



On-Campus Course Syllabus

PSY 330

Abnormal Psychology

Spring 2021

Class Information

Day and Time: Tuesday 4:45-7:15pm

Room Number: E211

Contact Information

Instructor Name: Jennifer R. Burgess, PsyD

Instructor Email: jburgess@criswell.edu

Instructor Phone: 212-818-1372 office 817-559-4045 cell

Instructor Office Hours: Monday 1-3 pm, Tuesday 9-11am

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

- 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.
- Class Participation (50 points) - Students are expected to participate in classroom discussions in order to adequately demonstrate learning of the topics covered in this course. Various tasks and discussion topics will be utilized throughout the course in order to add greater depth of understanding for students related to various discussion topics as part of the in class presentations. 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. Lack of preparation in class discussion or frequent absences will jeopardize class participation grade. Missing more than 2 class periods without prior instructor approval will result in 10 points deduction from class participation grade, with 5 points per additional day missed deducted from the total grade.

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 points in the student's class participation 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. Attendance via scheduled remote lectures requires students to be signed in during the scheduled time period, with camera enabled to confirm attendance. Students are expected to actively participate in class discussions via Zoom during scheduled remote lectures. Failure to log into the scheduled zoom discussion or to actively participate in the zoom discussion will be counted as an absence.

LATE WORK - 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 extensive and affects class wide availability. Waiting to submit an assignment until just before class begins and then experiencing IT issues DOES NOT automatically guarantee your assignment will be accepted. Late work not given prior approval to be submitted after the due date will be given a grade of 0.

CELL PHONES - All cell phones and any other electronic equipment should be turned off or placed on silent during class. Cell phones are not allowed in the testing center and 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.

ASSIGNMENT SUBMISSIONS – All assigned work and quizzes must be completed through Canvas and be submitted prior to beginning of class time (do not email written assignments. Upload your .docx files through Canvas). Assignments not submitted by the start of class, may not be accepted for grading. It is strongly encouraged that students not wait until the last minute to submit graded work. It is the instructor's preference that students submit all work in .docx format for uniformity of submission. It is strongly encouraged that students submit all work consistent with APA formatting as it is considered a standard presentation format within the field. However, APA formatting is not a requirement on the shorter response papers. It is a graded element on the longer research paper and lack of attention to this component will likely cost students a letter grade on the assignment.

Extra credit work is not permitted. Students are expected to plan and execute assigned work sufficiently throughout the semester to earn the grade they wish from the course. Students are welcome to seek tutoring or additional help from Dr. Burgess during office hours at any point during the semester (appointments are recommended). If students are not scoring well on quizzes or written work, Dr. Burgess is very accessible to discuss ways in which the student may improve scores on future work.

COMMUNICATION WITH DR. BURGESS - 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. If texting, students are asked to be respectful of the time of day. Due to the potential for emergencies with active therapy clients, my cell phone is on audible throughout the night. Please make every effort to only text me during reasonable time periods during the day. Students are also encouraged to schedule an appointment during my office hours to discuss questions, concerns, or guidance they may need. Voicemails left on my official campus voicemail will be checked during office hours only. If your issue is pressing and cannot wait, texting or emailing is likely going to get you a quicker response.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Students are expected to attend class regularly. Remote learning options will be employed for various class meeting times throughout the semester to minimize potential exposure for students and faculty on campus. The class meetings which will be held remotely are marked on the course schedule. On the weeks where we will be meeting via zoom, the bulk of the lecture material will be presented via zoom video and will be available on Canvas by Friday morning. Students will be expected to listen to the lecture in advance of the zoom meeting on Tuesday evening. On the days where a zoom meeting is indicated, we will meet for a live zoom discussion of the material at 4:45pm for approximately 1 hour. During the live zoom meetings, students are expected to dial into zoom by the start time and are expected to have their camera active throughout the zoom conference to be counted as 'present'. Students are expected to actively participate in the zoom discussion based upon their review of the week's lecture and reading materials. I would encourage all students to take notes during the lecture and when reading to have talking points and/or highlight questions to be addressed during the live zoom meeting. Students should be logged in at a location with reliable internet access which is free of any distractions. Students should strive to minimize interruptions outside the course, just as one would if attending a course in person. Any questions about this expectation should be directed to Dr. Burgess in advance to the extent possible.

During the semester students are not permitted to 'choose' to zoom a class. If a student is unable to make it to a scheduled live class meeting, that is counted as an absence unless they have stepped through the official university accommodations process. If a student is sick or exposed to COVID, contact should be made with the professor as soon as possible as well as to the accommodations office, specifically Luis Juarez, in order to obtain the necessary accommodation to zoom a live class period.

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 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.

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. 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 contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

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 visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week	Date	Reading	Topic	Assignment Due
1	1/19	Chapters 1 & 2	History, Paradigms, and stigma of Diagnosis	
2	1/26	Chapter 3 & 4	Assessment and Research	REMOTE LEARNING-ZOOM CONFERENCE
3	2/2	Chapter 16	Legal and Ethical Issues	
4	2/9	ONLINE	Chapters 1, 2, 3, 4, and 16	Quiz 1
5	2/16	Chapter 13	Childhood Disorders	REMOTE LEARNING – ZOOM CONFERENCE
6	2/23	Chapter 5	Mood Disorders	
7	3/2	Chapter 6 & 7	Anxiety Disorders OCD	
8	3/9	ONLINE	Chapters 5, 6, 7 (OCD topics) and 13	Quiz 2
	3/16		SPRING BREAK	
9	3/23	Chapter 9 & 14	Schizophrenia Neurocognitive Disorders	REMOTE LEARNING-ZOOM CONFERENCE Mid Term Diagnostic Paper Due
10	3/30	Chapter 12	Healthy Sexuality and Sexual Disorders	
11	4/6	Chapter 7 & 8	Trauma Dissociative Disorders	
12	4/13	ONLINE	Chapters 7 (trauma), 8, 9, 12, 14	Quiz 3
13	4/20	Chapter 11	Eating Disorders	
14	4/27	Chapter 10	Substance Use Disorders	Autobiographical Paper Due
15	5/4	Chapter 15	Personality Disorders	REMOTE LEARNING-ZOOM CONFERENCE
16	5/11	ONLINE	Chapters 10, 11, 15	Quiz 4



On-Campus Course Syllabus

ADDENDUM FOR SP-21

Psy 330

Abnormal Psychology

In the event that Criswell College has to close the campus to on-campus classes during the SP-21 semester, this addendum specifies how your instructor intends to adjust the course in order to allow students to meet the course objectives.

The course requirements, assignments, calendar, and attendance requirements from the syllabus for this course are replicated below. **Notes and changes to the information in the syllabus are highlighted. Information that is no longer relevant is indicated with a ~~strike through the font~~ and *replacement or new information is placed in italics.***

Course Requirements and Assignments

No change to this requirement

- 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.
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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.

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Class Attendance

Students are expected to attend class regularly. Missing more than 2 class periods without obtaining prior approval from Dr. Burgess, will result in loss of one letter grade from your overall end of class total. ~~On the weeks where we will be meeting via zoom,~~ **If circumstances necessitate moving classes 100% online, all future lectures will be presented through asynchronous zoom videos combined with partial live discussions.** The bulk of the lecture material will be presented via zoom video and will be available on Canvas by Friday morning. Students will be expected to listen to the lecture in advance of the zoom meeting on Tuesday evening. On the days where a zoom meeting is indicated, we will meet for a live zoom discussion of the material at 4:45pm for approximately 1 hour. During the live zoom meetings, students are expected to dial into zoom by the start time and are expected to have their camera active throughout the zoom conference in order to be counted as 'present'. Students are expected to actively participate in the zoom discussion based upon their review of the week's lecture and reading materials. I would encourage all students to take notes during the lecture and when reading to have talking points and/or highlight questions to be addressed during the live zoom meeting. Any questions about this expectation should be directed to Dr. Burgess in advance to the extent possible.

Remote Class Sessions: Identity and Participation Verification

During the live zoom meetings, students are expected to dial into zoom by the start time and are expected to have their camera active throughout the zoom conference. Students are expected to actively participate in the zoom discussion based upon their review of the week's lecture. I would encourage all students to take notes during the lecture to have talking points and/or questions during the live zoom meeting. Students will earn credit for attending by either being in class on an assigned day or logging into a Zoom live conference on a remote learning day. Students are expected to enable their camera throughout the live conference, unless there is a connectivity reason prohibiting this, in which case students should discuss this in advance with Dr. Burgess. Any questions about this expectation should be directed to Dr. Burgess in advance to the extent possible.