



Abnormal Psychology
Psychology 35, SPRING 2010
2-16-10 to 6-9-10
Course Section Code: 32516
Wednesday Evenings
6:00 to 9:23 pm
Humanities 102
Syllabus

Jacqueline Taylor Wilcoxson, Ph.D., M.S., LMFT
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*****PLEASE NOTICE*****

MY EMAIL ADDRESS HAS A PERIOD AND THE WEBSITE DOES NOT!

INSTRUCTOR BIOGRAPHY:

Dr. Wilcoxson has served for over 15 years in various counseling positions. Some of the positions served include Licensed Marriage and Family Therapist with two local Departments of Mental Health, School Based Counseling Programs, Contracted and Private Practice Therapist, Inpatient Therapist for two hospitals, and Supervisor for Therapeutic Behavioral Specialist (TBS) Program within a foster family agency. Her professional experience also includes teaching courses for the last 12 years in Psychology at Community and Private Colleges for Bachelor and Master Students. She holds an Associate of Arts (A.A.) in General Studies, from Riverside Community College, Bachelor of Arts (B.A.) in Psychology from University California Riverside, Master's of Science (M.A.) in Counseling Psychology from California Baptist University and a Doctor of Philosophy Degree (Ph.D.) in Psychology from Saybrook Graduate School, San Francisco. Her Dissertation is entitled: Attention Deficit Hyperactivity Disorder and the Creative Potential in Children: A Multiple Case Study. She is licensed by the State of California as a Marriage and Family Therapist.

Course Description:

This course involves a systematic study of emotional disturbance and the major classifications of mental illness from the perspective of symptoms/behaviors, etiology, diagnosis, and treatment.

Course Design:

Each lesson for this course has:

- An introduction
- An interactive lecture section
- Discussion or group work requirements that may include online research or brief classroom presentations
- A quiz.
- Homework Assignments

COURSE LEARNING OBJECTIVES:

1. To enable students to become sensitive to the problems with "abnormal/normal" operational definitions and the difficulties with classification of mental disorders
2. To provide an overview of the evolution and psychohistory of abnormal psychology as it contributes to contemporary understandings
3. To provide students with an understanding of the theoretical models and interpretations of abnormal behavior
4. To provide a systematic study of the symptomatology, etiology and treatment possibilities for many of the mental disorders found in DSM-IV-TR
5. To provide an overview of research methods in the area of abnormal psychology

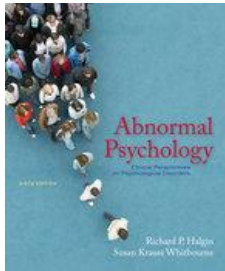
MAJOR STUDY UNITS:

1. Operations definitions of "abnormality"; DSM-IV-TR Classification System
2. History of abnormal psychology
3. Models of abnormal psychology
4. Etiology of abnormal psychology: Biological/neurological, psychological and sociocultural
5. DSM-IV-TR Mental Disorders
 - Cognitive Disorders
 - Childhood Disorders
 - Schizophrenia and other psychotic disorders
 - Mood Disorders
 - Anxiety Disorders
 - Somatoform Disorders
 - Factitious Disorders
 - Dissociative Identity Disorders
 - Eating Disorders
 - Sleeping Disorders

- Sexual Disorders
- Substance Use/ Abuse Disorders
- Personality Disorder

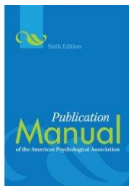
REQUIRED TEXT:

Halgin, R. P., & Whitbourne, S. K. (2010). *Abnormal Psychology: clinical Perspectives on psychological disorders* (6th ed). McGraw-Hill: New York.



***RECOMMENDED TEXTS (Optional):**

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author. ISBN: 1-55798-791-2

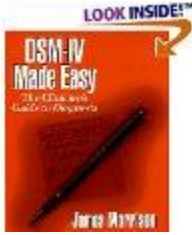


You may also reference APA.org or APastyle.org for tutorials and more!

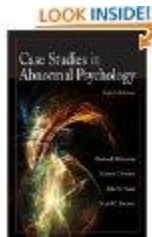
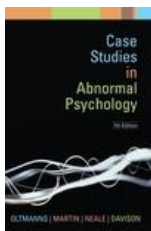
American Psychological Association. (2001). Diagnostic and statistical manual of mental disorders (4th ed. text revision). Washington, DC: Author. ISBN: 0-89042-025-4



Morrison, James, (2006). DSM-IV Made Easy: The clinicians guide to diagnosis. Guildford Press. ISBN:10-0-89862-568-8



Oltmanns, T.J., Heale, J.M., & Davison, G.C. (2006). Case Studies in Abnormal Psychology (7th or 8th eds.). NY: Wiley & Sons. ISBN: 0-471-73112-9



EXAMS: All of your quizzes and exams will be available online. You need to go to the website below and register.

Eztestonline: Course URL:

<https://www.eztestonline.com/523275/index2.tpx>

Online Learning Center: www.mhhe.com/halgin6e

Psychological Journals:

Please feel free to visit www.apa.org/journals-list.html for additional scholarly journals.

SELECTED BIBLIOGRAPHY:

Amen, D.G. (2001). Images of human behavior: A brain SPECT atlas. Fairfield, CA: Mindworks Press.

Barkley, R.A., Attention-deficit hyperactivity disorder: Handbook for diagnosis and treatment. NY: Guilford Press, 1990.

Beck, A.T., Depression: Causes and treatment. Philadelphia, PA: Philadelphia University of Pennsylvania Press, 12th ed., 1990.

Beck, A.T., Emery, G. with Greenberg, R.L., Anxiety disorders and phobias. NY: Basic Books, 1985.

Berger, D., & Berger, L., We heard the angels of madness: One family's struggle with manic depression. NY: William Morrow & Co., 1991.

- Charlesworth, E.A., Stress Management: A comprehensive guide to wellness. Houston, TX: Biobehavioral Press, Rev. ed., 1984.
- Cocores, J., The 800-COCAINE book of drug and alcohol recovery. NY: Random House, 1990.
- Friedman, M., & Ulmer, D., Treating type A behavior and your heart. NY: Fawcett & Crest, 1984.
- Hartmann, T. (1997). Attention deficit disorder: A different perception. Grass Valley, CA: Underwoods.
- Kabat-Zinn, J., Full catastrophe living: Using the wisdom of your body and mind to face stress, pain and illness. NY: Delacorte Press, 1990.
- Kaplan, H.S., The evaluation of sexual disorders: Psychological and medical aspects. NY: Brunner/Mazel, 1983.
- Kiersey, D. (1998). Please understand me II: Temperament, character, intelligence. Del Mar, CA: Prometheus Nemesis Book Company.
- Lucas, C., & Seiden, H.M., Silent grief: Living in the wake of suicide. NY: Charles Scribner's Sons, 1987.
- Money, J., Lovemaps: Clinical concepts of sexual/erotic health and pathology, paraphilia and gender. Transposition in childhood, adolescence and maturity. NY: Irvington, 1986.
- Rappaport, J.L., The boy who couldn't stop washing. NY: New American Library, 1989.
- Richards, R. (1999). Four P's of creativity. In M. Runco & S. Pritzer (Eds.), Encyclopedia of creativity (pp. 733-742). San Diego, CA: Academic Press.
- Robins, L., & Rutter, M. (Eds.), Straight and devious pathways from childhood to adulthood. NY: Cambridge University Press, 1990.
- Slaby, A.E., Aftershock: Identifying, understanding, curing and preventing posttraumatic stress in your everyday life. NY: Villard Books, 1989.
- Thorpe, G.L., Burns, L.E., The Agoraphobic Syndrome. New York, NY: Wiley & Sons, 1983.
- Wegner, D.M., White bears and other unwanted thoughts: Suppression, obsession, and the psychology of mental control. New York, NY: Viking Press, 1989.
- Weiner, H., Psychobiology and human disease. New York, NY: Elsevier, 1977.
- Wickramsekara, I., The application of learning theory to the treatment of a case of exhibitionism. In J. Fischer & H. Gochros (Eds.) Handbook of behavior therapy with sexual problems. New York, NY: Pergamon Press, 1977.
- Wincze, J.P., & Carey, M.P., Sexual dysfunction: A guide for assessment and treatment. New York, NY: Guilford Press, 1991.
- Zarit, S.H., Aging and mental disorders: Psychological approaches to assessment and treatment. New York, NY: Free Press, 1980.

Core Competencies:

- Read and retain information.
- Employ the vocabulary of the subject studied.
- Be able to find and interpret information.

Student Learning Objectives:

- Students will demonstrate the ability to identify, compare, and critically evaluate theory, and research based ideas in a variety of psychology subfields and show ability to apply these ideas to their lives, as assessed by quizzes, exams, thought papers, homework assignments, etc.
- Students will demonstrate the ability to analyze the consequences of different personal behavioral choices by applying psychological theory and research to their lives, as assessed by written assignments and classroom discussions/participation.

***STUDENT PERFORMANCE REQUIREMENTS:**

1. Cognitive Abilities

- 1.1. **Critical Thinking** - Given a psychological issue, employ skeptical inquiry and a scientific approach to respond to the issue.
- 1.2. **Information Literacy** - Given a research question related to psychology, access information from a variety of sources and select appropriate sources to respond to the question.

2. Research

- 2.1. **Understanding Research Methods** – Given an article about research findings in the field of psychology from a scholarly journal, identify the research methods used and the findings of the article.
- 2.2. **Identifying Research Methods** – Identify the appropriate statistical tools and basic research methods in psychology, including research design, data analysis, and interpretation.

3. Communication Skills

- 3.1. **Oral** - Effectively present psychological concepts orally as appropriate to the audience.
- 3.2. **Written** - Effectively present psychological information, in writing, using software and style appropriate to the audience.

4. Ethics/Diversity

- 4.1. **Ethics** - Identify the issues and challenges related to ethics in the field of psychology.
- 4.2. **Diversity** - Identify the issues and challenges related to diversity in the field of psychology.

5. Knowledge of the Field

- 5.1. **Foundations** – Recognize the major concepts, theoretical perspectives, empirical findings, applications, and historical trends in psychology.

6. Knowledge of Applied Psychology

- 6.1. Apply psychological principles to personal, social, and/or organizational issues.

Keys to Success

1. **Commitment:** School is your job!
 2. **Organization:** Keep a neat notebook and follow a schedule.
 3. **Completeness:** Get the work done on time, even if it's not perfect.
 4. **Persistence:** If you stumble, dust yourself off and get with it again.
 5. **Respect:** Respect yourself, your instructor, and your classmates.
 6. **Enthusiasm:** Get into it! Ask questions! Form student study groups!
 7. **Responsibility:** Don't look for whom or what to blame. Assume control of your life.
 8. **Optimism:** Assume you will succeed and put your energy into learning, not worrying.
- Downtime:** Schedule work and play. Don't take more than two courses if you have a full-time, paying job.

Responsibilities: The text and lectures are the primary sources of instructions for this course. Read your syllabus carefully and refer to it regularly. Write down any instructions given orally and, if necessary, ask questions before due dates. Please read the chapters **before** class and try to look up information first so that you can ask informed questions, and if you can't find the answers, ask me during appropriate class times, after class or via email.

Find out how you can most easily learn the material in this course. You may find it helpful to take a learning styles inventory to guide your study habits. You can access one online at <http://www.metamath.com/lswweb/dvclearn.htm>. If you have difficulty figuring out how best to learn the material in this class, please make an appointment to see me and bring your survey results with you.

Planning Time: Learn to plan your time to best suit your body clock, work and family schedule. The standard formula for college coursework is that every one hour of class time will result in two to three hours of homework, so a three unit class will do an average of six or more hours of homework (reading, research, studying) per week. When planning your schedule think about the times of day that are best for you to read, write or study.

Plagiarism and Cheating: Plagiarism or academic dishonesty, whether accidental or deliberate, is a serious violation of the Student Code of Conduct. **Plagiarism is a form of cheating.** Make sure that your work is original. Any time you use someone else's work and do not give that person credit, it is plagiarism. If you are "suspected" of plagiarism, you may be asked to present rough drafts or related materials and discuss the topic intelligently. This is important because I must be able to gauge what you have learned. Copying the work of another person, whether an essay or answers during a test, is

considered plagiarism. Copying the work of another person, even though some cultures consider this sharing work, is considered plagiarism at RCC, an act of academic dishonesty. If you are uncertain about sharing vs. plagiarism be sure to ask for clarification. The District's Board of Trustees issues policies governing academic integrity. Board Regulation 6080, Section III. C. 1 and 2 approved on January 25, 2005 states:

“For instances of academic dishonesty a faculty member may take any one of the following actions:

The faculty member may reduce the score on tests or assignment(s), reduce the grade in the course, fail the student in the course or recommend to the appropriate administrative officer that the student be suspended from the course. If course suspension is recommended, the administrative officer will review the information regarding the instance of academic dishonesty, notify the student, and will prescribe appropriate due process procedures.

The administrative officer will make note of the offense in the student's educational records. A second instance of academic dishonesty may result in expulsion proceedings. Any tuition and applicable fees will not be refunded as a result of disciplinary action for academic misconduct.”

Please keep these suggestions in mind:

- 1) ALL assignments turned in **MUST be typed, doubled spaced, one sided, with one staple in the left hand upper corner.**
- 2) **Properly site references** within the text of your paper. Anytime you use the words or ideas of another person without giving credit, it is considered plagiarism.
- 3) Do not over utilize direct quotes (exact wording from the source). Use indirect quotes (summaries or paraphrasing the content from the source).
- 4) For this course APA style will be used. This is different from MLA. Please refer to the Publication Manual of the American Psychological Association (5th ed.).
- 5) Use lecture, videos, discussions, and the text for finding information for quizzes and exams. If you still can not find the answer, look outside of the box, do a search on the internet, or library data base such as Proquest!
- 6) All quizzes will be due at the assigned dates regardless if the professor has lectured on the chapter or topic.
- 7) There will be **no rewrites or redo's unless requested by Dr. Wilcoxson!** You are encouraged to read ahead and move forward with the quizzes. No late work will be accepted that is not excused by your medical doctor.

CLASSROOM CONDUCT: The following are important considerations to help make the class pleasant for everyone. Please:

- Be ready to start class at the appropriate time.
- **Out of consideration for others, please turn off or use silent mode for all beepers, cell phones, and watch alarms that make noise before coming into class;** they are a serious distraction in college classes and cannot be tolerated.

- **No text messaging in class!**
- Instruct relatives or friends to call campus security in case of an emergency. Security will look up the class in the system and then send someone to the class.
- Avoid side conversations and whispering because this is disruptive and distracting to other students. Many students have made huge personal sacrifices to come to college, don't disrupt their class.
- I may ask students who are engaging in side conversations to leave the class if they persist in annoying those around them.
- Plan to conduct yourself in a professional manner because college is a professional environment; it's just like a job. Please be sensitive to what might offend or distract others (like sending text messages, grooming yourself, or use of potentially offensive language).
- I put a lot of effort in providing a safe classroom environment that will facilitate and nurture learning, creativity, growth, and sharing. Please be mindful of those conversations that are sensitive in nature, and to respect the confidentiality of those who are open to share their experiences!

For most students taking notes fills an important need to move the material from the ears and eyes through their brain and hand in order to absorb it more effectively. Notes also provide a reminder of what was discussed and can serve to flag material that is unclear to you. If you get home, reread your notes, and can't remember or understand what you wrote, ask about it at the next class meeting, or via e-mail.

RESPECT:

My motto: Respect, Kindness and Niceness goes a long way!

I hope that you will feel comfortable in my class, because creating a relaxed environment that is stress free and conducive to learning is very important to me! I want you to feel free to discuss your thoughts, opinions, life, and work experiences with me and your peers, even if we disagree. The beauty of psychology is that many things apply to the topics at hand, and the classroom experience is made richer from sharing our knowledge and experiences. However, this class is not designed to be therapy! Be mindful of others feelings! You **MUST** be courteous and respectful to everyone, including myself. I will treat you as courteous, fairly and with as much kindness as possible. **CAUTION:** If at any time you are disrespectful to another student, or myself, I will ask you to leave class immediately either temporarily or permanently.

PARTICIPATION:

I believe that your knowledge as a reader is constructed interactively in a social context. It happens while you are reading and thinking silently, but also while you are talking with others about the ideas you have been reading and thinking about on your own. Therefore, a very important aspect of the way I conduct my classes is that I require students to work together. It will be very important for you as classmates to share email address and

phone numbers, and to work together outside of class! There is a lot of information that you will be required to learn! You will need to be willing to express your ideas and collaborate with others in the following ways:

1. **Group Activities:** I will require you to work in groups on a regular basis. You will form some groups on your own, but frequently I will form the groups for you. When you are involved in group activities you are expected to *actively* participate in the assigned task, and contribute to the groups' efforts. I absolutely insist that you treat the students in your group well. I must also insist that you pull your load. If you are opposed to working in groups I encourage you to remember that it's only for several weeks, and you may just have a little fun! If you are still not convinced you are welcome to take someone else's class.
2. **Class Participation:** Plan on participating in class discussions even if you do not raise your hand. Feel free to ask questions.

Special Needs/Accommodations for Students with Disabilities: If you have a documented physical, psychiatric/emotional, medical, or learning disability that may impact your ability to carry out assigned course work, I urge you to contact the Office of Disabled Student Programs & Services immediately in order to assure timely services at (951) 372-7070; TDD (951) 222-8061. The DSP&S Staff and I will be happy to work with you in arranging for and assuring appropriate accommodations. All information and documentation is confidential. The Counseling Center may be reached at (951) 372-7101

Support Services: For those who need additional assistance with their reading, writing, and /or APA style for your research papers, please contact the Writing and Reading Center at (951) 372-7000 ext. 4545 to schedule an appointment. It is recommended that you take your student ID and assignment.

Communicating in Class: I encourage you to communicate with me and to work out difficult questions or problems. I am always approachable, so please do not feel or assume that I am "too busy" to talk with you. If I am too busy at that particular moment, I will tell you and offer an alternative time. I may advise tutoring if you need extensive assistance. Let me know if you are going to miss a class or if you are having trouble completing an assignment. I am available via email.

Communicating outside of the classroom: What to expect from me outside the classroom: In order to meet all of my professional obligations, I plan my schedule carefully. While I might wish to be available for your questions 24/7, that is simply not possible. Please be advised that I regularly check my e-mail messages. Messages will be returned within 48 hours excluding weekends. You may also leave a contact number if you would like a return call.

Attendance:

ATTENDANCE IS MANDATORY and you must be present and ON TIME for all class sessions. If you miss more than two class sessions, please be aware that on the third absence, you may be dropped from the class; however, this is not a guarantee that you will be dropped.

Students who are allowed to add this class on or after the first day of class must officially register with Admissions by the ADD deadline and pay fees per Admissions and Records procedures.

Students who choose not to continue the course are responsible for turning in a drop card to the admissions office. Please do not assume that I have filed a drop card.

Failure to officially drop the course may result in an "F". When in doubt, communicate.

Grading:

This course is graded on the following scale:

A = 100 - 90 points or 90%

B = 89 - 80 points or 80-89%;

C = 79 - 70 points or 70-79%;

D = 69 - 60 points or 60-69%

F= 59 - 0 or 59% or lower

Exams:

- 1) Chapters from the book
- 2) Films/ Videos
- 3) Lectures
- 4) Handouts

The quizzes will generally consist of multiple choice questions. However, they may also include terminology, matching, and brief essay questions.

Extra Credit:

Extra credit is optional points for mini-assignments. Extra Credit will be given **ONLY IN CLASS!** Students who are absent from class the day the extra credit assignment is given, will not be allowed to earn credit points for that assignment. To receive points for the extra credit assignments, it must be turned in on the Due Date. **NO LATE EXTRA CREDIT ASSIGNMENTS WILL BE ACCEPTED!**

Final Exams:

ALL STUDENTS WILL BE REQUIRED TO TAKE THE FINAL EXAM! The Final Exam will not be accumulative. The exams may be multiple choices, essay, or a combination of multiple choice and essays questions, and diagrams. The instructor reserves the right to reduce the student's grade **ONE FULL LETTER GRADE** (-10 points) for missed exams or exams turned in after the due date.

The Final Exam MUST be turned in Wednesday June 9, 2009 at 6:00 pm!

Sorry, no make-ups will be allowed and NO FINAL EXAMS WILL BE ACCEPTED AFTER THE DUE DATE!

What you can expect when you submit papers or projects for grading:

I make every effort to return papers and projects within one week. Occasionally, other professional obligations make this impossible. I will advise you of this when the work is submitted and let you know when you can anticipate return. I make comments in the margins of written work. At my discretion, any work that is not passing will be asked to be resubmitted. Questions about course content, related issues, grading, study habits, and so forth are welcome. Every reasonable effort will be made to assist in a student's success, especially when that need is expressly communicated.

RESPONSIBILITIES: The lectures, textbook, syllabus videos are the primary sources of instructions for this course. Read them carefully and refer to them regularly. Write down any instructions given orally and, if necessary, ask questions before due dates. Please try to look up information first so that you can ask informed questions, and if you can't find the answers, ask me during appropriate class times, after class, or via email.

Late Work: Sorry, late work will NOT be accepted for this class unless you submit it with a Doctors excuse.

Keep records of all work (including test scores) at least until you have received your grade from the admissions office following completion of the course. If you believe an error exists, communicate no later than ten days after the start of the next semester.

Important Dates:

You are responsible for knowing and adhering to due dates for readings, essays, and other in-class activities. I will announce any changes to the schedule during class time. You are responsible for noting all changes and adhering to them.

This schedule is subject to modification and revision depending on the needs of the class.

TENTATIVE ASSIGNMENT TABLES:

You are responsible for knowing and adhering to due dates for readings, essays, and other in-class activities. I will announce any changes to the schedule during class time. You are responsible for noting all changes and adhering to them.

This schedule is subject to modification and revision depending on the needs of the class.

	TOPICS	CHAPTER READINGS	CASEBOOK READINGS	ASSIGNMENTS DUE
Week 1: W Feb 17, 2010	Introduction “Welcome to the Wonderful World of Abnormal Psychology!”		 OPTIONAL	NONE
Week 2: W Feb 24	History Research Methods	Chapter 1 Chapter 1	NONE	NONE
Week 3: W March 3 Note: March 5 Last Day to ADD!	Theoretical Perspectives	Chapter 4	NONE	RESEARCH ARTICLE QUESTIONS DUE!
Week 4: W March 10	Clinical Assessment Diagnosis Legal and Ethical Issues	Chapter 3 Chapter 2 Chapter 15	NONE	OUTLINE CHAPTERS 2, 3, & 15 DUE!
Week 5: W March 17 Note: March 15 Last day to DROP w/o a	Cognitive Disorders: Delirium, Dementia	Chapter 12	NONE	EXAM Chapters 1, 2, 3, 4, & 15 DUE!

“W”				
Week 6: W March 24	Childhood Disorders (Development-Related Disorders)	Chapter 11	Chapter 21: Autistic D/O Chapter 22: ADHD Chapter 23: Separation Anxiety: School Phobia	NONE
Week 7: W March 31	Impulse Control Disorders & Forensics:	Chapter 14 Chapter 15	NONE	GROUP PROJECTS
Week 8: W April 7	Schizophrenia	Chapter 9	Chapter 10: Schizophrenia: Paranoid Type Chapter 11: Psychotic D/O NOS	NONE
Week: 9 W April 14	NO	CLASS	SPRING	BREAK!
Week 10: W April 21	Mood Disorders	Chapter 8	Chapter 7: MDD Chapter 8: Bipolar D/O	EXAM Chapters 9, 11 OUTLINE CHAPTER 8 DUE!
Week 11: W April 28	Anxiety Disorders	Chapter 5	Chapter 1: OCD Chapter 2: Panic D/O w/ Agoraphobia Chapter 3: PTSD Chapter 4: Soc. Phobia	NONE
Week 12: W May 5 “Happy Cinco de Mayo!”	Somatoform, Factitious, DID Disorders	Chapter 6	Chapter 6: DID Chapter 9: Somatization D/O	NONE

Week 13: W May 12	Eating Disorders Sleeping Disorders (LECTURE ONLY!)	Chapter 14 Chapter 6	Chapters 16: Anorexia Chapter 17: Bulimia	NONE
Week 14 W May 19 Note: Today is the Last day to Drop with a “W”	Substance Disorders	Chapter 13	Chapter 12: Alcohol Dependence	Exam Chapters 5, 6, & 14 OUTLINE CHAPTER 14 DUE!
Week 15: W May 26	Sexual Disorders	Chapter 7	Chapter 13: Sexual D/O Female Chapter 14: Paraphilias Chapter 15: Gender Identity D/O	NONE
Week 16: W June 2	Personality Disorders	Chapter 10	Chapter 18: Paranoid Personality Disorder Chapter 19: Borderline Personality Disorder	Group Presentations
Week 17: W June 9	Finishing Up! THE END!	NONE	NONE	FINAL EXAM DUE! Chapters 7, 11 & 13

THANK YOU SO VERY MUCH FOR ALLOWING ME TO TEACH AND TO MENTOR YOU!

For those of you who are graduating June 10th congratulations!

Best,

Dr. Wilcoxson

This page MUST be detached and submitted to Dr. Wilcoxson.

By signing below, I acknowledge having read, understood, and agree to all of the information contained in this syllabus and addendum.

Student Signature

Date

Printed Name

E-mail address

Telephone Number

Your email address and telephone for contact purposes only. This information will remain confidential. This sheet will be destroyed once the final semester grades are posted.

Thank you,

Dr. Jacqueline Wilcoxson