



On-Campus Course Syllabus

PSY 330 L1

Abnormal Psychology

Spring 2024

Class Information

Day and Time: Mondays and Wednesdays 12:15pm-1:30pm

Room Number: E206

Contact Information

Instructor Name: Denise C. Smith, LPC-S

Instructor Email: dsmith@criswell.edu

Instructor Phone: 817-706-2527

Instructor Office Hours: by appointment only

Course Description and Prerequisites

An overview of the major theories, concepts, issues, data, and research methodologies of abnormal psychology. Emphasis placed on assessment, treatment, and prevention. (Prerequisite: PSY 101)

Course Objectives

Students will be able to

- Distinguish between normal and abnormal behavior patterns
- Demonstrate knowledge of etiology, symptoms, and applicable therapeutic techniques for the various mental disorders.
- Apply biblical knowledge to the assessment and treatment of a DSM 5 diagnosis

Required Textbooks

Barlow, D. H., Durand, V. M., & Hofmann, S. G. (2017). *Abnormal Psychology: An Integrative Approach* (8th ed.). Cengage. ISBN: 978-1-305-90544-3

Recommended Reading

APA. (2017). Ethical principles of psychologists and code of conduct. <https://www.apa.org/ethics/code>

Frankl, V. (2006). *Man's search for meaning*. Boston, MA: Beacon Press. ISBN 9780807014295

Howes, R. (2019). Why you lie to your therapist. *Psychology Today*, 52(3), 44–46.

Course Requirements and Assignments

1. Quizzes (15%):

There will be short quizzes that will be accumulatively worth 15% of your grade. Those quizzes will need to be completed by midnight on Friday of each week. The quizzes will be completed in Canvas.

2. Paper (30%):

You will be writing a paper on a diagnosis of your choosing from the ones that are discussed over the course of the semester. Your main goal is to discuss the diagnosis from a biblical worldview without diminishing the importance of the DSM-5 diagnostic criteria. The paper will need to have the following main elements: Identification of the diagnosis with summary of the main diagnostic characteristics, biblical discussion that could include where you may see someone in the bible with the diagnosis and/or where it may be addressed in scripture, and how you might discuss Jesus with such an individual knowing their limitations and/or assets. You can use your imagination on the last section as you can create a potential client. The paper will need to comply with the plagiarism policies of Criswell College and will need to be properly formatted. Paper will be submitted in Canvas and will be worth 30% of your grade. **See calendar at the end of the syllabus for the due date.**

The textbook and recommended readings for the class may be used as sources, or not. However, the paper should have a **minimum of five total sources**. These sources are to be books and reputable journal articles (as opposed to “research” retrieved from the internet, i.e. Wikipedia is NOT acceptable). The body of the paper will be approximately five to seven double-spaced pages not including the Title Page and Reference Page/s. Students are **required to use the latest APA Style and Format**. A sample paper and detailed instructions for APA Style and Format can be viewed at the following link:

<https://owl.english.purdue.edu/owl/resource/560/01/>

When writing and organizing the paper, the student is to create and maintain a basic structure. For example, the following structure and associated questions can be used as a general guide:

- a. Introduction: _____ (15 points) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic to appropriately introduce and grab the reader’s attention? Does the paper include a purpose and at least three objectives to accomplish this purpose?
- b. Body of the Text: _____ (50 points) Does the paper address the most important dimensions and key concepts related to the topic? Are sources (reputable books and journal articles) cited throughout the body of the paper according to APA style? Does the student use third person instead of first person (I, me, etc.). Does the student use at least 5 substantive resources (books and journal articles as opposed to information cut and pasted from the internet)? Does the body of the paper flow in a logical fashion using effective transition sentences to link the paragraphs together?
- c. Conclusion and Implications: _____ (15 points) Did the student identify and provide a summary of the main points of the research paper? Did the student accomplish the purpose and meet the objectives of the paper? Did the student provide practical suggestions and implications for counselors, teachers, and/or ministers according to his/her calling? In other words, did the student adequately, and effectively answer the “So what?” question for this paper?
- d. Grammar and Style _____ (10 points) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, and Reference page? Is the paper written in 3rd person? Is the paper according to APA style? It is important to visit the Writing/Tutoring Center for help with editing and formatting.

3. Tests (35%):

You will have a mid-term exam and a final exam (due dates on the calendar at the end of the syllabus). Both will be completed in Canvas and will be, together, worth 35% of your grade.

4. Attendance (20%):

Twenty percent (20%) of the student's grade will depend on attendance, preparation, and participation in class. To receive full credit for this requirement, students must not only attend class they must also be prepared to participate in class discussions in a respectful and informed manner.

To be counted as present, a student participates in class or otherwise engages in an academically related activity. Acceptable evidence of attendance at an academically related activity includes, for example, a student's:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- student picture id submitted in the Canvas Account Profile,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject studied in the course.

Please note that logging into the Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

Finally, it is important to note that no late work will be accepted. It is the student's responsibility to fulfill all requirements for the course in a timely fashion.

Class Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a synchronous remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in a study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

| | | |
|----|--------|------------------------------------|
| A | 93-100 | 4.0 grade points per semester hour |
| A- | 90-92 | 3.7 grade points per semester hour |
| B+ | 87-89 | 3.3 grade points per semester hour |
| B | 83-86 | 3.0 grade points per semester hour |
| B- | 80-82 | 2.7 grade points per semester hour |
| C+ | 77-79 | 2.3 grade points per semester hour |
| C | 73-76 | 2.0 grade points per semester hour |
| C- | 70-72 | 1.7 grade points per semester hour |
| D+ | 67-69 | 1.3 grade points per semester hour |
| D | 63-66 | 1.0 grade point per semester hour |
| D- | 60-62 | 0.7 grade points per semester hour |
| F | 0-59 | 0.0 grade points per semester hour |

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Login credentials are emailed to students near the beginning of the semester.

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

| Week | Date | Learning Opportunities |
|------|--------------------------|--|
| 1 | 1/15 1/17 | Martin Luther King, Jr. Day Syllabus, Introduction to the Course |
| 2 | 1/22 & 1/24 | Chapter 1, Quiz Due on Friday |
| 3 | 1/29 & 1/31 | Chapter 2, Quiz Due on Friday |
| 4 | 2/5 & 2/7 | Chapter 3 & 4(read), Quiz Due on Friday |
| 5 | 2/12 & 2/14 | Chapter 5, Quiz Due on Friday |
| 6 | 2/19 & 2/21 | Chapters 6 & 7, Quiz Due on Friday |
| 7 | 2/26 & 2/28 | Continue Chapter 7, Quiz Due on Friday |
| 8 | 3/4 & 3/6 3/8 | Chapters 8 & 9 and Review for Midterm Exam Midterm Exam |
| 9 | 3/11 & 3/13 | Spring Break |
| 10 | 3/18 & 3/20 | Chapter 10, Quiz Due on Friday |
| 11 | 3/25 & 3/27 | Chapter 11, Quiz Due on Friday |
| 12 | 4/1 & 4/3 | Chapter 12, Quiz Due on Friday |
| 13 | 4/8 & 4/10 | Chapter 13, Quiz Due on Friday |
| 14 | 4/15 & 4/17 | Chapter 14, Quiz Due on Friday |
| 15 | 4/22 & 4/24 | Chapter 15, Quiz Due on Friday |
| 16 | 4/29 & 5/1 5/1 | Chapter 16, Quiz Due on Friday Paper Due |
| 17 | 5/6 & 5/8 5/10 | Catch up & Review for Final Exam Final Exam |