



On-Campus Course Syllabus

PSY 230 L00.A

Abnormal Psychology

Spring, 2020

Class Information

Day and Time: Mondays 7:00-9:30pm

Room Number: E201

Contact Information

Instructor Name: Jennifer R. Burgess, PsyD

Instructor Email: jburgess@criswell.edu

Instructor Phone: 817-559-4045

Instructor Office Hours: by appointment, or in the 30 minutes prior to class time

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.

Course Objectives

- Gain understanding of the descriptions, etiology, and prognosis of maladaptive behaviors.
- Compare and contrast diverse theoretical views of maladaptive behavior from both a secular psychological perspective as well as a Biblical worldview
- Identify behavioral classifications and diagnostic systems, the utility of diagnosis, limitations, and explore alternative perspectives.
- Distinguish current research findings and trends pertinent to the development and description of maladaptive behavior, as well as sociocultural and gender influences on the prevalence of abnormality.
- Evaluate historical paradigms and present a multidimensional paradigm according to biblical principles.

Required Textbooks

Kring, A. M. & Johnson, S. L. (2018) *Abnormal Psychology*, fourteenth edition. John Wiley & Sons, Inc. ISBN: 9781119362272

Recommended Reading

Anonymous (1967). *Go Ask Alice*. New York: Simon & Schuster Inc.

Duke, P. (1987). *Call Me Anna: The Autobiography of Patty Duke*. New York: Bantam Books

Fisher, C. (2011). *Shockaholic*. New York: Simon & Schuster.

Jamison, K. R. (1995). *An Unquiet Mind: A Memoir of Moods and Madness*. New York: Random House

Kaysen, S. (1993). *Girl Interrupted*. New York: Random House

Mandel, Howie (2010). *Here's the Deal: Don't Touch Me*. New York: Random House

Wang, E. W. (2019). *The Collected Schizophrenias*. Minneapolis, MN: Graywolf Press.

Course Requirements and Assignments

- Four Quizzes (50 points each): There will be four quizzes over the course of the semester. Each quiz will be multiple choice and taken online through Canvas. Quizzes will cover material primarily from the text, but may also include information from lectures, and other required reading items. Students are permitted to use any course materials when taking a quiz, but there will be time limit of 75 minutes to complete each quiz. Thus, students should appropriately prepare for and study for the quizzes to complete them in the allotted time. A quiz will lock at the 75 minute mark and the completed work will be graded at that point. Quizzes must be completed by 11:59pm on the assigned due date. No late quizzes will be graded without prior approval from the instructor. There will not be a face to face meeting the week of an assigned quiz. Rather students will complete the assigned quiz and additional assignments through Canvas on those weeks.
- Mid-Term Diagnostic Project (100) -- Students will be required to watch an approved full length movie based on the Winnie the Pooh characters created by A.A. Milne and choose one character upon which to base a diagnostic discussion. Some acceptable options include "Pooh's Grand Adventure: The Search for Christopher Robin", "Pooh's Heffalump Movie", "The Tigger Movie", or "Piglet's Big Movie". Students are expected to write a diagnostic impressions paper 3-4 pages in length. The paper should include detailed and specific diagnostic impressions, potential treatment options, and prognosis for improvement for the character chosen. Information supporting treatment options and prognosis should be supported by information from the text, lecture, or other professional resources.
- Autobiographical Research Paper (100 points) – Students should choose a book from the recommended reading list of autobiographies covering various mental illness. Additional books may be approved for use on this assignment if requested within the first 4 weeks of the course in order to allow sufficient time for instructor review. This paper should explore the diagnostic category in question, including symptomology, etiology, prevalence, progression, potential treatment, and prognosis. Students are expected to discuss elements of the chosen reading as it relates to each of these areas throughout the paper. Further, student's discussion should reflect discussion comparison/contrasting perspectives associated with secular Psychology theoretical perspectives as well as integration of Christian perspectives and worldview into one's consideration of mental health. Paper must be written in accordance with APA formatting as a graded component and should be 6-8 pages in length.

Course/Classroom Policies and Information

Class Participation - In order to adequately participate in classroom discussion, students are expected to arrive on time having read all required material prior to the beginning of each week's class. More than 2 absences will result in loss of one letter grade in the student's final course grade unless extenuating circumstances are discussed with and approved by the instructor in advance. If a student misses a class period, they are responsible for obtaining notes and covered material from a classmate.

All assignments are expected on or before the deadline indicated in the syllabus. If unforeseen, extenuating circumstances arrives, students should contact me as soon as possible to discuss the potential impact of the situation. In general, late assignments will not be accepted without prior approval from the instructor, and then may incur a penalty depending on the circumstances. It is strongly encouraged that students not wait until the

just before a due date to submit assignments or complete tests through Canvas. IT issues may jeopardize your ability to complete the assignment by the due date, and extensions for technical issues are typically not granted unless the problem is extended and class wide availability.

Email and Appointments -- My goal is to respond to email within 24 hours during the week and within 48 hours on the weekend. Should you have a pressing question or more immediate issue, you are welcome to text me, but recognize it may still take some time for me to respond to questions asked. As such, students are strongly encouraged to begin assigned tasks well before the due date so as not to jeopardize completion of an assignment on time because of technology problems or other complications. I strive to have all papers graded within 5 days of the due date for a written assignment. This allows for expedient feedback which students can integrate into future assignments. I will typically plan to arrive on campus by 1pm on class days to allow time prior to class for student who may have questions or concerns. I am available at additional times by phone at student's request.

Cell phones are not allowed in the testing center and should be placed on silent mode during class periods. Any electronic device used in class to take notes must likewise be put into silent mode (including the keyboard functions) in order to minimize the disruption to one's classmates. Should one's electronic device become a distraction to the class, the instructor reserves the right to request that it be turned off during class times.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. 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.

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	

All grades are final. Grades are based on performance. Grades are non-negotiable.

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 professors 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 grade was assigned, 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 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 professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Support

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. Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through the Dean of Students, at deanofstudents@criswell.edu.

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at library@criswell.edu.

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing writingcenter@criswell.edu or calling 214.818.1373.

Course Outline/Calendar

Week	Date	Reading	Topic	Assignment Due
1	1/27	Chapters 1 & 2	History, Paradigms, and stigma of Diagnosis	
2	2/3	Chapter 13	Childhood Disorders	
3	2/10	Chapter 5	Mood Disorders	
4	2/17	ONLINE	Chapters 1, 2, 5, 13	Quiz #1
5	2/24	Chapter 6 & 11	Anxiety Disorders, Eating Disorders	
6	3/2	Chapter 7	OCD, and Trauma	
7	3/9	ONLINE	6, 7, 11	Quiz #2
8	3/16		SPRING BREAK	
9	3/23	Chapter 10	Substance Use Disorders	Mid Term Diagnostic Paper Due
10	3/30	Chapter 12	Dissociative Disorders Sexual Disorders	
11	4/6	Chapter 9 & 14	Schizophrenia Neurocognitive Disorders	
12	4/13	ONLINE	Chapters 8, 9, 10, 12, 14	Quiz #3
13	4/20	Chapter 15	Personality Disorders	
14	4/27	Chapter 3, 4	Assessment and Research	Autobiographical Paper Due
15	5/4	Chapter 16	Legal and Ethical Issues	
16	5/11	ONLINE	Chapters 3, 4, 15, 16	Quiz #4