



Course Syllabus

LPSY 338 – Psychology of Abnormal Behavior 3 Credit hours

I. COURSE DESCRIPTION

This course is a study of psychological disorders, their nature, determinants, and relationships to normal behavior. It is oriented toward understanding of those experiencing such disorders and toward preventive mental health in self and associates.

Pre-requisites: PSY 201

Fees: None

II. Academic Mission

Oral Roberts University's academic mission is to transform students by the power of the Holy Spirit into whole, competent servant-leaders through liberal arts and professional education that is fully Christian. Within a Spirit-filled healing community, administration, faculty, and staff love and serve students by helping them grow in knowledge, skills, wisdom, character, and spirit.

Student transformation is measured through the evaluation of student expression of University learning outcomes as demonstrated through accompanying proficiencies and capacities.

Spiritually alive Biblical knowledge; sensitivity to the Holy Spirit; evangelistic capability; ethical behavior

Intellectually alert critical thinking; information literacy; global and historical perspectives; aesthetic appreciation; intellectual creativity

Physically disciplined healthy lifestyle; physically active lifestyle

Socially adept communication skills; interpersonal skills; appreciation of cultural and linguistic differences; responsible citizenship; leadership capacity

Professionally competent ... discipline-specific proficiencies [*listed under Program Outcomes*].

The last page of this syllabus, "COURSE INVENTORY for ORU's Student Learning Outcomes," indicates how this course supports ORU's academic mission and ORU's whole-person approach to learning outcomes through its [ePortfolio system](#).

III. PROGRAM OUTCOMES (PO)

1. Use scientific inquiry and critical thinking skills within the context of the discipline of psychology.
2. Develop cultural competence, self-efficacy and self-regulation within the values and ethics of Psychology, which reflect an understanding of and respect for the positive value of human diversity.
3. Understand the history of Psychology, along with current structures and issues, and how practitioners in this field seek to help people.
4. Apply knowledge of bio-psycho-social-spiritual variables that affect individual development and behavior, and use theoretical frameworks to understand the interactions among and between individuals.
5. Analyze the impact of mental health issues on understanding the origins and outcomes of individual, interpersonal, and systemic behavior.
6. Evaluate and use research findings to enhance awareness of psychology, its issues, and its multiple paradigms.
7. Develop and use both verbal and written communication skills to interact effectively with others, to strengthen the knowledge base and make contributions to the field.
8. Understand the importance of the use of supervision and consultation to the field of Psychology.
9. Learn about functioning within the structure of organizations and service delivery systems to meet professional, organizational, ethical, and legal requirements of applications of psychology and careers in the field of Psychology.
10. Apply information technology to promote communication and facilitate the goals of Psychology.
11. Integrate Christian faith systems with the values of Psychology to enhance the individual's ability to impact the general psychological knowledge base as well as the overall field of Psychology.

IV. COURSE GOALS

The goal is to help students develop an understanding of the developmental factors in the manifestation and treatment of abnormal behavior.

V. COURSE OBJECTIVES (CO)

Having taken this course, students will be able to do the following:

- (1) Explain abnormal behavior from various historical and integrative perspectives.
- (2) Assess and evaluate historical and recent research dealing with psychological disorders.
- (3) Classify and discuss maladaptive and abnormal behavior in accordance with the diagnostic criteria of the DSM 5 and religious perspectives.

- (4) Discuss the effects of developmental, personality, and religious variables upon behavioral patterns.
- (5) Explain the common forms of psychological disorders in terms of their description, clinical causes, and methods of treatment and outcomes.
- (6) Describe current thinking about which aspects of the disorders are culturally specific and which are universal, and about the strong and sometimes puzzling effects of gender role.

VI. TEXTBOOK AND OTHER LEARNING RESOURCES

Required Materials

Textbooks

Durand M. & Barlow D. H. (2015). *Essentials of Abnormal psychology* (7th ed.).
Stamford, CT: Cengage Learning. (Loose Leaf Package with MindTap access)
ISBN: 978-130-5698-741

To purchase the books, go to the ORU University Bookstore at
<http://www.bkstr.com/oralrobertsstore/shop/textbooks-and-course-materials>

VII. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. **Participation:** Participation in each online class through discussion forums, assignments, and all other course activities is mandatory at Oral Roberts University. This counts as your attendance in the course. Excessive absences can reduce a student's grade or deny credit for the course.
2. **Plagiarism:** The ORU Catalog explicitly addresses the issue of plagiarism. Make sure you know ORU's policy on plagiarism and what is considered plagiarism:
<https://goo.gl/iG7F4D>
3. **Privacy:** 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.
4. **Whole Person Assessment Requirements:**
 - a. Specify which, if any, Whole Person Assessment requirements there are for this course.
None for this course.

B. School and/or Department Policies and Procedures

1. Class Assignments

- a. Students need to have the appropriate textbooks, course materials, and other supplies as designated by the professor.
- b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.

2. Late Work

- a. The student is responsible for obtaining class assignments and materials, and all work is expected to be completed as scheduled. Late work may not be accepted by the professor, or it may result in a lower grade. Computer or Internet malfunctions do not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it completed, edited, and proofread prior to the instructor's due date. These responsibilities assist the student in professional development.
- b. Generally, assignments missed from a serious sickness or family crises can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy. Instructors use their own judgment in accepting late work.

3. Incompletes

As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the English and Modern Languages Department. Very few incompletes are granted.

C. Online Programs Policies and Procedures

1. **Learning Community:** Online learning community is established through active participation in the threaded weekly discussions. The mutual exchange of ideas, information, and experiences is an essential part of the learning process, and students are encouraged to use the discussion forum as virtual classroom platform.
2. **ADA and Students with Disabilities:**
 - Click here (<http://www.brightspace.com/about/accessibility/>) to view Desire2Learn's "Accessibility Resources for Students with Disabilities."
 - Students requiring Disability Services from ORU, please click here: <https://goo.gl/QGoK4x>
 - Desire2Learn (D2L) Accessibility Guidelines and Checklist: <https://goo.gl/Ck4RwY>
 - D2L Accessibility Policy: <https://www.d2l.com/accessibility/>
3. **Useful Links for Online Students:**
 - [Student Learning Glossary](#)
 - Library: <http://library.oru.edu>.
 - D2L Helpdesk: d2lhelp@oru.edu
 - I.T. Student Helpdesk: studenthelpdesk@oru.edu
 - [Netiquette and Online Discussions](#): <https://goo.gl/f744AY>
 - Contact the University: please [fill out this online form](#). Please first contact your instructor for assistance with any matter specific to the course.

D. Course Policies and Procedures

1. **Evaluation Procedures:** The final grade will be based on forum discussions, quizzes, research paper and final exam. The weight of each item is included in the Course Calendar. Extra credit items are not offered in this course.

Assessment percentages by type of assignment:

Discussions	(22%)
Chapter Post-tests	(35%)
Concept Clips & Case Studies	(11%)
Exams	(32%)

2. Grading Scale:

The grading scale is as follows:

A = 90% and higher B = 80% - 89% C = 70% - 79% D = 60% - 69% F = 59% and lower

3. Other Policies and/or Procedures

None

VIII. COURSE INVENTORY

For ORU's Student Learning Outcomes

PSY 338 Abnormal Psychology

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	Analytical Problem Solving	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation			X	
2E	Intellectual creativity		X		
2F	Information literacy		X		
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle		X		
3B	Physically disciplined lifestyle			X	
3C	Properly balanced nutrition plan				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		

© 2017 Oral Roberts University, All Rights Reserved.

This syllabus is subject to change without notice up until the first day of the semester.

Oral Roberts University | 7777 S. Lewis Avenue, Tulsa, OK 74171

E-mail: online@oru.edu | Web site: <http://www.oru.edu>