Chap 13, 4/3; Chap 14, 4/8; Chap 15, 4/15. Midterm 2, 4/17: all readings and lectures since first midterm.

Chap 16, 4/22; Chap 17, 4/24; Chap 18, 4/29; Chap 19, 5/6; Chap 20, 5/8.

Final exam, Tues., 5/13: 12:00-2:00. Cumulative for all readings and lectures.