

UNITED STATES INTERNATIONAL UNIVERSITY

PSY 3115: ABNORMAL PSYCHOLOGY

CREDIT: 3 UNITS

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OFFICE HOURS—MONDAY/WEDNESDAYS 2:00 – 5:00 PM

TUESDAY /THUSDAYS 3:00 – 5:00PM

PURPOSE OF THE COURSE

This course is going to introduce the field of abnormal psychology to the student in as simple terms as possible. Mental abnormality will be defined and then move on to specific mental disorders and their symptoms. Possible causes, prognosis and treatment approaches will be covered. Since this is an introductory course, methods of presentation will be made as simple as possible.

ACADEMIC POLICIES

Vision

The vision of USIU is to become a premier institution of academic excellence with a global perspective.

Mission

The mission of USIU is to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a changing and increasingly technological world.

The mission is achieved through selected high quality undergraduate and graduate academic programs which result in the following outcomes.

High Order Thinking: the ability to collect, analyze, and evaluate information and to formulate conclusions. Students develop and demonstrate the ability to think critically, analytically, and creatively.

Literacy: Competence in oral, written, quantitative, and technological skills. Students develop and demonstrate competency in oral and written communication as well as demonstrate scientific, quantitative and technological literacy.

Global understanding and Multicultural Perspective: awareness, knowledge and appreciation of both the diversity and commodity of cultures. Students acquire these perspectives through formal study of languages, history, literature and the arts and through working, studying and living cooperatively in a radically, ethnically, and culturally diverse environment. Further, students acquire an understanding of economic, historical, political, geographic and environmental relationships on a global basis.

Preparedness for career: mastery of a field of knowledge and its multi-cultural and multinational application. Such mastery is accomplished through both formal study and various experienced forms of learning such as internships and field experiences.

Leadership and ethics: As part of their growth and development, students formulate and articulate the ethical standards which will guide their professional and personal lives.

Community service and development: A sense of being part of a community and a desire to be of service to it. Students are given opportunities to participate in community service, citizenship, or social action projects or activities.

This mission is carried out in an environment which encourages intellectual and scholarly development; fosters openness to a wide range of ideas, cultures, and people; and enhances personal growth.

Core values

1. Lifelong learning: Develop a learning culture in the university that continues throughout a person's life time
2. Integrity: ensuring that the pursuit of excellence within the university by upholding professional and ethical standards and being accountable.
3. Innovativeness: Introducing new methods and strategies that ensure quality, efficiency, effectiveness and productivity.
4. Social responsibility: providing leadership in responding to issues of national and global concern through collaborative efforts.
5. Academic freedom: upholding the spirit of free and critical thought and enquiry, through open exchange of ideas and knowledge.

PROGRAM LERNING OUTCOMES

The course will allow the student to:

- a) Articulate the major concepts, theoretical perspectives, empirical findings and historical trends in psychology
- b) Apply basic research method in psychology including design, data analysis and interpretation
- c) Apply critical and creative thinking, inquiry and scientific approach to problems related to behavior and mental processes
- d) Employ psychological principles in personal, social and organizational issues
- e) Evaluate evidence, tolerate ambiguity and act ethically

COURSE PLAN

The following is the tentative schedule for the course. We are going to be flexible so if some changes need to be made, this will be possible.

Week1

- Norm violation
- Statistical abnormality
- Definition of abnormality
- Personal discomfort
- Maladaptive behavior
- Deviation from the ideal
- Classification schemes of disorders (DSM-IV)

Week 2 and 3

- An overview and definition of mental disorders
- Possible causes of mental disorders
- Biological causal factors
- Psychodynamic viewpoint
- Psychosocial causal factors
- Socio-cultural viewpoint

Readings: Barlow and Durand: Relevant sections

Weeks 4, 5, and 6

STRESS

- Definition
- Causes of stress
- Categories of stressors
- Factors predisposing a person to stress
- Ways of dealing with stress
- The effect of severe stress

Readings: Barlow and Durand: Relevant sections

PANIC AND ANXIETY DISORDERS.

- Definition
- Overview of the anxiety disorders
- Different types of anxiety disorders

Readings: Barlow and Durand: Relevant sections

MOOD DISORDERS

- Definition
- Classification of mood disorder

Readings: Barlow and Durand: Relevant sections

SOMATOFORM AND DISSOCIATIVE DISORDER

- Definition of somatoform disorders classification of somatoform disorders
- Definition of dissociative disorders classification of dissociative disorders

Readings: Barlow and Durand: Relevant sections

Week 7

Mid semester Examination

Week 8 and 9

EATING DISORDERS

- Definition of eating disorders
- Classification of eating disorders

Readings: Barlow and Durand: Relevant sections

PERSONALITY DISORDERS

- Definition of personality disorders
- Classification of personality disorders

Readings: Barlow and Durand: Relevant sections

Week 10-12

SEXUAL DISORDERS

- Definition of sexual disorders
- Classification of sexual disorders

Readings: Barlow and Durand: Relevant sections

SCHIZOPHRENIAS

- Definition of schizophrenia
- Classification of schizophrenias

Readings: Barlow and Durand: Relevant sections

DELUSIONAL DISORDER

- Definition of delusional disorder
- Classification of delusional disorder

Readings: Barlow and Durand: Relevant sections

Week 13

MENTAL RETARDATION

- Definition of Mental retardation
- Classification of mental retardation

Readings: Barlow and Durand: Relevant sections

CHILD DISORDERS

- Definition of child disorders and their implications.

Readings: Barlow and Durand: Relevant sections

A summary of clinical Assessment

Biologically based Therapies and psychologically Based Therapies

RESEARCH METHODS

Week 14

Final Examination

TEACHING METHODOLOGY

The area of abnormal psychology is not an easy one to understand for most people. Consequently, during lectures, material will be presented carefully with illustrations and real life examples for the benefit of the student. Questions will be answered carefully and thoroughly. The student is kindly asked to make this a healthy learning and enriching experience by asking

questions where in doubt, participating in discussions fully and by attending lectures on time and always.

Instructional materials:

Course texts

David H. Barlow and V, M Durand (2009). Abnormal Psychology: Integrative Approach (6th Edition) Wadsworth publishing company, Belmont, California, U.S.A

GRADING SCALE

90 - 100	A	70- 73	C
87 – 89	A-	67-69	C-
84 - 86	B+	64-66	D+
80-83	B	62-63	D
77- 79	B-	60- 61	D-
74- 76	C+	0-59	F

COURSE EVALUATION

Mid-semester examination	30%
Final examination	40%
Term Paper	20%
Assignment	10%
Total	100%