PSYCHOPATHOLOGY ONLINE

Welcome to the online study of abnormal behavior. This course will focus on understanding the symptoms, cause, treatment and prevention of psychological disorders.

WHAT IS AN ONLINE COURSE? SHOULD I TAKE ONE?

An online course is a college credit course delivered to students completely over the Internet. After registering for the course, you will be provided with a password that will enable you to log on to the course. Complete information about the course, including textbook, assignments and exams, is available once you are logged on.

Be aware that online courses can be more difficult than regular courses because you must be self-disciplined if you want to keep up with the course work. A reasonable estimate of the time needed weekly to do well in an online course is 9 - 14 hours. If you register for an online course but do not log in or complete assignments on time, you may be dropped from the course.

Additional information about online courses can be found on the Community College of Philadelphia’s Distance Learning website. Be sure to carefully read the information posted there.

It is essential that you have access to a well-running computer, which hopefully you are skilled at using. You must have Internet access and a working e-mail account.

THE INSTRUCTOR: Professor Malinda Jo Muzi teaches the course. Mrs. Muzi has taught psychology for more than 30 years at Community College of Philadelphia. She is a licensed psychologist and the author of three textbooks: Psychology: A Biographical Approach, The Experience of Parenting, and The Child Through Time and Transition. She has also written Your Kids, Their Lives: A Parent’s Guide to Raising Happy, Healthy, Caring Children. Her latest book is a murder novel, Invisible Loyalties. She is the mother of one son, five dogs, and two cats. Mrs. Muzi is also a Bruce Springsteen fanatic.
E-mail: All interaction with Mrs. Muzi and fellow students is through the course e-mail only. There are no class meetings. Papers and assignments will not be graded if sent through the college e-mail system. All papers must be forwarded through the course in the appropriate way. If you wish to send a message that is NOT course related, contact Mrs. Muzi at mmuzi@ccp.edu

TEXTBOOK: UNDERSTANDING ABNORMAL BEHAVIOR by Sue, Sue and Sue, 9th Edition, Houghton Mifflin Publishers. You are required to have this textbook. Check the CCP bookstore to be sure the book is in before going there, or purchase the book online. Used copies of the book may be available at the CCP bookstore or the Spring Garden bookstore. THE TEXTBOOK IS REQUIRED! Students sometimes have difficulty finding the books in the CCP bookstore because they are not displayed in the Behavioral Science area but rather they are in the Distance Learning section.
Online Course Features

ABOUT: Offers a brief overview of the course.

TIMELINE: Detailed information will be found here. This is an expanded version of the syllabus of the course, an organized outline of course materials, assignments and forums.

MATERIALS: Here you will find course materials in the way of reading assignments, exam review questions, articles and other study materials.

FORUMS are online discussion meetings that give students an opportunity to express their opinions and learn from their peers. Forums will count for 10 percent of your grade.

WORK TO DO consists of required assignments. These account List of assignments and due dates for 40 percent of your grade. Weekly assignments must be in by midnight on Sunday, the last day of the week. You will lose points for everyday your assignment is late. Assignments will count for 40 percent of your grade.

STUDENTS: Every student has a mini-homepage, where he or she is free to present any information about themselves, or their class projects. You will find other students here who share your professional and personal interests.

EXAMS: There will be six multi-choice question quizzes of 25 questions each, at times specified in the Timeline. They will account for 50 percent of your grade.

GRADES: A list of your grades will be exhibited here.

LINKS: There is a lot of information relevant to the course on the Internet. The links make it easy for you to explore, review and critique those sites. If you find an unusually interesting link for a particular course subject, share it with the rest of us.
Week 1: **UNDERSTANDING ABNORMAL BEHAVIOR**

This week's lesson is designed to introduce you to the course and inform you of what is required of you this semester. It offers you an opportunity to meet other students and introduce yourself.

Chapter 1 will help you understand what the criteria are for determining the difference between normal and abnormal behavior. You will learn how our explanations of abnormal behavior have changed over time. In addition, you will understand the current trends in the field of abnormal behavior.

After reading Chapter 1 students should be able to:

- Describe the primary objectives of abnormal psychology, including description, explanation, prediction, and control of abnormal behavior.
- Identify and distinguish between the various kinds of mental health professionals.
- Identify four definitions psychologist use to define abnormal behavior and their assumptions, strengths, and limitations.
- Describe the multicultural perspectives in defining abnormal behavior including definitions of the terms "cultural universality" and "cultural relativism."
- Distinguish between Szasz's views on mental illness and Wakefield's view of abnormal behavior, and the textbook authors' definition of "abnormal behavior," and that of the DSM-IV.
- Discuss how researchers determine the scope of mental disorders in the US.
- Describe the most prevalent disorders and how mental disorders are influenced by age and gender.
- Discuss common myths concerning the mentally disturbed and the facts that refute them.
What I have to remember has to do with time running out. And that’s what anxiety is, in a lot of people. They know they have to do something, they should be doing something else, not just living hand to mouth, putting paint on their faces and decorating their caves and playing nasty tricks on their rivals. No. They have to do something else before they die - and so the mental hospitals are full and the chemists flourishing.

Doris Lessing
Briefing For A Descent Into Hell

Week 2: **MODELS OF ABNORMAL BEHAVIOR**

Chapter 2 focuses on the major biological and psychosocial models psychologists use to explain abnormal behavior. After reading this chapter, students should be able to:

- Define "psychopathology" and describe what a model is. Discuss how models are used in describing psychopathology and how a clinician's choice of a model influences thought and action toward abnormal behavior.
- Describe the biological models and explain how knowledge of biochemistry can be used in the treatment of mental disorders.
- Describe the basic concepts of the psychodynamic theory, specifically defense mechanisms and the role of anxiety in the development of psychopathology.
- Discuss the components of the behavioral models of psychopathology. Specifically understand the observational learning model and its relevance to psychopathology.
- Describe the assumptions of the cognitive models and how unproductive schemes, irrational and maladaptive thoughts, and distortions of thought processes contribute to psychopathology.
- Identify the three distinct assumptions of the family systems model, including the development of identity within the family.
Discuss the assumptions of the multicultural models of psychopathology.

Special Topics

Being Sane In Insane Places
The Biology of Antidepressant Medications

Week 3: CLASSIFICATION OF ABNORMAL BEHAVIOR

Chapter 3 focuses on the classification of abnormal behavior. After reading this chapter students should be able to:

- Explain the goals of classifying abnormal behaviors.
- Describe the characteristics of the DSM-IV-R, including its five axes, the broad categories of mental disorders, and how the DSM places diagnosis in a cultural context.
- Discuss the objections to the DSM classification system and the arguments supporting its use.

Special Topics

Culture and Abnormality
Should Relational Disorders Be Included in the DSM?
Do Bad Relationships Indicate Mental Illness?

Week 4: ANXIETY DISORDERS

Chapter 4 focuses on anxiety disorders and their treatment. After reading this chapter students should be able to:

- Describe the nature and cognitive, behavioral, and somatic manifestations of anxiety in anxiety disorders, and list the five major groups of anxiety disorders.
- Describe the symptoms and discuss the prevalence of panic disorder.
- Describe the symptoms and frequency of generalized anxiety disorder.
- Discuss the symptoms and prevalence of phobias as well as the theories and treatments related to them.
- Distinguish between obsessions and compulsions and describe the symptoms, theories and treatments related to these.
- Discuss the difference between acute stress disorders and posttraumatic stress disorders, and discuss the treatment for these disorders.

Special Topics

Victims of Iraq

Exam I

Week 5: SOMATOFORM DISORDERS

Chapter 6 focuses on somatoform disorders and their treatment. After reading this chapter students should be able to:

- Describe the basic characteristics of somatoform disorders and distinguish them from malingering and factitious disorders.
- List and describe the five subtypes of somatoform disorder, including somatization disorder, conversion disorder, pain disorder, hypochondriasis, and body dysmorphic disorder.
- Describe and discuss the causes of somatoform disorders from the psychodynamic, behavioral, sociocultural, and biological perspectives, and the diathesis-stress model.
- Describe and discuss the treatment of somatoform disorders with psychoanalytic, behavioral, and family systems therapies.

Week 6: STRESS AND MENTAL ILLNESS
Chapter 7 focuses on the psychological factors affecting medical conditions. After reading this chapter students should be able to:

- Discuss the models for understanding stress, including Selye's general adaptation syndrome, the life change model, and Lazarus's transaction model.
- Describe the components of the immune system and evidence that stress decreases its functioning.
- Discuss the evidence linking personality, mood, and cancer.
- Discuss the relationship between stress and hypertension, migraines, and asthma.
- Discuss the various perspectives concerning psychophysiological disorders, and the treatment programs resulting from these perspectives.

Special Topics

Stress and the College Student

EXAM II

Week 7: MOOD DISORDERS

Chapter 11 focuses on disturbances in emotion that cause discomfort or hinder functioning. After reading this chapter students should be able to:

- Describe the mood disorders and distinguish them from normal mood changes.
- Describe the affective, cognitive, behavioral and physiological symptoms of depression.
- Understand the symptoms of bipolar disorders.
- Contrast the various theories of depression. Especially understand the cognitive approaches to depression.
• Describe the sociocultural explanations for mood disorders, including cross-cultural differences, the role of stress, and social supports in depression.
• Discuss the biological therapies that are used to treat depression
• Discuss the psychological treatments for mood disorders.

Special Topics

Depression Among Rural Women
Thinking Yourself Into Depression
Women and Depression

Week 8: SUBSTANCES ABUSE DISORDERS

Chapter 9 focuses on the symptoms, causes and treatment of substance-related disorders. After reading this chapter students should be able to:

• Distinguish substance-related disorders from substance-use cognitive disorders, substance abuse from substance dependence, and define the terms tolerance, withdrawal, and intoxication.
• Describe the nature and scope of substance use and describe the types and prevalence of substance-use disorders in the United States.
• Categorize the psychoactive drugs according to their properties (sedative, stimulant, or hallucinogenic).
• Discuss the nature and magnitude of drinking problems in the US and the sort-and-long-term physiological and psychological effects of alcohol.
• Describe and discuss the problems of stimulant-use disorders, including amphetamines, caffeine, nicotine, cocaine, and crack.
• Discuss the various theories related to the cause of substance-related disorders.
• Describe the nature and effectiveness of alcohol and drug treatment programs.
Special Topics

They Live Alone, They Drink Alone: Alcoholism Among the Elderly

Exam III

Week 9: SEXUAL AND GENDER IDENTITY DISORDERS

Chapter 10 focuses on normal and abnormal sexual behavior and gender identity disorders. After reading this chapter students should be able to:

- Distinguish between sexual dysfunctions, paraphilias, and gender identity disorders.
- Describe and discuss the four stages of human sexual response.
- Explain why homosexuality is not considered a mental disorder.
- Describe and differentiate sexual desire disorders in men and women.
- Define gender identity disorders and describe their symptoms. Discuss the biological, psychodynamic and behavioral explanations for these disorders, as well as their treatments.
- Define and discuss the various paraphilias.
- Differentiate between sexual coercion, sexual aggression, rape, and incest. Discuss the effects of these actions on victims.
- Discuss the biological, psychodynamic and behavioral causes of paraphilia, as well as treatment programs.

Week 10: PERSONALITY DISORDERS AND IMPULSE CONTROL DISORDERS
Chapter 8 focuses on characteristics, cause and treatment of personality and impulse control disorders. After reading this chapter students should be able to:

- Discuss the general characteristics of personality disorders and the factors involved in considering a personality pattern a disorder. Why are they so difficult to diagnose?
- Discuss the causal considerations for personality disorders, including the five-factor model.
- Understand the various personality disorders: schizoid, avoidant, dependent, obsessive-compulsive, histrionic, narcissistic, anti-social, and borderline personality.
- Describe the characteristics and incidence of antisocial personality disorder. How is it different from criminal behavior?
- Define impulse control disorders, including intermittent explosive disorder, kleptomania, pathological gambling, pyromanias, and trichotillomania.
- Discuss the treatment programs for personality and impulse control disorders.

Exam IV

Week 11: COGNITIVE DISORDERS

Chapters 13 and 14 focus on cognitive disorders such as schizophrenia, Alzheimer's Disease, and disorders of aging. After reading these chapters students should be able to:

- Describe the symptoms of schizophrenia, including positive and negative symptoms, delusions, and perceptual distortions.
- Describe the problems of communication and thought disturbance seen in schizophrenia.
- Describe the motoric disturbances and negative symptoms, as well as the role of culture in interpreting symptoms.
- Differentiate between the various subtypes of schizophrenia, including the paranoid, disorganized, catatonic, undifferentiated, and residual types.
- Discuss the biochemical, environmental, neurological and social class theories of schizophrenia.
- Discuss the various approaches to the treatment of schizophrenia.
- Define cognitive disorders and discuss their possible causes.
- Describe how cognitive disorders are categorized by cause and the problems in diagnosing cognitive disorders. Discuss the extent and reasons for memory loss in older people. Discuss the characteristics of Alzheimer's disease and what is known about its cause.

Special Topics

- Alzheimer Brains
- Creutzfeld-Jakob Disease
- The Nun's Study
- The Tragedies of Margaret Ray and Michael Laudor

Week 12: DISORDERS OF CHILDHOOD AND ADOLESCENCE

Chapter 15 focuses on characteristics, cause and treatment of childhood and adolescent disorders. After reading this chapter students should be able to:

- Describe the characteristics of pervasive developmental disorders and identify the prevalence of behavior problems in children and adolescents.
- Indicate the prevalence of autistic disorder and describe the main impairments it entails.
• Differentiate between autism and Rett's disorder, childhood disintegrative disorder, Asperger's disorder, and pervasive developmental disorder not otherwise specified.
• Describe the etiology of autistic disorder, including psychodynamic, family, genetic, central nervous system impairment, and biochemical theories.
• Describe the prognosis and treatment for children with pervasive developmental disorders.
• Describe the symptoms, etiology and treatment of attention deficit/hyperactivity disorders.
• Define and differentiate oppositional defiant disorder and conduct disorder and discuss the prevalence, etiology, and treatment of conduct disorders.
• Contrast the anxiety-related disorders of childhood, including separation anxiety disorder and school phobia. Discuss how they are treated.
• Describe the prevalence, symptoms and treatment of childhood depression.
• Describe the symptoms, etiology and treatment of chronic and transient tic disorders, including Tourette's syndrome.
• Discuss the various elimination disorders, including enuresis and encopresis.

Special Topics

Medicating the ADHD Child
Personal Letter from Alice Miller
The Good Parent
Parenting and Psychopathology

Exam V

Week 13: EATING DISORDERS

Chapter 16 focuses on the cause and treatment of eating disorders.
After reading this chapter students should be able to:

- Describe the prevalence and characteristics of eating disorders.
- Discuss the symptoms and subtypes of anorexia nervosa.
- Delineate other characteristics and mental disorder associated with anorexia nervosa.
- Describe the course and outcome of anorexia nervosa.
- Discuss the characteristics of bulimia nervosa, as well as its physical complications, course and outcome.
- Describe the risk factors for and etiology of eating disorders and evaluate the degree to which society creates eating disorders.
- Compare the treatments for anorexia nervosa, bulimia nervosa, and binge-eating disorders.

Week 14: PSYCHOTHERAPEUTIC INTERVENTIONS

Chapter 17 focuses on psychotherapeutic interventions.
After reading this chapter students should be able to:

- Discuss the various biological therapies, including electroconvulsive therapy and psychosurgery. How useful are they in treating mental disorders?
- Define psychopharmacology. Describe and evaluate the use of antianxiety, antipsychotic, antidepressant, and antimanic medications.
- Define psychotherapy and describe its basic characteristics. Discuss why traditional psychotherapy may not be effective with individuals from non-Western cultures.
- Describe the therapeutic techniques based on classical conditioning, including systematic desensitization, flooding and implosion, and aversive conditioning.
- Describe observational learning techniques and cognitive-behavioral therapies.
- Describe the functions of group therapy and couples and family therapy.
- Evaluate the factors involved in choosing a therapist.
- Discuss cultural differences in approaching therapy.
- Understand the community psychology approach to treatment.

Week 15: Exam VI
EVALUATION SCALE FOR WRITING ASSIGNMENTS:
   Mrs. M. Muzi, Department of Psychology

5:  EXCELLENT (A)

   An essay in this category demonstrates a high degree of competence with few minor errors.
   Thoughts are well organized.
   Ideas are supported by evidence.
   Explanations are clear.
   Writing is free of mechanical errors: usage, sentence structure, spelling.
   Pages are neat and well spaced.

4:  VERY SATISFACTORY (B)

   An essay in this category shows competence in handling the assignment but has some minor errors.
   The main thought is clearly stated.
   The paper is well organized.
   The work is grammatically correct and free from most mechanical errors.
   The paper is well organized.
   Pages neat and well spaced.
   In general a few but not many errors.

3:  SATISFACTORY (C)

   An essay in this category shows some degree of competence but there are organizational and technical errors.
   The essay is adequate in organization.
   Some of the important points are touched upon.
   There is adequate use of language and vocabulary.
   Some errors in mechanics, word usage and sentence structure is in evidence.

2:  POOR (D)

   An essay in this category shows limited competence and is clearly flawed.
   The quality of thinking is poor.
   There is inadequate organization.
   Pages are not neat and ordered.
   There is limited development of ideas about the topic.
   There is no support for arguments.
   Mechanical errors are obvious: sentence structure, grammar, word choice.

1:  UNSATISFACTORY (F)
An essay in this category is characterized by a lack of clear presentation. Organization is poor. There are no details or explanatory ideas. Vocabulary is weak.4 Serious mechanical errors: spelling, sentence structure, usage and punctuation. Paper is sloppy and unstructured.