PROPOSAL TO INITIATE, MODIFY OR DELETE A COURSE

1. TYPE OF ACTION
   A. Addition [ ] Regular [ ] Experimental [ ] Other ____________________________ (specify)
   B. Deletion [ ]
   C. Modification [ ] in credits [ ] in title [ ] in number or alpha [ ] in prerequisites [ ] Other ____________________________ (specify)

2. NEW ALPHA, NUMBER AND TITLE
   ________________

3. CREDITS
   ________

4. OLD ALPHA, NUMBER AND TITLE
   Psy 224 Abnormal Psychology

5. CREDITS
   ________

6. NEW CATALOG DESCRIPTION

7. PREREQUISITES
   Delete "Psy 100 or consent of instructor"
   Add Recommended Preparation: PSY 100

8. STUDENT CONTACT HOURS PER WEEK
   Lecture ______ Lecture/Lab ______ Lab ______
   Other (specify) ______

9. PROPOSED DATE OF FIRST OFFERING
   ________

10. THIS COURSE [ ] IS REQUIRED [ ] IS AN ELECTIVE FOR THE WCC ____________ PROGRAM/CORE
    (Please specify) (Circle approp.)
    [ ] CAN FULFILL ____________ REQUIREMENT
    (Please specify)

11. THIS COURSE [ ] INCREASES [ ] DECREASES [ ] MAKES NO CHANGE IN NUMBER OF CREDITS REQUIRED FOR THE PROGRAM/CORE

12. SIMILAR COURSES OFFERED ELSE WHERE:
    College(s): 
    Alpha, Number, Title:

13. THIS COURSE IS
    [ ] ALREADY ARTICULATED [ ] APPROPRIATE FOR ARTICULATION [ ] NOT YET APPROPRIATE FOR ARTICULATION
    with ____________________ with ____________________
    (Provide details of existing or desired articulation (date, college(s), purposes, pre-major or major, etc.)

14. REASON FOR INITIATING, MODIFYING OR DELETING COURSE OR OTHER PERTINENT COMMENT:
    Remove Psy 100 prerequisite based on study of 95% passing with Psy 100, without Psy 100.

REQUESTED BY: ____________________________ 2/19/97
   Department Chairperson
   Date

APPROVED BY: ____________________________ 3/14/97
   Curriculum Committee
   Date

   ____________________________ 03/04/97
   Faculty Senate
   Date

   ____________________________ 3-7-97
   Dean of Instruction
   Date

   ____________________________ 3/7/97
   Provost
   Date

CCC# #6100
(Amended for WCC use Sept. 1991)
1. **Subject Area** (one or more instructors in the area)
   - **John M. Compton**
   - **2/14/97**

2. **Department**
   - **Robert A. Ford**
   - **Department Chairperson**
   - **2/14/97**
   - Was this course discussed in a dept. mtng. ____

3. **Division**
   - **Assistant Dean of Instruction**
   - **2/21/97**

4. **Curriculum Committee Review**
   - **Approved** ______
   - **Disapproved** ______
   - **Reason:**

   - **David A. Dewitt**
   - **Curriculum Committee Chairperson**
   - **3/4/97**
Course: Psy 224  Submitted by: Robert deLoach  Date: 2/13/97

Developmental Psychology

1. What change is proposed in the course? Provide specific information comparing both the "new" and "old" course.

   Remove Psy 100 prerequisite based on study of 95% passing with Psy 100, without Psy 100.

2. What is the rationale for the change?

   Success in Psy 224 is weakly correlated with having had Psy 100.

3. Is the change substantive enough to require a change in course identification? If so, explain thoroughly.

   No

4. Is the course articulated with any 4-year program? Yes

   If yes, give details of the agreement(s) and explain any impact the proposed modifications may have on articulation.

   NONE

5. Provide details of any additional staff, equipment, facilities, library/media material, faculty preparation and other financial considerations that would be required to implement this course modification. What has been done to provide for these additional costs? Who will teach the course? Is additional preparation needed?

   NONE

6. Will this course modification result in any alterations in the number of hours required to attain a certificate or degree? No

   If yes, provide details and justification for these alterations.

7. If the course is renumbered to 100 or above, does it meet the criteria for transfer level courses? (See attached criteria for transfer courses.)

   N.A.

WCC 9/91
WINDWARD COMMUNITY COLLEGE

OUTLINE OF COURSE OBJECTIVES

COURSE NAME: ABNORMAL PSYCHOLOGY
COURSE NUMBER: PSYCHOLOGY 224
CREDIT HOURS: 3

LOCATION: MAHI 102
TIME: WED. 6-9 p.m.

CATALOG DESCRIPTION: THIS COURSE EMPHASIZES STUDY OF THE NATURE AND CAUSES OF CAUSES OF MALADAPTIVE BEHAVIOR PATTERNS (FROM MILDLY DISRUPTIVE TO AN INDIVIDUAL'S ADJUSTMENT TO SEVERELY INCAPACITATING TO AN INDIVIDUAL'S LIFE; ABNORMALITIES OF DEVELOPMENT BRAIN FUNCTION AND INTELLIGENCE: TREATMENT METHODS (From Biochemical to Individual Therapies to Community Support Systems).

REQUIREMENTS COURSE SATISFIES:

AT WINDWARD COMMUNITY COLLEGE: MEETS AA DEGREE SOCIAL SCIENCE REQUIREMENTS.
AT UH MANOA: TRANSFER LEVEL COURSE.

PREREQUISITES: PSYCHOLOGY 100 (OR CONSENT OF INSTRUCTOR)

TEXT: Understanding Abnormal Behavior by Sue, Sue, & Sue

RECOMMENDED BASIC SKILLS:

HIGH SCHOOL READING LEVEL

OPTIONAL

ACTIVITIES REQUIRED AT OTHER THAN REGULAR CLASS TIMES:

INSTRUCTOR: MIKE COMPTON

OFFICE:

TELEPHONE: 235-0077 (MESSAGES); (DIRECT LINE)

EFFECTIVE DATE: FALL SEMESTER, 1990
A. GOALS OF THE COURSE: Upon completion of this course, learners should be able to:

1. Identify and apply the basic concepts, principles, terms and observational methods in Abnormal Psychology.
2. Identify and describe the major topics/areas in Abnormal Psychology, including the major categories of mental disorders.
3. Distinguish and critically analyze the main approaches to provide help to mentally disordered persons: Biologically based, Cognitive and Behavioral, insight-oriented (Humanistic and Psychodynamic), and Social Process (family and community).
4. Develop greater understanding into the maladaptive behavior of others and oneself.

B. LEARNING TASKS/ACTIVITIES:

TASK I
COMPLETE 5 IN-CLASS QUIZZES COVERING THE MATERIAL FROM THE TEXTBOOK AS SEEN ON THE SCHEDULE FOR THE QUIZZES AND READING ASSIGNMENTS ON THE FINAL PAGE OF THE SYLLABUS.

TASK II OR III (Choose one only)

TASK II: INDIVIDUAL PROJECT:

1. Select a Topic or issue related to course subject matter of GREAT interest to you.
2. Submit to instructor for topic approval.
3. Explore this topic or issue in depth through library research and other sources of data (Such as: experts in the field, observations, case or group study, experiments, survey, etc. as appropriate.)
4. Method of Presentation: (Choose a or b)
   a. On the basis of a well organized outline, share your findings in a novel or creative way (as an alternative to 4.b., e.g. video or audiotapes; an annotated resource bibliography is required.
   or b. Submit a paper with proper documentation (footnote references Bibliography).

Suggested limits on Length: 4 to 8 pages typed (though legible handwriting is O.K.) based on the following Subheadings:

1) INTRODUCTION: Background, Purpose, Reason for selecting this particular topic, issue or concern.
2) METHOD, PROCEDURES FOR DATA GATHERING: Special problems encountered which could raise questions about the validity of your research or investigation or study.
3) FINDINGS AND DISCUSSION.
4) SUMMARY AND CONCLUSIONS.
DIRECTIONS FOR TASK III:

1. Obtain preliminary information by phone/interviews to determine suitability of agency for you.

2. Work closely with your agency supervisor.

3. Keep a journal of all your visits, contacts, activities. This is especially important in contacts with patients/clients. Use your journal notes primarily to focus on how you can improve your supportive relationship to clients(s) and agency staff while maximizing your learning opportunities.

4. Submit a 2-page progress report at Mid-Term.

5. Submit a FINAL REPORT 2 weeks before close of Semester.

Note: Use first names or pseudonyms only for clients/patients.

TASK IV: MAJOR INTEREST PROJECT (GROUP)

a. Research a topic of major interest to group via reading, library research, agency visits, interviews, etc. (Topic will determine nature of research method and sites).

b. Group will present findings or project results to class. Also, group will submit an outline or 1-2 page synopsis with bibliography, footnotes, persons/officials interviewed, etc. (Cite sources of information, dates or interviews or visits, etc.)
TASK II OR TASK III: (CHOOSE ONE ONLY)

TASK II: MAJOR INTEREST PROJECT (INDIVIDUAL)

a. Research a topic of major interest to you via reading, library research, agency visits, interviews, etc. (Topic will determine nature of research method and sites.)

b. You may present your findings or project results in WRITING or ORALLY on VIDEO or AUDIO TAPES. In either case, submit an outline of 1-2 page synopsis with bibliography, footnotes, persons/officials interviewed, etc. (Cite sources of information, dates or interviews or visits, etc.)

TASK III: EXPERIMENTAL VOLUNTEER WORK IN A RELATED COMMUNITY AGENCY/INSTITUTION:

You may involve yourself as a volunteer generally 1 to 2 times per week with one of the following agencies:

a. Hawaii State Hospital: Adult Services; Adolescent Services; Neuropsychology
   Call Calvin Arata, Volunteers Coordinator, 247-2191
   Basement Office, Goddard Bldg.

b. Hawaii Youth Correctional Facility
   Youth up to 18 years; Facility population now numbers approximately 80 males; 8 females
   Call Roz Cole, Volunteers Coordinator 548-5805

c. Mental Health Association
   200 N. Vineyard Blvd., Suite 507 521-1846

d. Sexual Identity Center
   537-9478

e. Suicide and Crisis Prevention Center
   200 N. Vineyard Blvd., 521-4555

f. Public Mental Health Counseling Clinic
   Windward Comprehensive Health Center and Branch Clinics

g. Other (Any relevant agency in your community with instructor's prior approval)
TASK V: COMPLETE IN-CLASS EXERCISES TO BE DISTRIBUTED PERIODICALLY. These are designed to enhance Unit topics. (Paper/pencil exercises, paired & small group discussion) Keep these in Units and submit after Unit Quiz for credit.

TASK VI: ATTENDANCE/PARTICIPATION: Each learner is viewed as a Learner/Teacher. Your Presence and Participation in the form of Responsive Listening, Shared Experiences, Observations, Knowledge, Insight, Skills, Questions, etc., are not only immensely Valued but essential for a SYNERGISTIC Learning Experience for all.

Attendance/record may impact on final course grade particularly in marginal situations.

C. MODE OF INSTRUCTION:
Instruction will be by Lectures/Class discussion, exercise related to Unit Topics, Text and Handout articles, Library references, A-V programs and resource speakers, including student presentations.

METHOD OF GRADING:

Letter grades are assigned as follows:

A.....Average of 90% and above on Quizzes; completion of Tasks II or III, Task IV at the same level. II or

B.....Average of 80-89% on Unit Quizzes; completion of Tasks III, Task IV at the same level. II or

C.....Average of 70-79% on Unit Quizzes; completion of Task III, Task IV at the same level. II or

D.....60-69% Average on Quizzes; completion of Task III, Task IV at same level.

CR.....Credit. Achievement of course objectives at C level and above. (May be awarded to a student with passing or above passing level but with an excessive number of absences.)

A Credit grade is not recommended for Psychology majors in this course; also, not recommended for students entering field of study requiring Psy 100.

I.....Incomplete. Granted with instructor permission to complete small section of course. Work must be completed by last day of succeeding semester, otherwise, final grade reverts to contingency grade listed.

Ncr.....No Credit. In the event one fails to achieve course objectives at a minimum passing level, an NCr will be assigned.
LECTURE/DISCUSSION TOPICS, TENATATIVE QUIZ SCHEDULE
AND READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture/Discussion Topics</th>
<th>Quiz</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29 to 9/19</td>
<td>Historical and Current Models of Abnormal and Maladaptive Behavior - Psychological, Psychosocial, and Biological Contribution's, Assessment Study, and Classification of Abnormal Behavior - Scientific approach.</td>
<td>Quiz 1 - (Ch. 1, 2, 3, 4, 5)</td>
<td>Individual and Group Topics Approval Deadline</td>
</tr>
<tr>
<td>9/19 to 10/10</td>
<td>Getting to the Source....&quot;From little coconuts grow...&quot; - Interference in normal healthy development, Pre and Post-natal Life limiting events, Disorders at Development : Injury, Illness, and Genetic Variability : Stress, It's all in your body!</td>
<td>Quiz 2 - Ch. 17, 18, 16, 8)</td>
<td></td>
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<tr>
<td>10/10 to 10/31</td>
<td>Anxiety, the Multi-faceted disabler; Out of Mind, into body - Somaform disorders; Inner Space Travel-Dissociative Disorder,...&quot;Live fast....Die Young&quot; Dysfunctional Behavior and Habits - Sex, Drugs, Impulsivity, and personality disorders.</td>
<td>Quiz 3 - (Ch. 6, 7, 9, 10, 11)</td>
<td></td>
</tr>
<tr>
<td>10/31 to 11/21</td>
<td>Coping with Major Mental Disorders: Mood disorders, Schizophrenia, and Dementia. Affects on Individuals and Families. Disintegration of self and social support systems. Group project class presentations begin.</td>
<td>Quiz 4 (Ch. 12, 13, 14, 15)</td>
<td></td>
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<tr>
<td>11/21 to Final's Day</td>
<td>What help is available? Multiple therapies - What works? Matching therapy to diagnosis. Can society improve its organization to help reduce maladaptive behavior patterns and facilitate healthy development. Group project class presentations</td>
<td>Final Quiz 5 (Ch. 19, 20, 21)</td>
<td></td>
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Note: Slight changes in the schedule may occur to accommodate films, guest speakers and students presentations. All changes will be announced in class. Students are responsible for any changes announced in class.