

LOCALLY DEVELOPED COURSE OUTLINE

Abnormal Psychology 35-3

Submitted By:
Chinook's Edge School Division No. 73

Submitted On:
Apr. 24, 2014

Board Motion

Motion Conclusion

Motion Date

Motion Number

Motions

Course Basic Information

Course Name	Abnormal Psychology 35
Credit Number	3
Hours of Instruction	62.50 hrs
Implementation Dates	9/1/2014 - 8/31/2018
Proposal Type	Extension
Development Type	Acquired
Designed Grade Level	Grade 11 Grade 12
Course Description	Abnormal Psychology 35 provides students with an overview of abnormal behaviour and the conditions that affect individuals in our society. Students learn about views of abnormality, causal factors, types of disorders, as well as assessment methods, prevention, and treatment.
Course Prerequisite	

Philosophy

The social sciences are an important component of a well-rounded education that enables students to broaden their knowledge, acquire transferable skills, and develop values and attitudes essential to living in a global society. Students with social science literacy skills may be able to better understand human interaction and they may acquire, create, connect and communicate meaning by interacting with ideas and information in a variety of formats and contexts.

The Abnormal Psychology 35 curriculum encourages thinking and exploration in the areas of self-understanding, diversity, and one's relations with others; students reflect on who they are and what they may become. As noted by George Albee, "Normal behaviour and abnormal behaviour are continuous with each other...So, I think the best reason for studying abnormal behaviour is that we learn to understand ourselves."

Rationale

Psychology provides a frame of reference for students to understand themselves, others, and social relationships. Addressing issues in psychology assists students in understanding, interpreting, and participating in society with increasing insight and skill. Students will develop skills that help them become engaged thinkers as they explore why people act in certain ways under given circumstances. Students, as ethical citizens who strive to improve the human condition, will learn to better understand human behaviour, the relationship between human behaviour and problems and issues in society, as well think critically about solutions that may improve and maintain the mental health of Albertans.

Learner Outcomes

The main themes in Abnormal Psychology 35 serve to enhance the literacy of students as they comprehend the past and its relevance to the present and the future (Theme One). Also, with the complicated nature of psychological illness, students will recognize the importance of multiple perspectives and diversity (Themes Two and Three).

While numeracy is addressed throughout the themes, Theme Four provides students the opportunity to explore statistics regarding mental illness from Canada as a whole as well as specific statistics regarding the province of Alberta.

The complete program of studies begins on page 9 of this document.

General Outcomes

- 1 Students will appreciate the historical emergence of abnormal psychology as a concept and as an area of clinical practice.**
- 2 Students will understand that assessing behaviour as normal or abnormal can be complicated and depends on the interpretation and interaction of many factors.**
- 3 Students will understand and appreciate how attitudes, values, focus/attention, and prior experiences affect perception.**
- 4 Students will appreciate the complicated nature of mental illness and evaluate several theories regarding the causation of abnormal behaviour.**
- 5 Students will recognize relationships between deprivation, various central nervous system impairments, and abnormal behaviour patterns.**
- 6 Students will understand the complicated nature and symptomology of various disorders including those that involve some violation of legal and/or social standards including alcohol and drug abuse patterns, impulse control, and violence.**
- 7 Students will appreciate the effect of confounding factors on the analysis of information and determination of correlation.**
- 8 Students will understand that treatment options for mental health issues are varied and should be carefully tailored to the specific illness and person.**
- 9 Students will evaluate the prevalence of mental illness in Alberta as well as assess economic, legal, and ethical considerations associated with mental illness.**

Specific Learner Outcomes

1 Students will appreciate the historical emergence of abnormal psychology as a concept and as an area of clinical practice.	35-3
1.1 Students will evaluate how abnormal behaviour was viewed and treated in the past.	X
1.2 Students will analyze the contributions of various historical figures to our current understanding of mental illness and treatment.	X
1.3 Students will demonstrate and understanding of the North American classification system for mental disorders (DSM).	X
1.4 Students will appreciate the importance of clinical interviews and testing.	X

2 Students will understand that assessing behaviour as normal or abnormal can be complicated and depends on the interpretation and interaction of many factors.	35-3
2.1 Students will differentiate among the five major perspectives of psychologists.	X
2.2 Students will compare and contrast several standpoints regarding the definition of abnormal.	X
2.3 Students will apply the definition of abnormal behaviour used in the course.	X
2.4 Students will analyze issues in the assessment and diagnosis of mental disorders.	X
2.5 Students will examine how stereotypes influence perception and analyze the consequences of (benefits of limitations) making judgments based on stereotypes.	X

3 Students will understand and appreciate how attitudes, values, focus/attention, and prior experiences affect perception.	35-3
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3.1 Students will understand the effects of stereotyping and labelling on mental health.	X
3.2 Students will critique the current stereotypes of mental illness.	X
3.3 Students will describe the consequences associated with a self-fulfilling prophecy.	X
3.4 Students will examine common mistakes in logic including the influence of bias and prejudice on logic.	X
3.5 Students will explore enduring attitudes of critical thinkers and develop a willingness to change an opinion in light of new information.	X

4 Students will appreciate the complicated nature of mental illness and evaluate several theories regarding the causation of abnormal behaviour.	35-3
4.1 Students will understand and describe how predisposition, biological factors, and the brain interact to cause abnormal behaviour.	
4.2 Students will assess the influence of environment on the behaviour of genetically identical siblings separated at birth and/or raised together but treated differently from each other.	
4.3 Students will provide examples of how psychosocial factors affect behaviour.	
4.4 Students will differentiate among the ways different cultures view abnormality.	
4.5 Students will evaluate and describe how sociocultural factors affect mental health.	
4.6 Students will explore the benefits of examining multiple perspectives when assessing information.	
4.7 Students will develop and express an informed position on the relative influence of genetics and the environment on human behaviour.	

5 Students will recognize relationships between deprivation, various central nervous system impairments, and abnormal behaviour patterns.	35-3
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5.1 Students will explore the effects of physical deprivation on mental health and development including hospitalization syndrome in infants/orphans.	X
5.2 Students will investigate the importance of nutrition on mental health.	X
5.3 Students will explore the role of sleep in mental health, evaluate their sleep hygiene, and modifying their sleep habits to address any problem areas.	X
5.4 Students will determine the genetic syndrome a person has from evaluating his or her karyotype.	X
5.5 Students will describe the effect of constitutional liabilities on behaviour.	X
5.6 Students will describe the Johari window and apply it to different scenarios.	X
5.7 Students will discuss the health implications of bullying.	

6 Students will understand the complicated nature and symptomology of various disorders including those that involve some violation of legal and/or social standards including alcohol and drug abuse patterns, impulse control, and violence.	35-3
6.1 Students will identify and describe the general symptoms of o clinical disorders o cognitive disorders o intellectual developmental disorder (mental retardation) o personality disorders	X
6.2 Students will investigate then compare and contrast the possible causes of o clinical disorders o cognitive disorders o intellectual developmental disorder (mental retardation) o personality disorders	X
6.3 Students will summarize the possible causes of Tourette syndrome, autism, and attention deficit hyperactivity disorder.	X
6.4 Students will describe how dissociative disorders develop.	
6.5 Students will explore the unique nature of synesthesia.	
6.6 Students will differentiate between disorders that develop in childhood, adolescence and adulthood.	
6.7 Students will appreciate the interaction of mind-altering substances to changes in behaviour (happy sober; mean drunk).	

7 Students will appreciate the effect of confounding factors on the analysis of information and determination of correlation.	35-3
7.1 Students will understand that correlation is not causation.	X
7.2 Students will interpret statistical data to determine if relationship is positive or negative (inverse or direct).	X
7.3 Students will appraise the interaction of confounding factors in statistical relationships.	
7.4 Students will describe the concept of perceptual blindness as it relates to focus and the interpretation of information/data.	
7.5 Students will differentiate between the five types of reliability and three types of validity.	

8 Students will understand that treatment options for mental health issues are varied and should be carefully tailored to the specific illness and person.	35-3
8.1 Students will appreciate that one medication that works on one subgroup (e.g. adults or white males) may not work on another subgroup (e.g., children or black females).	X
8.2 Students will recognize potential side-effects of medications on the brain and behaviour.	X
8.3 Students will compare and contrast the various treatment methods presented in the course.	

9 Students will evaluate the prevalence of mental illness in Alberta as well as assess economic, legal, and ethical considerations associated with mental illness.	35-3
9.1 Students will investigate the prevalence of various mental illnesses in Alberta.	X
9.2 Students will consider the consequences (economic, life satisfaction, legal, etc.) of untreated mental illness in Alberta.	X
9.3 Students will critique the justification of Alberta's sterilization history.	

Facilities or Equipment

Facility

There are no special facilities or spaces required to teach this course; a standard classroom is suitable.

Equipment

There is no special equipment recommended or required to teach this course, outside of that which can be found in a standard classroom.

Learning Resources

Students use the Abnormal Psychology 35 textbook to complete the course.

Others

Identification of Controversial or Sensitive Course Content

It is expected that all issues and texts that may be controversial or sensitive in nature, be discussed with school administration prior to coverage in class.

Identification of Safety Components

All Chinook's Edge School Division No. 73 procedures (planning, parental permission, risk assessment, etc.) will be followed if students are taken off of the school campus, in accordance with Chinook's Edge School Division No. 73 Administrative Procedure 2-09 *Field Trips and Excursions*.

Significant Overlap with Provincial Curriculum

There is minimal overlap between Abnormal Psychology 35 and the three provincially approved psychology courses from Alberta Education. This is due in part to the lack of specific programs of study for the provincially approved courses. Regardless, some overlap may exist in the following areas:

Personal Psychology 20

· Theme 2 of Personal Psychology centers on the development of personality. Abnormal Psychology focusses on causes of personality disorders as well as signs, symptoms, and treatment.

· Theme 4 of Personal Psychology briefly touches on mental retardation. Although mental retardation is classified as an Axis II disorder in the DSM-IVTR, the Abnormal Psychology course stresses that mental retardation is not a mental illness. The course defines the topic as well as its diagnosis and various causes. The end of this section delves into Alberta's sterilization history and the Leilani Muir case study.

· Themes 5 and 6 of Personal Psychology center on biology and behaviour. Abnormal Psychology specifically focusses on the development of maladaptive behaviour caused by biology and the environment.

General Psychology 20

· Theme 7 of General Psychology centers on behaviour disorders with a focus on neurosis and psychosis. The Abnormal Psychology briefly touches on psychotic disorders, but additionally delves into clinical disorders such as panic disorder, anxiety disorder, obsessive-compulsive disorder, phobias, eating disorders, kleptomania, pyromania, trichotillomania, Munchausen syndrome, bipolar disorder, schizophrenia, sleep disorders, etc..

Experimental Psychology 30

· Theme 2 of Experimental Psychology 30 does briefly touch on correlation, validity, and reliability. With Abnormal Psychology, however, these topics are linked to assessment and the DSM.

Assessment

Students complete eight assignment booklets and a comprehensive course review package before writing a supervised final exam.

Course Evaluation and Monitoring

The Associate Superintendent of Learning Services, in collaboration with school Principals, will evaluate and monitor courses to ensure that all requirements by Alberta Education, the developing school board, and Chinook's Edge School Division No. 73 are met. The school Principal will supervise course implementation at the school level.

Course pre-requisites, copyright privileges, and conditions listed by the developing board will be adhered to.

Appendix I

1 Abnormal_Psychology_35_AB01.pdf

2 Abnormal_Psychology_35_Course_Review.pdf

3 ABPSYCHAB01Key.pdf

4 ABPSYCHT2.pdf

5 ABPSYCHT2Key.pdf

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