



On-Campus Course Syllabus

CSL 611 L1

Abnormal Psychology

Fall 2021

Class Information

Day and Time: Tuesdays 2:00-4:30pm

Room Number: E205

Contact Information

Instructor Name: Jennifer R. Burgess, PsyD

Instructor Email: jburgess@criswell.edu

Instructor Phone: 214-818-1372 (office) 817-559-4045 (cell)

Instructor Office Hours: Mondays 9:00am-12pm, Tuesday 10-11am

Course Description and Prerequisites

Provides an examination of the various psychological disorders as well as theoretical, clinical, and experimental perspectives of the study of psychopathology. Emphasis on terminology, classification, etiology, assessment, and treatment of the major disorders. Upon successful completion of this course, students will be able to distinguish between normal and abnormal behavior patterns as well as demonstrate knowledge of etiology, symptoms, and applicable therapeutic techniques for the various mental disorders.

Course Objectives

- Understand major classification systems and have working knowledge of DSM 5 classification system
- Identify and discuss primary considerations regarding ethical and professional responsibilities regarding psychological dysfunction
- Demonstrate competency with developing differential diagnosis and accurately applying symptom sets contained in the DSM 5 to case studies
- Demonstrate basic knowledge of assessment and diagnostic interviewing techniques to formulate accurate diagnosis

Required Textbooks

American Psychiatric Association (2013). Diagnostic and Statistical Manual 5th Edition. American Psychiatric Association.

Raskin, J. D. (2019). Abnormal Psychology: Contrasting Perspectives. MacMillan International: London.

Recommended Reading

Additional articles and readings will be assigned and provided to students via Canvas weekly Modules throughout the semester.

Course Requirements and Assignments

1. Quizzes (75 points each): There will be 3 quizzes throughout the semester. These quizzes will cover material from the text, powerpoints, DSM 5, and any other required reading items. The exams will be composed of multiple choice. Students are allowed to use any and all course materials to respond to the exam however, it should be noted that students are highly encouraged to study the course material prior to beginning the exam. Each exam will be limited to 100 minutes and you will not have sufficient time to look up all of the answers to all of the questions. Once the student has accessed an exam it must be completed within the time allotted. All exams must be completed prior to the due date. No make up exams will be permitted except under the most emergent of conditions, and then only by PRIOR arrangement with the instructor. Inability to connect to the internet (unless there is an area wide outage) is not a suitable excuse for failing to complete an exam. Thus, students are strongly encouraged not to wait until the last minute to complete the exam to accommodate for potential connectivity issues.
2. Case studies (50 points each): There will be 4 graded case studies required throughout the semester. An example case study will be completed with students in class to help students understand the expectations for these assignments. The graded cases are not just about coming up with the 'correct' diagnosis, but also about the thoughtful and substantive justification for the chosen diagnosis and supporting information. The case studies are meant to assess students' understanding and appropriate application of the diagnostic framework from the DSM 5 to actual case information. Students should respond to the questions provided in the assignment fully and look to support conclusions with suitable information from the DSM 5. The case study questions should be completed in order as they will assist the student in developing a solid diagnosis (rather than trying to come up with the diagnosis first and then going back and answering the questions to fit the diagnosis). The last case study will be completed in class as a final exam. Students should come prepared with laptop, DSM 5, and any other tools necessary to complete and submit their final case study in class.

Students are encouraged to complete additional case studies on their own and to submit additional cases for extra credit. Students will be permitted to submit up to two additional cases for 5 points each (10 points maximum for extra credit) to be added onto students' video diagnosis paper grade. The same format applies to the extra credit cases as for the required cases. Students who wish to complete additional case studies for additional credit may request an additional case study assignment from the professor through email. All extra credit case formulations must be submitted for consideration of extra credit by November 16th. No extra credit case formulation will be accepted after November 16th. In order to receive extra credit, the case study must meet all of the standards and requirements for the graded case studies. Ultimately this assists students in practicing differential diagnostic formulations, a necessary skill when working within any mental health field.

3. Video Diagnosis Paper (100 points): Students will be required to watch a movie (from the provided list) and then develop a differential diagnosis paper from the information in the movie (additional instructions and information will be provided in the course as to how to format this paper and what information to cover). This task requires students to employ attention to detail, discernment of important information, and application of course topics to arrive at a valid and justifiable diagnosis. Students will be expected to support their diagnosis with adequate discussion supported by information from both the textbook and the DSM 5 and offer differential diagnoses for their chosen character. Each differential diagnosis must be accompanied with justification as to why the primary diagnosis selected is more appropriate. This

assignment is considered a final diagnostic assignment and should demonstrate the students full grasp of diagnostic knowledge, differential diagnostic skills, and attention to detail. The paper will also have a 4-5 page written research section discussing the current theoretical understanding of the diagnostic category chosen (primary diagnosis only) as well as current interventions for those with this type of diagnosis. The student discussion in this portion of the assignment, should be supported with a minimum of 5 peer reviewed professional journal articles, published within the last 5 years. Web sites (even professional ones) are not acceptable sources of information for a research paper and should NOT be used for supportive information. Furthermore, students' papers should be formatted in APA formatting according to the 7th edition of the APA formatting guidelines. Any student who believes they are not proficient at presenting information in appropriate APA formatting, should seek help from the college's writing lab. Late papers will not be accepted without prior authorization from the instructor. Any papers not submitted by the deadline will be given a grade of 0.

Students are expected to submit original work to this course and not to submit written work, in part or whole, developed by another person or submitted for grading to a prior course. Plagiarism software will be utilized to evaluate the uniqueness and authenticity of the students' work prior to grading any written assignments. Any paper which evidences plagiarism (failing to give proper credit to source of quoted or paraphrased information) will be given a zero.

Course/Classroom Policies and Information

Internet use is required to complete several experiential assignments and demonstration throughout the course of the semester. These can be completed either on campus or remotely depending on the individual students' needs. All assignments and weekly information will be provided to students via Canvas so that students might arrive to class prepared, having completed all prior tasks and assignments prior to arrival in class. It is expected that students budget time wisely in advance of class to have completed all required readings and assigned tasks prior to class. It is through the engagement in class discussion where students will really gain understanding of these topics. Thus, students should come to class prepared to engage in discussion, not to observe a lecture. Class participation is required regularly in order to earn full participation credit. See class attendance policy below for additional details.

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

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 confusions. 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.

This class depends heavily on class attendance. A large amount of information will be discussed each week and a student missing even one class period may present a significant loss of vital information. Any student who missing more than 1 class period without prior approval from the professor, will result in the loss of one letter grade on the final class grade. Students are expected to actively engage in class discussions based on advance review and study of the week's assigned readings, articles, and assignments. I would encourage students to take notes during lectures and when reading in order to be more fully engaged. Failure to regularly and actively participate in course discussions may also result in a loss of attendance points.

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 7:30pm 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 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. Instructors work closely with the Student Success Manager. To help provide resources to students who may need it most, I will communicate with the Student Success Manager the names of students who have two consecutive absences, low grades on assignments, or any other sign that a student may be struggling in a course. The Student Success Manager will reach out to these student to provide help in locating appropriate resources in order to successfully complete 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

Final Grades

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

Assignment Weights

Each assignment group will be averaged and weighted for the computation of the final grades as follows:

Quizzes 25%

Case Studies 35%

Final Paper 40%

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.

Students are expected to submit original work to this course and not to submit written work, in part or whole, developed by another person or submitted for grading to a prior course. Plagiarism software will be utilized to evaluate the uniqueness and authenticity of the students' work prior to grading any written assignments. Any paper which evidences plagiarism (failing to give proper credit to source of quoted or paraphrased information) will be given a zero without the opportunity to redo the assignment. To be clear, using an author's word for word sentence or key phrase is a quotation and must be in quotation marks with an appropriate citation. Paraphrasing is taking a key idea from a source and rewording it into your own words, which must still have an

appropriate citations. Any key information included in a paper is incorporating paraphrased ideas from a source and therefore must have appropriate citations. Only information or ideas 100% originating with you do not carry the expectation of a citation.

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

Date	Topic	Assigned Reading	Assignment Due
8/17/2021	Introduction, Conceptual and Theoretical Perspectives	Chapter 1&2	
8/24/2021	Clinical Interviewing, Assessment, and Diagnostic Formulation	Chapter 3 DSM5 pp xii-25, 733-759	
8/31/2021	Ethics and the Law	Chapter 15 Current Ethics Standards	Example Case Study
9/7/2021	NeuroDevelopmental Disorders	Chapter 13 & Pgs 465-488 DSM5 pp. 31-86	REMOTE LEARNING Zoom Conference
9/14/2021	No Face to Face Class	Ch 1, 2, 3, 13, 15 DSM 5 pages	Quiz #1
9/21/2021	Anxiety Disorders	Chapter 6 DSM5 pp 189-234	
9/28/2021	Trauma and Stress	Chapter 7 DSM 5 pp 265-290	Case Study #1 Due
10/5/2021	Neurocognitive Disorders Psychotic Disorders	Ch 4 and Pages 489-497 DSM5 pp 87-122, 591-644	REMOTE LEARNING Zoom conference
10/12/2021	Student Development Week		No Class
10/19/2021	Substance Abuse Issues	Chapter 11 DSM 5 pp 481-590	Case Study #2 Due
10/26/2021	No Class – Quiz Online	Ch 4, 6, 7, 11 DSM 5 pages	Quiz #2 Remote in Canvas
11/2/2021	Mood Disorders	Chapter 5 DSM 5 pp 123-188	
11/9/2021	Personality Disorders	Chapter 12 DSM 5 pp 645-684, 761-781	REMOTE LEARNING Zoom conference Case Study #3 Due
11/16/2021	Sexual Disorders Dissociation and Somatic Complaints	Chapter 8 & 10 DSM 5 pp 291-328, 423-460, 685-706	Extra Credit Cases Due
11/23/2021	No Class – Thanksgiving Break		
11/30/2021	Feeding and Eating Problems Sleep Disturbance	Chapter 9 & 454-465 DSM 5 pp 329-422	Video Diagnosis Paper Due
12/7/2021	No Face To Face Class	Finals Week Ch 5, 8, 10, 9, 12 DSM 5 pages	Case Study #4 DUE 12/7 Quiz #3 – Remote in Canvas Due 12/9/2021