

Syllabus for
LPSY 338 – Psychology of Abnormal Behavior
3 Credit Hours
Spring B 2013

I. COURSE DESCRIPTION

A study of psychological disorders, their nature, determinants, and relationships to normal behavior.

Honors Distinctives: None

Prerequisites: PSY 201

Course fee: None

It is oriented both toward understanding of those experiencing such disorders and toward preventive mental health in self and associates.

II. COURSE GOALS

- A. The purpose of this course is to introduce the student to the major types of psychological abnormality, their symptoms, etiology, and treatment.
- B. The course also seeks to prepare the student for field and work placement, through introduction to differential diagnosis.
- C. In addition, the course will address ethical issues associated with diagnosing and labeling individuals.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

Terminal Objectives

Upon successful completion of this course the student will be able to do the following:

- A. Demonstrate his or her factual knowledge by defining important terms in the abnormal psychology literature.
- B. Compare and contrast major groupings of abnormal behavior/psychological disorders by strengthening differential diagnosis skills.
- C. Demonstrate a thorough knowledge of the etiology, symptoms, and treatment of one disorder in writing a final paper.
- D. Through assignments and class discussion, integrate course material with his or her Christian faith.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Barlow, D. H., & Durand, V. M. (2012). *Abnormal psychology: An integrative approach*. (6th ed.). Pacific Grove, CA: Brooks/Cole. (ISBN-13 9781111343620)

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include –but are not limited to the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;
 - d. Creating results for experiments, observations, interviews, or projects that were not done;
 - e. Receiving or giving unauthorized help on assignments.By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
4. By law, students are entitled to privacy regarding their records. The Family Educational Rights and Privacy Act of 1974 (FERPA), as amended and available in the [ORU Employee Handbook](#), sets forth requirements designed to protect the privacy of student education records. The law governs access to records maintained by educational institutions and the release of information from those records.
5. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
6. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.

- a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
- b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School and/or Department Policies and Procedures

Policies and procedures for submitting artifacts can be found in the General Education Whole Person Assessment Handbook and the departmental handbook for the student's major.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. Assignments for this course are to be completed as scheduled.
- b. The course grade will be based on the individual assignments as follows:

Quizzes	180 points
Written Assignments	240 points
Threaded Discussions	40 points
Term Paper	100 points
<u>Final Examination</u>	<u>200 points</u>
TOTAL	760 points

- c. Term Paper
 - (1) Each student chooses one particular disorder of interest.
 - (2) Students write a paper describing its etiology, symptoms, epidemiology, and methods of treatment.
 - (3) The paper must be 8-10 pages long; typed; and double-spaced.
 - (4) The paper must include citation of a minimum of 8 sources (one of which can be your textbook and another of which can be the DSM-IV).
 - (5) The paper is worth 100 points.

2. A grade will be given on the basis of the accuracy and quality of each assignment. The following scale will be used for the course grade.

90%-100% = A
 80%-89% = B
 70%-79% = C
 60%-69% = D
 Below 60% = F

3. Whole Person Assessment Requirements: None

4. Weekly assignments are to be submitted at the close of each week by 11:59 P.M. on Sunday evening.
5. All course work must be completed by 11:59 P.M. on the last day of the 7th week.

VI. COURSE CALENDAR

	READ	DO
Week 1	Barlow and Durand, chs. 1-2.	Week 1 essay questions, discussion, and chs. 1-2 quizzes
Week 2	Barlow and Durand, chs. 3, 4, and 5, pp. 123-145 (first half).	Week 2 essay questions, discussion, and chs. 3-4 quizzes
Week 3	Barlow and Durand, chs. 5, pp. 146-168 (second half), 6, and 7.	Week 3 essay questions, discussion, and chs. 5-7 quizzes
Week 4	Barlow and Durand, chs. 8, 9, and 10, pp. 346-365 (first half).	Week 4 essay questions, discussion, and chs. 8-9 quizzes
Week 5	Barlow and Durand, chs. 10, pp. 365-387 (second half), 11, and 12.	Week 5 essay questions, discussion, and chs. 10-12 quizzes
Week 6	Barlow and Durand, chs 13-14.	Week 6 essay questions, discussion, and term paper
Week 7	Final Examination.	Week 7 discussion and final examination

Course Inventory for ORU's Student Learning Outcomes

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This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge			X	
1B	Sensitivity to the Holy Spirit			X	
1C	Evangelistic capability				X
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy		X		
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle			X	
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences		X		
4D	Responsible citizenship			X	
4E	Leadership capacity		X		

(Revised 10/4/12)