



# On-Campus Course Syllabus

## PSY 330

### Abnormal Psychology

### Spring 2022

#### Class Information

**Day and Time:** MW 12:15-1:30 PM

**Room Number:** 201

#### 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:** Monday 9-11 am, Wednesday 9-11 am

#### 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 for the class period 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 3 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 arrive, 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.

## **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

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

### **Assignment Weights**

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

Quizzes 30%

Mid-Term paper 30%

Final Paper 30%

Class Attendance 10%

### **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. Such software is not a definitive representation of plagiarism, but rather is utilized by Dr. Burgess to assess the correctness of placement of citations for references. 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 carrying the expectation of a citation. ALL ideas and quotations not your own creation, must be appropriately cited and referenced in your written work. Failure to appropriately cite and quote ideas not your own is plagiarism and will be penalized commiserate with the degree of the oversight up to and including receiving a 0 on the assignment.

## **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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:tutoringcenter@criswell.edu) or by calling 214.818.1373.

## Course Outline/Calendar

Week	Date	Reading	Topic	Assignment Due
1	1/19	Chapters 1	Introduction to Abnormal	
2	1/24 1/26	Chapter 2 Chapter 3	Paradigms, and stigma of Diagnosis Assessment	
3	1/31 2/2	Chapter 4	Research Methods Professional Writing	
4	2/7 2/9	Chapter 16 ONLINE	Legal and Ethical Issues Chapters 1, 2, 3, 4, and 16	Quiz 1 Due 2/9
5	2/14 2/16	Chapter 5	Mood Disorders – Depression and Suicide Mood Disorders – Bipolar Disorders	
6	2/21 2/23	Chapter 13	Childhood Disorders – Intellectual Disabilities and Autism Spectrum Childhood Disorders – ADHD	
7	2/28 3/2	Additional Readings Chapter 6	Biological Basis of Anxiety and Fear  Anxiety Disorders	
8	3/7 3/9	Chapter 7 ONLINE	OCD Chapters 5, 6, 7 (OCD topics) and 13	Quiz 2 Due 3/9
	3/14 3/16		SPRING BREAK	
9	3/21 3/23	Chapter 9 Chapter 14	Schizophrenia Neurocognitive Disorders	Mid Term Diagnostic Paper Due 3/23
10	3/28 3/30	Chapter 12	Midterm discussion Healthy Sexuality and Sexual Disorders	
11	4/4 4/6	Chapter 7 Chapter 8	Trauma Dissociative Disorders	
12	4/11 4/13	ONLINE	Chapters 7 (trauma), 8, 9, 12, 14 Research Day – class will not meet	Quiz 3 Due 4/11
13	4/18 4/20	Chapter 11	Eating Disorders – Historical Context Eating Disorders – Diagnosis and Treatment	
14	4/25 4/27	Chapter 10	Substance Use Disorders Comorbid Disorders	
15	5/2 5/4	Chapter 15	Personality Disorders Personality Disorders Continued	Autobiographical Paper Due 5/2
16	5/9	ONLINE	Chapters 10, 11, 15	Quiz 4 Due 5/11