



## PSS 313: Abnormal Psychology

### Student Syllabus for the Adult Degree Programs

#### Course Description

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Abnormal Psychology is a foundational course. Textbook authors Barlow and Durand (2015) define psychopathology as the scientific study of psychological disorders. Until several years ago, the science of psychopathology had examined the separate effects of psychological, biological, and social influences. Recent advances in science confirm that the integrative approach to understanding psychological disorders is most effective. The approach of this course reflects the current state of our clinical sciences and enhances the learning process. Allow this course to challenge the way you conclude that a behavior is either normal or abnormal.

#### Course Outcomes

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Upon completion of this course, the learner will be able to:

1. Describe the field of abnormal psychology and major psychological problems and disorders.
2. Identify the multiple causes of psychopathology as viewed from a number of different theoretical perspectives.
3. Discuss research in the area of abnormal psychology.
4. Discuss interventions and prevention strategies for psychological disorders.
5. Critically review and evaluate the issues in psychopathology from a Christian perspective.

#### Course Texts

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Barlow, D. H., & Durand, V. M. (2015). *Abnormal psychology: An integrative approach* (7<sup>th</sup> ed.). Cengage Learning.

ISBN-13: 978-1285755618

ISBN-10: 1285755618

*ESV value thinline Bible*. (2016). Crossway.

ISBN-13: 978-1433550652

ISBN-10: 1433550652

#### Textbook Disclaimer

The textbooks for this course were chosen because their primary content directly relates to the objectives of this course. At times, there may be items or issues that are not presented from a proper Christian worldview. As such, the textbooks do not represent an endorsement by Geneva College or the

relevant academic department at Geneva College.

## Learning and Physical Disabilities Policy

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Geneva College values diversity and inclusion and recognizes disabilities as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive, ultimately leading to the success of our students in and beyond college. Therefore, Geneva College complies with the ADA as well as Section 504 of the Rehabilitation Act by affording reasonable accommodations to qualified students with disabilities. Any student with a disability who needs academic accommodations should contact Geneva's Student Success Center (SSC) to arrange a confidential appointment with the Director of the SSC before or during the first week of classes. (Some accommodations may take time to put into place, so it is advised to request this appointment as early as possible.) Legally, no retroactive accommodations can be provided. Accommodations for disabilities are available only as recommended by the SSC. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their instructors in relation to course requirements. Students who have questions about their right to benefits or have grievances under these statutes should contact the Director of the SSC. For more details, visit the [Student Success Center website](#) or call 724-847-5005.

## The Grading System in the ADP

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The grading scale for the Adult Degree Program is A, B, C, D, and F. Geneva includes pluses (+) and minuses (-) in the determination of the grade point average (GPA). Grade points are assigned for each semester hour of credit earned according to the following system:

Letter Grade	Percentage	GPA	Explanation
A	93.00% - 100.00%	4.0	Excellent
A-	90.00% - 92.99%	3.7	
B+	87.00% - 89.99%	3.3	
B	83.00% - 86.99%	3.0	Good
B-	80.00% - 82.99%	2.7	
C+	77.00% - 79.99%	2.3	
C	73.00% - 76.99%	2.0	Satisfactory
C-	70.00% - 72.99%	1.7	
D+	67.00% - 69.99%	1.3	
D	63.00% - 66.99%	1.0	Less than Satisfactory
D-	60.00% - 62.99%	0.7	

F	< 60.00%	0.0	No Credit Given
WX, WP, WF			Withdrawal

## Policy on Academic Honesty

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Geneva College has adopted a campus wide policy on academic honesty; the main portions of which are summarized here. Students should become aware of the fuller policy found in Appendix A of the student handbook.

When an instructor has reason to believe that dishonest behavior has occurred, the parties involved should be confronted as soon as possible by the instructor and notification made to the Department of Professional and Online Graduate Studies (see Appendix A of the student handbook).

Sanctions may be levied on the student, which could range from an informal warning to expulsion, based on the seriousness of the student's offense (see Appendix A of the student handbook).

Students may appeal any disciplinary action by following the procedure laid out in the College's Policy on Academic Honesty (see Appendix A of the student handbook).

Students are encouraged to visit [www.plagiarism.org](http://www.plagiarism.org) in order to clarify what constitutes plagiarism as well as a number of other academic standards. This website also provides directives as to how to avoid committing this act and how to properly cite academic sources.

## Turnitin Policy

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Students agree that by taking this course all required papers may be subject to submission for textual similarity review to [Turnitin.com](http://Turnitin.com) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism of such papers. Students must agree to the End User License Agreement (EULA) for Turnitin. Use of the Turnitin service is subject to the Usage Policy and Privacy Pledge posted on Turnitin.com. Assignments that are not submitted through Turnitin will not be graded and will not receive credit.

## Participation Policy

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In the online environment, **participation is marked by the completion of an academic event in each session (week) of the course.** Academic events include, but are not limited to, submission of a class assignment, participation in class discussion forum, or completion of a quiz/exam.

**If no academic event is completed within the first session (Week 1) of a course, the student will be administratively withdrawn from the course.** Beyond the first session, if no academic event is completed for a class session, the student will be considered as having not participated in that week of

class, which in some cases may result in zeros on the missed assignments and a half-letter grade deduction from the student's final course grade.

**If a student does not complete an academic event for two consecutive sessions, the student will either be administratively withdrawn from the course or will receive a final course grade of F**, depending on how much of the course has transpired at the time of the second week of nonparticipation. For more details, please review Geneva's Student Handbook ([Undergraduate](#) and [Graduate](#)).

## Course Evaluation

Criteria	Points Breakdown	Points
Discussion Forums (7)	30 points each	210 points
Quizzes (3)	40 points each	120 points
Article Reviews (3)	60 points each	180 points
Stress Log	One Submission	100 points
Oral Presentation Topic Selection Forum	One Submission	25 points
Mental Health Portfolio	One Submission	185 points
Oral Presentation	One Submission	100 points
Total		920 points

## Assignment Descriptions

### Discussion Forums

Class participation is monitored by postings and responses in the discussion forum. Typically, class participation is composed of two parts:

- Part 1 – Requires you to go to your discussion forum and post a response to a question or prompt that is written in your syllabus by 11:55 pm (EST) Wednesday of your scheduled session week. Your instructor will generally respond to your post within 24 hours. Depending on the nature of the assignment, the instructor may have a follow up question for you, ask you for clarification or further details, or direct your conversation to someone else for rebuttal.
- Part 2 – Respond back to your instructor's post. In addition, post a response to at least two of your fellow classmates' postings, using 1 or 2 paragraphs. Your response should further the discussion (e.g., ask a question, provide further information or examples, or introduce a different opinion). In particular, one response to a classmate **MUST** be in the form of a question

that seeks to further the conversation. Your question must be posed by 11:55 pm (EST) Friday of the scheduled session week so that your classmate has adequate time to answer it.

Likewise, if a question is posed to you by Friday night, you are also required to answer it.

Part 2 of these online activities (response to instructor, response to classmates' questions of you, and responses to your classmates) must be completed by 11:55 pm (EST) Saturday of each session.

**NOTE:** How to earn full credit in discussion forums:

1. Become familiar with the discussion forum rubric, which is available to you in all of your Moodle classroom discussion forums.
2. Be thoughtful in your responses and incorporate examples from your personal and professional experiences and references to the course material (e.g., readings, lecture, videos, audio clips, scripture, etc.) when appropriate. Remember to cite all sources and references according to proper APA style.
3. Respond to the discussion contributions of at least 2 peers and be sure to adequately address all posts your instructor may pose to you throughout the week. This level of participation is REQUIRED as the minimum in all discussion forums (see the rubric for more detail).

Your posting and responses will be graded by your instructor. For a detailed description of your responsibility in discussion forum postings, please see the "Interacting in the Online Environment" section in the ADP Student Handbook.

## Quizzes

During this course, there will be three quizzes that cover essential elements of the textbook and help students review and identify important aspects of abnormal psychology. These quizzes will include multiple choice questions that are taken from the material covered in the respective session.

- Session 1 – Students will take an online quiz on *Abnormal Psychology* Chapters 1-2 (40 points)
- Session 4 – Students will take an online quiz on *Abnormal Psychology* Chapter 7 (40 points)
- Session 7 – Students will take an online quiz on *Abnormal Psychology* Chapter 14 (40 points)

Students will be allowed to consult their text and notes when taking online quizzes. However, quizzes will be timed, and students will need to have a working knowledge of the material before taking the quiz. There will simply not be enough time to "look up" every answer in your text.

If a student does not take the quiz by Saturday at 11:55 pm (EST) of the designated session week, they will not have an opportunity to make it up.

## Article Reviews

In this course, students will read and review three articles pertaining to various aspects of mental health and abnormal psychology. Students will critically examine each of these articles in a 2-3 page paper, answering the questions as assigned in each article review prompt. Links to the assigned articles will be available in your Moodle classroom.

## Stress Log

This exercise is designed to help students gain an awareness of the stress they experience in their life and how they react to that stress. In order to complete this assignment, you will need to keep records of your stress for one week using a “stress log.” The stress log document should consist of a table with separate columns for the date; time; brief description of the stressful event; and bodily, cognitive, and overt behavioral reactions. Complete your records once or twice a day and include the event you perceived as stressful, regardless how small the event, and your reactions.

After completing a week’s worth of entries in your stress log, write a 2-3 page reflection paper. In total, your reflection paper should be 2-3 pages in length (in addition to the stress log records) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

Your stress log and reflection paper are due by 11:55 pm (EST) Saturday Session 5.

## Mental Health Portfolio

The Mental Health Portfolio will provide you with an opportunity to reflect on what you have learned throughout the course in addition to providing your own perspective on abnormal psychology and the various mental health disorders presented within the course materials.

Part A: Revise Article Reviews 1-3 and your Stress Log reflection paper using instructor feedback and corrections. Once you have finished Part B of your Mental Health Portfolio (as described below), you will need to add a table of contents to your document. The table of contents should list each of the parts included in your Mental Health Portfolio and where they are located within the document. In addition, add an executive summary to the beginning of your document (after the table of contents). The executive summary should introduce the importance of studying psychological disorders and briefly explain the topics to be covered in each of the pieces included in the Mental Health Portfolio.

Part B: Complete the final section of your Mental Health Portfolio by addressing the following:  
Before taking this course, what was your understanding of psychological disorders? Had you ever encountered any of these mental health issues before? Explain what you thought about the article reviews and/or the stress log that were assigned in this course. What did you learn

through completing these activities? How has your perspective on mental health changed as a result of taking this course? This section of your portfolio should be 1-2 pages in length.

In total, the Mental Health Portfolio should be 9-14 pages in length (not including coversheet, table of contents, or reference page) and adhere to typical APA style and formatting (double spacing, proper APA citations, etc.).

The Mental Health Portfolio is due by 11:55 pm (EST) Saturday Session 8.

### *Oral Presentation Topic Selection Forum*

During Session 8, students will submit an 8-10 minute audio embedded PowerPoint presentation on a psychological disorder of their choice. In order to eliminate multiple presentations on the same topic, students will be required to post their topic of choice along with at least 3 credible sources that they plan to use in the oral presentation in the Oral Presentation Topic Selection Forum. While students are encouraged to use their textbook as a source, the textbook cannot be counted toward the 3 sources submitted in the Oral Presentation Topic Selection Forum.

This forum is intended to only be an exchange between the student and the instructor. You will receive approval responses from your instructor and some potential additional direction.

Your topic selection and 3 sources should be posted by 11:55 pm (EST) Wednesday Session 7, and your interaction with the instructor should lead to a topic approval by no later than 11:55 pm (EST) Saturday Session 7.

### *Oral Presentation*

In Session 8, students will prepare an 8-10 minute oral presentation on a psychological disorder of their choice. Your topic for this presentation must be approved by your instructor during Session 7.

The oral presentation will be an audio embedded PowerPoint presentation that will be uploaded to a forum in your Moodle classroom. Your fellow classmates and instructor will be able to view your presentation and make comments. If you need further instructions for recording your audio embedded PowerPoint, a tutorial will be available in your Moodle classroom.

After uploading your presentation, watch 5 of your classmates' presentations. Give feedback to each of these 5 students' presentations. Feedback should be approximately 50 words and include opportunity for constructive feedback on the presentation's content, style, and delivery. This is not an opportunity to be critical, but to help each other to improve and develop skills in presenting.

Students must post their audio embedded PowerPoint by 11:55 pm (EST) Wednesday Session 8.

Feedback on 5 classmates' presentations must occur by 11:55 pm (EST) Saturday Session 8.

## Professional Skills in Your Online Courses

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All courses in your Geneva College Online program will provide you with an opportunity to develop valuable skills that can positively influence your professional and career development. Each course at Geneva provides numerous opportunities to develop skills employers desire in their employees and job candidates in areas including, but not limited to, written communication, research, critical thinking, and decision-making. However, targeted skill sets are also developed through the learning in particular courses.

After successful completion of this course, you will be able to add these particular skills to your bank of professional assets:

### Observation Skills



Adept at using eyes, hands, and the body with precision and skill in the physical world

### Problem Solving Skills

$$\sum_{i=1}^n i = \frac{n(n+1)}{2}$$

Ability to identify and define problems and solutions

### Cultural/ Social Sensitivity



Effective in establishing and maintaining productive and positive working relationships with diverse audiences

### Categorizing/Classifying Skills



Skillful in compiling, organizing, and using data to enhance planning and effectiveness