**UNIVERSITY OF HAWAII COMMUNITY COLLEGES**

**PROPOSAL TO INITIATE, MODIFY OR DELETE A COURSE**

1. **TYPE OF ACTION**
   - A. Addition [ ] Regular [ ] Experimental [ ] Other [ ]
   - B. Deletion [ ]
   - C. Modification [ ] in credits [ ] in title [ ] in number or alpha [ ] in prerequisites [X] Other [ ]

2. **NEW ALPHA. NUMBER AND TITLE**
   - Psy 224 Abnormal Psychology

3. **CREDITS**
   - 3

4. **OLD ALPHA. NUMBER AND TITLE**
   - Psy 224 Abnormal Psychology

5. **CREDITS**
   - 3

6. **NEW CATALOG DESCRIPTION**
   - Concepts and principles used in clinical practice: 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.

7. **PREREQUISITES**
   - Change "Psy 100 or consent of instructor" to "Recommended preparation Psy 100"

8. **STUDENT CONTACT HOURS PER WEEK**
   - Lecture 3  Lecture/Lab 3  Lab 1
   - Other (specify)

9. **PROPOSED DATE OF FIRST OFFERING**
   - Fall 1998

10. **THIS COURSE**
    - [X] IS REQUIRED [ ] IS AN ELECTIVE FOR THE WCC [ ]
    - [ ] CAN FULFILL [ ] (Please specify)

11. **THIS COURSE**
    - [X] MAKES NO CHANGE IN NUMBER OF CREDITS REQUIRED FOR THE PROGRAM/CORE

12. **SIMILAR COURSES OFFERED ELSE WHERE:**
    - **College(s):**
      - UH Manoa
      - UH Hilo
      - **Alpha. Number. Title:**
        - Psy 371 Abnormal Psychology
        - Psy 324 Abnormal Psychology

13. **THIS COURSE IS**
    - [X] ALREADY ARTICULATED [ ] NOT YET APPROPRIATE FOR ARTICULATION
    - with System [ ] with System [ ] (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:**
    - Students who take the PSY 100 prerequisite complete PSY 224 at a rate of 95%. Those who do not take PSY 100 complete at a rate of 85%. Therefore, PSY 100 is not a meaningful prerequisite and its removal will provide access to a larger number of students.

**REQUESTED BY:**

[Signature]

**APPROVED BY:**

[Signature]

**PROVOST**

[Signature]

**DATE**

[Date]

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CCCM #6100

(Amended for WCC use Sept. 1991)
LEVELS OF REVIEW OF COURSE PROPOSALS AT WCC

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Dates</th>
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</table>
| **1. Subject Area (one or more instructors in the area)** | 10-8-97  
| John M. Compton | 1-10-97 |
| David Bein | |
| **2. Department** | 10/17/97 |
| Robert A. de Lach | |
| Department Chairperson | |
| Was this course discussed in a dept. mtng. | |
| **3. Division** | 10-12-97 |
| Assistant Dean of Instruction | |
| **4. Curriculum Committee Review** | |
| Approved | X |
| Disapproved | |
| Reason: | |
| Daniel Wein | 11/26/97 |
| Curriculum Committee Chairperson | |
1. What change is proposed in the course? Provide specific information comparing both the "new" and "old" course.
Change Psy 100 prerequisite to Recommended preparation Psy 100 based on study of 95% passing with Psy 100, without Psy 100, 85% passing.

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.
COURSE NAME AND NUMBER: Abnormal Psychology: Psychology 224
CREDIT HOURS: 3
TIME AND LOCATION: MW 6:00-7:15 PM in Mahi 101

INSTRUCTOR: John Mike Compton
OFFICE and PHONE: Waipa 131, 235-7463 (office phone and message machine); 235-0077 (WCC switchboard, transfer call or leave message).

COURSE DESCRIPTION:
This course provides an overview of the diverse areas of study within the field of abnormal psychology. Emphasis is on understanding the basic principles and major concepts of this important subfield of psychology. Topics covered include conceptions of abnormal behavior; a multidimensional integrative approach to psychopathology; Clinical assessment, diagnosis, and research methods; anxiety disorders; somatoform & associative disorders; mood disorders; physical disorders and health; eating and sleep disorders; sexual & gender identity disorders; substance-related disorders; personality disorders; schizophrenia & other psychotic disorders; developmental & cognitive disorders; Delivering Mental Health Services: legal and Ethical Issues.

PREREQUISITES:
Psychology 100 or 170 recommended or instructor's permission

I. COURSE GOALS:
Upon successful completion of this course, a student will:

A. know the basic concepts and principles comprising the field of abnormal psychology.

B. be able to identify and describe the major psychological disorders as defined by the DSM-IV manual, as well as the principal methods of study used to expand our scientific understanding of disordered human thought and behavior.

C. be able to identify and evaluate the utility of the varied modalities of therapies available to treat the wide range of mental disorders

D. identify psychologists who have made or are making critical contributions to the growth and development of the field of abnormal psychology.
E. understand the multiple, interactive determinants of human mental disorders in thinking and behavior, and then be able to apply that knowledge in understanding, explaining, and changing human behavior.

II. COURSE REQUIREMENTS:

A. EXAMS (2/3 of total grade):

Complete four (4) exams covering assigned readings, class activities, discussions, lectures, videos, and handouts.

B. EXAM DATES

<table>
<thead>
<tr>
<th>EXAM</th>
<th>DATE</th>
<th>READINGS COVERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>Monday, Sept. 22</td>
<td>Chapters 1 to 4</td>
</tr>
<tr>
<td>Exam 2</td>
<td>Monday, Oct. 20</td>
<td>Chapters 5 to 8</td>
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<tr>
<td>Exam 3</td>
<td>Monday, Nov. 17</td>
<td>Chapters 9 to 12</td>
</tr>
<tr>
<td>Exam 4</td>
<td>Wednesday, Dec. 17</td>
<td>Chapters 13 to 14</td>
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</tbody>
</table>

Make-up tests are allowed only in the event of a family or medical emergency. It is the responsibility of the student to contact the instructor as soon as feasible to arrange for a makeup in such cases. Make-up exams will be comparable but different exams.

C. WEEKLY CLASS ACTIVITIES (1/3 of total grade):

Each student will be expected to participate in specified activities each week. These will normally require preparation outside of class and sharing the work product or information in small or large group discussions in class. These activities will count one third of your total grade. There are no make up opportunities for these activities because they will be part of providing learning opportunities for each chapter, so if you plan to earn a B grade or higher for the course, it is essential that you complete these required activities as scheduled. It is important to read ahead in your syllabus because you have to be ready to share with the class at the time the topic is being covered.
III. ATTENDANCE/PARTICIPATION:

Each student is viewed as a Learner/Peer Teacher. Your shared observations, knowledge, skills, questions and responsive listening are valued and contribute to a positive learning environment, so it is important that each student attends class to contribute his or her share to the interactive learning that is an important part of every class. When absence is unavoidable, each student is responsible for getting the information missed. Again, in the event of family or medical emergencies, special arrangements can be made by contacting the instructor.

IV. MODE OF INSTRUCTION:

Lectures, discussions, video, assigned readings, brief reaction papers, participation, group projects, community field observations, role-playing, and peer teaching will all be used. Although the main concepts in psychology will be covered, not all important information from your text will necessarily be discussed in class. The text and class activities are mutually complementary, meaning they overlap. Students are responsible for the information presented in both domains. If you have a learning disability (difficulties in one or more of the following: reading, dyslexia, writing, spelling, hearing, speaking, or writing, seeing, attention, concentration, or other), let me know right away, so we can plan to work out a plan, so you can be successful in the class.

V. GRADING:

<table>
<thead>
<tr>
<th>Source</th>
<th>Possible Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (50/chap)</td>
<td>700 points</td>
<td>&gt;945 points = A</td>
</tr>
<tr>
<td>Activities(25/chap)</td>
<td>350 points</td>
<td>&gt;840 points = B</td>
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<td></td>
<td></td>
<td>&gt;735 points = C</td>
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<tr>
<td></td>
<td></td>
<td>&gt;630 points = D</td>
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<td></td>
<td></td>
<td>&lt;630 = F or N</td>
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VI. TEXTBOOK:


Richard Castillo, Culture and Mental Illness (1997)

VII. GENERAL SCHEDULE AND DESCRIPTION OF COURSE ACTIVITIES

CHAPTERS/TOPICS/ACTIVITIES


**Week of Aug. 24**

**Chapter 1: Conceptions of Abnormal Behavior**

**Topics:** What is abnormal behavior? What are its methods of study?

**Activity:** Class will be divided into two groups. Members of each group will be assigned a role to play in an insanity hearing before the court to determine if an individual will be sent to a mental hospital, to stand trial for a crime, or released back into the community. Find and interview a counselor (besides your instructor). 15 points for collecting and writing information down to hand in and 10 points for sharing with class in small groups. Unless otherwise specified, this will be the division of points for each chapter activity.

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**Week of Aug. 31**

**Chapter 2: A Multidimensional Approach to Psychopathology**

**Topics:** Gene-environment interactions; Brain structures and processes; Interaction of psychosocial influences and neurotransmitters; Behavioral and cognitive influences; emotional influences; social and interpersonal influences; Developmental issues.

**Activity:** Think about some adult you know well who is not coping too well with their problems. Try to explain how that person got to their current point in life using the multidimensional approach.

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**Week of Sept. 7**

**Chapter 3: Clinical Assessment, Diagnosis, and Research Methods**

**Topics:** Assessing and diagnosing psychological disorders; Research Methods for studying abnormal behavior.

**Activity:** Contact a mental health counselor (substance abuse counselor, psychiatrist, social worker, or psychologist, and interview them in person or over the phone. Find out what population of persons, i.e., presenting problem, age; individual, couple, or family they primarily serve. Also ask what theoretical perspective they follow if any, and what kinds of therapies they use. Ask the counselor whatever questions you are interested in, but write down the following information: 1. Name, 2. Type of mental health professional 3. Job Title 4. Who do they serve in their work? 5. Description of duties 6. Which areas of study in psychology (or other subjects) were most useful to them in doing their job? To find psychologists, try UH directories; look in the yellow pages; visit your neighborhood public or private counseling center.

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**Week of Sept. 14**

**Chapter 4: Anxiety Disorders**

**Topics:** Anxiety, Fear, and Panic; Integrated model of anxiety and panic; Generalized Anxiety; Phobias; PTSD; OCD;

**Activity**
Week of Sept. 21
Chapter 5: Somatoform and Dissociative Disorders
Topics: Somatoform: Hypochondriasis; Somatization; Conversion; Pain; Body dysmorphic; Dissociative: Depersonalization; Amnesia; Fugue; Trance; Identity (multiple personality)
Activity:
EXAM 1 (chapters 1 to 4) on Monday, Sept. 22

Weeks of Sept. 28
Chapter 6: Mood Disorders
Topics: Depression; Mania; Bipolar; Grief; Mood disorders in different populations; Anxiety and depression; Suicide; Causes; Treatments; integrated theory of etiology of mood disorders.
Activities:

Week of Oct. 5 and 12
Chapters 7 and 8: Physical Disorders and Health Psychology and Eating and Sleep Disorders
Topics: Ch. 7, Psychological and social factors influencing biological processes; Stress; Immune system and physical disorders; Chronic headaches and chronic fatigue; Treatments; Prevention. Ch. 8, Bulimia Nervosa; Anorexia; Binge-eating; Rumination; Cross-cultural issues; Life-span issues; Causes; Treatment.
Activity:

Week of Oct. 19
Chapters 9: Sexual and Gender Identity Disorders
Topics: "Normal" as a cultural issue; Development of sexual orientation; Gender identity disorders; Sexual dysfunction; Assessment; Causes; Treatment.
Activity:
EXAM 2 (chapters 5 to 8) on Monday, Oct. 20

Week of Oct. 26
Chapters 10: Substance-related Disorders
Topics: Intoxication; Abuse; Dependence; Diagnosis; Depressants; Stimulants; Opiates; Cannabis and hallucinogens; Causes; An integrated model; Treatment.
Activity:

Week of Nov. 2
Chapters 11: Personality Disorders
Topics: Conceptualizing personality disorders; Specific personality disorders: paranoid, schizoid, schizotypal, antisocial, borderline, histrionic, narcissistic, avoidant, dependent, obsessive-compulsive; developmental course.
Activities:
Week of Nov. 9
Chapters 12: Schizophrenia and other Psychotic Disorders
Topics: Concept of schizophrenia; Common symptoms: hallucinations, delusions, disorganized thinking and speech; Grossly disorganized or catatonic behavior; Negative symptoms; subtypes; Course of illness; developmental considerations; cross-cultural considerations; causes and treatment.
Activities:

Weeks of Nov. 16
Chapters 13: Developmental and Cognitive Disorders
Activities: Nature of Development and normality; ADD and/or ADHD; Learning disorders; Autism; PDD; Mental Retardation; Cognitive disorders: Delirium, Dementia, Amnesia.
EXAM 3 (chapters 9 to 12) on Monday, November 17

Week of Nov. 23
Chapter 14: Delivering Mental Health Services: Legal and Ethical Issues
Topics: Civil commitment, criteria; Criminal commitment, criteria, insanity defense; "a duty to warn"; expert witnesses; Rights of patients, clients, and research participants; Clinical practice guidelines.
Activity:

Weeks of Nov. 30 and Dec. 7
Topics: Culture and Mental Health: Tying it all together!
Activity: Completing writing projects.

Week of Dec. 14
Final Exam (chapters 13 to 14) on Wednesday, Dec. 17.