

PSYCH 38 Abnormal Psychology Syllabus



Course Information

Semester & Year: **Spring 2024**

Course ID & Section #: **PSYCH 38 – E7414**

Instructor's name: **Liz Swindell-Hedlund**

Day/Time of required meetings: **Tues. & Thurs, 2:50 PM – 4:15 PM**

Location: **CR Eureka Campus, CAC 208**

Number of proctored exams: **2**

Course units: **3**

Required Text: Essentials of Abnormal Psychology, 8e ISBN: 9781337619370

Recommended:

- **DSM-5-TR** - this is available in the library! I also recommend borrowing one from a friend, or sharing with classmates.
- **APA Style Manual**
 - Publication manual of the American Psychological Association.
 - American Psychological Association. (2019).
 - Washington DC: American Psychological Association.
 - ISBN: 978-1433832161 (7th edition preferred, 6th edition acceptable).



Instructor Contact Information

Office location or *Online: <https://redwoods-edu.zoom.us/j/89314841702>

<https://redwoods-edu.zoom.us/j/89314841702> Meeting ID: 893 1484 1702; in-person location TBD

Office hours: **Tuesdays every week from 12:30 PM to 2 PM; available via email and by**



appointmentPhone number: **(707) 496-8644**Email address: elizabeth-hedlund@redwoods.edu (<mailto:elizabeth-hedlund@redwoods.edu>)

Catalog Description

A course in the scientific study of abnormal behavior. Various theoretical frameworks to evaluate behavior will be presented including biological, psychological, and sociocultural approaches. An integrative survey of theory and research will be applied to psychological and cognitive disorders, including diagnostic criteria, prevalence, etiology, and treatment.



Course Student Learning Outcomes

1. Analyze the differences between biological and psychosocial models in explaining the etiology, diagnosis and prognosis of abnormal behavior.
2. Analyze the historical, ethical, legal and societal concerns when defining abnormal behavior.
3. Describe the DSM classification system and discuss its strengths and weaknesses.
4. Analyze research in the area of abnormal psychology and synthesize information in a written paper.



Prerequisites / Co-requisites / Recommended Preparation



PSYCH1 - General Psychology: The concepts learned in Psych 1 provide a base for understanding the development, diagnosis and treatment of psychological disorders.



Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility conditions

Available services include extended test time, quiet testing environments, academic assistance and tutoring through the [LIGHT Center](https://www.redwoods.edu/dsps/DSPS-Home/LIGHT-Center) , counseling and advising, alternate formats of course materials (e.g., audio books, braille, E-texts), assistive technology, learning disability assessments, approval for personal attendants and service animals, interpreters, priority registration, on-campus transportation, adaptive physical education and living skills courses, and more. If you believe you might benefit from disability- or health-related services and accommodations, please contact [Disability Services and Programs for Students \(DSPS\)](https://www.redwoods.edu/dsps/)  (<https://www.redwoods.edu/dsps/>). If you are unsure whether you qualify, please contact DSPS for a consultation: dsps@redwoods.edu. (<mailto:dsps@redwoods.edu>)

Eureka: 707-476-4280, Student Services Building, first floor

Del Norte: 707-465-2324, Main Building, near the library

Klamath-Trinity: 707-476-4280



Student Support Services

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

The following online resources are available to support your success as a student:



- [CR-Online \(https://www.redwoods.edu/online\)](https://www.redwoods.edu/online) (Comprehensive information for online students)
- [Library Articles & Databases \(https://redwoods.libguides.com/az.php\)](https://redwoods.libguides.com/az.php)
- [Canvas help and tutorials \(https://webapps.redwoods.edu/tutorial/\)](https://webapps.redwoods.edu/tutorial/)
- [Online Student Handbook \(https://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf\)](https://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf)
- [Online Tutoring ResourcesLinks to an external site. \(https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fredwoods.libguides.com%2FTutoring%2FOnline&data=05%7C01%7CAmber-Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795683eb28b3c8f82%7C0%7C0%7C638084662554822741%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6lk1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=IPQnFsRsujkzGkSNI2eqR4ofcCFQuSN6PcfuoYRnp5s%3D&reserved=0\)](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fredwoods.libguides.com%2FTutoring%2FOnline&data=05%7C01%7CAmber-Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795683eb28b3c8f82%7C0%7C0%7C638084662554822741%7CUnknown%7CTWFpbGZsb3d8eyJWljojMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6lk1haWwiLCJXVCi6Mn0%3D%7C3000%7C%7C%7C&sdata=IPQnFsRsujkzGkSNI2eqR4ofcCFQuSN6PcfuoYRnp5s%3D&reserved=0)

To learn more about the resources available to you, click on a title bar below, or click the down arrow to expand them all.

Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821



Community College Student Health and Wellness

If you are in distress or are with someone at risk right now, call the National Suicide Prevention Lifeline at **988** (you can also text that phone number) or **TEXT 741-741**. Our local 24/7 Humboldt County Crisis Line is: **707-445-7715**.

Timely Care

When you're feeling under the weather physically or distressed mentally, you can find the help you're looking for in just a few quick taps. Students can schedule an appointment anytime via phone, video, and chat. Visit [TimelyCARE !\[\]\(aa53ad6fea213b8b2226d3077e30533a_img.jpg\)](https://www.timelycare.com/redwoods) (<https://www.timelycare.com/redwoods>).

Mental Health Counseling

Students should text, email, or fax Shawna Bell directly for scheduling and/or services.
Contact info
Text: 707-496-2856

Email: shawnabmft@gmail.com (<mailto:shawnabmft@gmail.com>)

Fax: 707-237-2318 (voicemail can be left via fax)

Wellness Central

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Wellness Central](https://cvc.edu/wellness/) [↗ \(https://cvc.edu/wellness/\)](https://cvc.edu/wellness/).

Counseling

[Counseling & Advising](https://www.redwoods.edu/counseling/) [↗ \(https://www.redwoods.edu/counseling/\)](https://www.redwoods.edu/counseling/) can assist students in need of academic advising and professional counseling services. Visit the Welcome Center in the lower level of the student services building Monday –Friday 9am – 4pm (during the semester, summer hours may vary).

Basic Needs Center

[The Basic Needs Center](https://www.redwoods.edu/student-services/Home/Basic-Needs) [↗ \(https://www.redwoods.edu/student-services/Home/Basic-Needs\)](https://www.redwoods.edu/student-services/Home/Basic-Needs) provides for the health and safety of students by providing access to healthy food, financial resources, and referrals to safe and secure housing. Students can also [submit a request for services and information](https://cm.maxient.com/reportingform.php?Redwoods&layout_id=7) [↗ \(https://cm.maxient.com/reportingform.php?Redwoods&layout_id=7\)](https://cm.maxient.com/reportingform.php?Redwoods&layout_id=7) online.

Contact info

Phone: 707-476-4153

Email: the-grove@redwoods.edu

Learning Resource Center

Learning Resource Center includes the following resources for students:

- [Library Services](https://www.redwoods.edu/library/) (<https://www.redwoods.edu/library/>) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](https://www.redwoods.edu/student-services/Home/Multicultural-and-Diversity-Center) (<https://www.redwoods.edu/student-services/Home/Multicultural-and-Diversity-Center>)
- [Academic Support Center](https://nam12.safelinks.protection.outlook.com?url=https%3A%2F%2Fwww.redwoods.edu%2Fasc%2F&data=05%7C01%7CAmber-Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795683eb28b3c8f82%7C0%7C0%7C638084662554822741%7CUnknown%7CTWFpb) (<https://nam12.safelinks.protection.outlook.com?url=https%3A%2F%2Fwww.redwoods.edu%2Fasc%2F&data=05%7C01%7CAmber-Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795683eb28b3c8f82%7C0%7C0%7C638084662554822741%7CUnknown%7CTWFpb>)

[GZsb3d8eyJWljoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Riz9ZxeBWEWFm69aT5OdldMsHyFsoonUcvZJLf5yQ1I%3D&reserved=0](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.redwoods.edu%2Fsts&data=05%7C01%7CAmber-Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795683eb28b3c8f82%7C0%7C0%7C638084662554822741%7CUnknown%7CTWfpbGZsb3d8eyJWljoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=Riz9ZxeBWEWFm69aT5OdldMsHyFsoonUcvZJLf5yQ1I%3D&reserved=0) – offers tutoring and test proctoring for CR students.

- **Student Tech Help** (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.redwoods.edu%2Fsts&data=05%7C01%7CAmber-Atkins%40Redwoods.edu%7Cbcfe068f8aca4941dde408daee9eaea9%7C8c90edff0a7243a795683eb28b3c8f82%7C0%7C0%7C638084662554822741%7CUnknown%7CTWfpbGZsb3d8eyJWljoiMC4wLjAwMDAiLCJQIjoiV2luMzliLCJBTil6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=%2FJ23kPg%2FGw0UgR98LB1fPf7GIk7JzRZUBESsb1Vzf%2BQ%3D&reserved=0>) – provides students with assistance around a variety of tech problems.

Extended Opportunity Programs & Services (EOPS) ▲

[Extended Opportunity Programs & Services \(EOPS\)](https://www.redwoods.edu/student-services/Home/EOPS)

<https://www.redwoods.edu/student-services/Home/EOPS> provides services to eligible income disadvantaged students including: textbook awards, grants, career academic and personal counseling, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!

TRiO Student Success Program ▲

The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](https://www.redwoods.edu/trio/eureka) (<https://www.redwoods.edu/trio/eureka>) or in [Del Norte](https://www.redwoods.edu/delnorte/TRiO) (<https://www.redwoods.edu/delnorte/TRiO>).

Veterans Resource Center ▲

The [Veteran's Resource Center](https://www.redwoods.edu/student-services/Home/Vets) (<https://www.redwoods.edu/student-services/Home/Vets>) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.

CalWORKS ▲



CalWORKs [↗ \(https://www.redwoods.edu/calworks\)](https://www.redwoods.edu/calworks) – California Work Opportunity & Responsibility to Kids (CalWORKs). Provides supportive services to student parents with children under the age of 18, who are receiving cash assistance (TANF benefits), to become self-sufficient. Services include: transportation assistance, basic student supplies, tutoring, priority registration, laptop and calculator loans, career, academic, and personal counseling, and more!

Course Schedule, Tuesdays & Thursday 2:50 - 4:15

Class Date	Topic	Assigned Reading	Activity/Assignment Due*
————— Week 1: Introduction to Abnormal Psychology & History —————			
January 16th	Class Introduction	Chapter 1	
January 18th	“Abnormal” & History of “Psychopathology”	Chapter 1	Syllabus Quiz (#1)
————— Week 2: An Integrative Approach —————			
January 23rd	Models of Etiology, Biology *Research Article & Assignment Overview in Class*	Chapter 2	Quiz #2 (Ch 2)
January 25th	Behavioral, Cognitive, Emotional Social & Environmental	Chapter 2	<i>Class discussion due Thursday by the start of class</i>
————— Week 3: Clinical Assessment, Diagnosis, & Research —————			
January 30th	Assessment & Diagnosis	Chapter 3	Quiz #3 (Ch 3)



February 1st	Research		Research Review Assignment Due Sunday February 4th, by 12 PM
<hr/> Week 4: Anxiety, OCD, & Related Disorders <hr/>			
February 6th	Anxiety & OCD	(Part) Chapter 4	Quiz #4 (Ch 4)
February 8th	Trauma, CPTSD, Development & ACES	Chapter 4	Case Analysis # 1, Due Sunday Feb. 11th
<hr/> Week 5: Trauma & Stressor-Related Disorders <hr/>			
February 13th	Trauma Cont'd, Dissociative Disorders	Chapter 4 & 5	Quiz #5 (Trauma & Dissociative Disorders)
February 15th	Trauma Cont'd		Case Analysis # 2, Due Sunday Feb. 18th
<hr/> Week 6: Mood Disorders & Suicide <hr/>			
February 20th	Mood Disorders	Chapter 6	Quiz #6 (Ch 6)
February 22nd	Suicide & Considerations	Chapter 6	Case Analysis # 3, Due Sunday Feb. 25th
<hr/> Week 7: Stress, Health, Eating & Sleeping <hr/>			
February 27th	Stress & Health	Chapter 7	Quiz #7 (Ch 7 & 8)
February 29th	Eating & Sleep/Wake Disorders	Chapter 8	Case Analysis #4, Due Sunday March 3rd
<hr/> Week 8: Exam Review & Midterm <hr/>			



March 5th	Exam Review!	-	Study, rest, self-care
March 7th	Midterm!	-	Enjoy your break!
<hr/> Week 9: SPRING BREAK: March 11th- 16th <hr/>			
<hr/> Week 10: Sexual dysfunctions, Paraphilias, & Considerations on Gender <hr/>			
March 19th	Sexual Dysfunctions, Paraphilias *Group Presentation Assignments*	Chapter 9	Quiz #8 (Ch 9)
March 21st	Gender dysphoria & Considerations	Chapter 9	Case Analysis #5 , Due Sunday March 24th
<hr/> Week 11: Substance-Related, Addictive, & Impulse-Control Disorders <hr/>			
March 26th	Substances Related & Addictive	Chapter 10	Quiz #9 (Ch 10)
March 28th	Cont'd	Chapter 10	Case Analysis #6 , Due Sunday March 31st
<hr/> Week 12: Personality Disorders & Considerations <hr/>			
April 2nd	Overview & Dimensional Approach	Chapter 11	Quiz #10 (Ch 11)
April 4th	Personality Disorder "Clusters"	Chapter 11	Case Analysis #7 , Due Sunday April 7th
<hr/> Week 13: Schizophrenia Spectrum (Ch. 12), Neurodevelopmental (Ch. 13) <hr/>			



April 9th	Schizophrenia Spectrum Disorders	Chapter 12	Quiz #11 (Ch 12 & 13)
April 11th	Neurodevelopmental Disorders	Chapter 13	Case Analysis #8 , Due Sunday April 14th
<hr/> Week 14: Neurodevelopmental, Neurocognitive (Ch 13) <hr/>			
April 16th	Neurodevelopmental & Neurocognitive	Chapter 13	Quiz #12 (Ch 13 & 14)
April 18th	Mental Health Services, Legal & Ethical Considerations	Chapter 14	Presentation slides for April 25th presenters
<hr/> Week 15: Mental Health Services Considerations, PRESENTATIONS <hr/>			
April 23rd	Mental Health Services, Legal & Ethical Considerations	Chapter 14	Presentation slides for April 30th presenters
April 25th	PRESENTATIONS		Presentation Response (in class)
<hr/> Week 16: Mental Health Services, Review for Final Exam <hr/>			
April 30th	PRESENTATIONS	Study Guides	Presentation Response (in class)
May 2nd	Exam Review!	Study Guides	
<hr/> Week 17: FINAL EXAM: Tuesday, May 7th, 2024 from 3:15 - 5:15 PM <hr/>			

***NOTE:** Assignments are due on Canvas by the **start** of class on the day they are listed **unless** otherwise specified by instructions on the assignment or course calendar.



Attendance & Participation (150 Points): 10 points per week, 150 points total not including exam days; you will receive points for arriving to class each week and participating. Your regular & consistent attendance is strongly encouraged. Participation is required for part of your grade in this course to support your engagement in the course and thorough understanding of the material. Your first and only class discussion, provided on Canvas, will be a part of your participation grade (10 points) and is due Sunday, January 21st at 12 PM.

Chapter Quizzes (10 Points each, 100 total): Due by the start of the first class each week (Tuesdays by 6:00 PM) and are to be completed on Canvas **before** the start of each Tuesday's class meeting. Quizzes on the week's reading prepare you for the class lectures and activities. Your two lowest quiz grades will be dropped at the end of the semester, therefore, there will be no opportunities for make-up quizzes. Quizzes are designed to help prepare you for exams.

Exams (100 Points each, 200 total): There will be 2 exams, one midterm, and one final exam. Exams will consist of multiple choice, short answer, and essay questions. If time allows, I will hold an in class exam review **before** both exams. Exams will assess your knowledge and comprehension of all material covered in class **before** the date the exam is proctored. Exams must be completed before or on the date the exam is given. Make-up exams will not be provided after exams have been graded and returned to the class (the next class meeting after the exam has been proctored).

Research Review Assignment (80 Points): Accompanied by a research article (that will both be provided to you via Canvas), you will be given a research review assignment. As you will be required to present on and utilize research articles in your presentations at the end of this semester, this assignment is designed to support confidence in reading and understanding research articles and their utility. I will provide a rubric and full assignment details within the first two weeks of classes.

Case Analyses (15 points each, 120 points total): For each disorder topic we cover, you will be asked to complete a response assignment to vignettes, or case presentations, which I will provide to you via **Canvas**. These will be due on **Sundays at 12 PM** during the week they are assigned, before the start of the next week's topic.

Group Case Presentation (150 Points): We will not have the time together to cover **everything** in the DSM, or even everything you might be curious about regarding psychopathology. So, now it's your turn! Students will be assigned to groups to complete presentations on a topic of their choosing based on class content **and** areas of curiosity or further depth on any topic we have mentioned.

- Students will be asked to create a case study, analysis, & slide presentation on a **FICTIONAL** character of your choosing. Students are required to choose a fictional



character which can be described and documented as presenting and demonstrating the qualifying criteria for DSM Diagnosis. Choosing a diagnosis we have covered in class is **highly encouraged and required**, unless students have spoken with me first for approval of an alternative diagnosis provided in the DSM. More information on this assignment **will be provided** by the instructor by the 10th week of classes (during or after spring break).

- Fictional characters are to be chosen to respect the lives and privacy of others you know in your life. These cases could describe characters from a television show, novel, movie, graphic novel, or fan-fiction, but must be a character or persona that has already been presented or created and presented in the outside world. If you have any questions or concerns, or have difficulty choosing a character, please come talk with me!

Extra Credit:

- Read *The Boy Who Was Raised As A Dog* By Bruce Perry, and write a 4-page, double-spaced essay on what impacted you most from the book.
- Review a primary source research article on evidence-based treatments for a disorder of your choosing. Answer "Review a Research Article" Questions from Canvas, provided in the "Research Review" assignment page.
- Read at least 2 chapters from *The Body Keeps the Score* by Bessel van der Kolk and compose an essay review of what you learn and were most impacted by from your reading.
- Choose a Podcast episode from NPRs LifeKit, Hidden Brain, Invisibilia, Code Switch, The Ted Radio Hour, or Science Friday. Listen to the episode and compose a 4-page summary and response to the content of the episode. Consider answering the following questions: What led you to choose this episode/topic? What did you learn? Did anything surprise you? How does this information apply to your life? What questions do you now have about the topic?



Evaluation & Grading Policy

Class Grading Scale

Assignments	Points	Approx. % of Grade
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Attendance & Participation	150	20%
Reading Quizzes	100	15%
Exams (2 total)	200 Points Total	25%
Midterm	100	
Final Exam	100	
Assignments	350 Points Total	40%
Research Review	80	
Case Analyses	120	
Presentation	150	
Total Points	800 total	100% total

A- to A = 90%-100% of possible points

B- to B+ = 80%-89% of possible points

C- to C+ = 70%-79% of possible points

D to D+ = 60%-69% of possible points

F = <60% of possible points

Rubrics for each individual assignment will be provided in conjunction with the date/time the assignment descriptions are provided by your instructor.

Late Assignments:

- **Participation, quizzes, and discussion posts cannot be made up past their due date.**
- **Exams must be completed before or on the date the exam is given.** Make-up exams **will not be provided *after*** exams have been graded and returned to the class (the next class meeting after the exam has been proctored).
- **Presentations will not** be accepted beyond your assignment date. If your group does not submit your presentation slides **one week before your presentation date, you will receive 0 points for the assignment.**

- Other Assignments may be submitted late if necessary until **May 5th, 2024**. No late assignments will be accepted after that date. 5 points will be deducted for each day, including weekends, that an assignment is turned in late past its due date.

Note: I will make every effort to follow the standards and schedule of this syllabus. There may be times when changes are necessary and I will inform the class if this occurs (changes such as the order of topics addressed in class, length of time spent on a topic, or due dates for assignments - **which will never change to sooner than originally assigned**). I plan to return your work to you in a timely manner which will typically be within a week to two weeks. At the end of the semester I normally take longer than a week to grade longer assignments later in the semester, so you will likely receive your presentation grades and feedback along with your final grades. I utilize Canvas grading systems, so please use this to keep track of your grades and communicate with me if you see any discrepancies.



Fake Student Policy

Fraudulent enrollments are on the rise. To ensure that real students can get seats in the class, no shows will be dropped in the middle of the first week of classes. Also, if you are suspected of being a bot, you will be dropped from the class. If you have been dropped but are a real student, please contact your instructor right away to be reinstated in the class.



Spring 2024 Dates

Date	To Remember
January 12	Last day to register for classes (day before the first class meeting)
January 13	Classes begin
January 15	Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
January 19	Last day to add a class
January 26	Last day to drop without a "W" and receive a refund
January 29	Census Date (20% of class)
February 16	Lincoln's Birthday Holiday (District-wide closure)
February 19	President's Day Holiday (District-wide closure)

Date	To Remember
March 7	Last day to petition to graduate
March 29	Last day for student initiated withdrawal (62.5% of class)
March 29	Last day for faculty initiated withdrawal (62.5% of class)
March 11-16	Spring break (no classes)
April 1	District-wide closure (Cesar Chavez Day) .
May 4-10	Final Examinations
May 10	Last day to file for P/NP Option
May 10	Semester Ends
May 17	Grades due
May 24	Grades available



Academic Dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](https://www.redwoods.edu/catalog) and on the [College of the Redwoods website](https://www.redwoods.edu/).






AI Use Class Policy

Recent advancements in generative artificial intelligence (AI) have made large language models such as ChatGPT and Google's Bard widely available. However, overuse of these tools in this class can undermine your learning and curtail the development of your critical and creative thinking skills. In addition, AI outputs are often unreliable and frequently subject to bias. For these reasons, the policy of this class is that **AI cannot be used at any point in the**

completion of class assignments, including discussion posts. Any or all of your assignment submissions and discussion posts may be screened by AI detection software, but the real penalty for AI misuse is that you will miss out on an opportunity to learn.



Disruptive Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)  <https://go.boarddocs.com/ca/redwoods/Board.nsf/Public?open&id=policies>.) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#)  (<https://www.redwoods.edu/catalog>) and on the [College of the Redwoods website](#)  (<https://www.redwoods.edu/>).







Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful. We have a responsibility to each other and our academic pursuits to engage actively and consciously in respecting one another's bodily autonomy, explorative learning, and physical safety. Please speak to me if you experience violation or threats to your safety, autonomy, and experience of inclusive respect in my class. Additionally, if I will uphold and model inclusive, respectful, multiculturally conscious and informed behavior and collective regard for one another in our class. This includes use of "I" statements, person-first language,



DEIA+A Commitment Statement


Each of us is responsible for creating and maintaining inclusive environments. Inclusive environments require us to work to identify, examine, and limit the ways our implicit social biases impact our actions. Learning can happen when diversity and individual differences are understood, respected, appreciated & recognized as a source of strength, benefit and resource. Incidents of bias, discrimination, and microaggressions do occur, whether intentional or unintentional. These things contribute to creating unwelcoming environments for individuals and groups at our college. CR encourages anyone who experiences or observes environments at our college that become unfair or hostile on the basis of peoples' identities to speak out for justice and support. Speaking out can take place within the moment of the incident or after the incident has passed. Anyone can share these experiences with a trusted CR faculty/staff/administrator, or by using the following CR resources: [Unlawful Discrimination Complaint Form](#)  (<https://www.redwoods.edu/Portals/0/Students/unlawful-discrimination-form-2020.03.24.pdf>); [Non-Academic Complaint](#)  (<https://www.redwoods.edu/Students/Student-Complaint-Process#NAC>); [Title IX](#)  (<https://www.redwoods.edu/student-services/Home/Title-IX>); [Grade Change](#)  (<https://www.redwoods.edu/Students/Student-Complaint-Process#GCC>)

I welcome and encourage any students to come speak with me personally for support if/when they experience threats to safety, inclusion, discrimination, or destabilization of personal security. We can discuss alternative supports, other trusted staff members to speak to, or resources appropriate to the situation. If you don't feel safe, are fearful for your safety, security, or academic stability, it is always okay to ask for help. I will do what I can within my scope as associate faculty to support you.



Canvas

In this class, we will be using Canvas regularly as an adjunct tool throughout the semester. I will be sending out announcements in conjunction with in-class announcements on a weekly basis - it is important to stay up-to-date with these announcements, as they may apply in advance of class meetings, updating grades, assignment due dates, potential changes to class itineraries, activities, and required materials, an potential class cancellations to do unforeseen or emergency circumstances.

We will also be using Canvas to complete weekly quizzes & discussion assignments, and for submitting essays and written assignments. I encourage you to update your "notifications from 

canvas" settings to include push notifications that will reach you most effectively with necessary class updates. I also encourage you to explore the resources below to familiarize yourself with using Canvas and to please **ask questions** if you encounter any concerns or issues when using the site.

Canvas Information

Log into Canvas at [My CR Portal](http://www.redwoods.edu/sso)  (<http://www.redwoods.edu/sso>)

For help logging in to Canvas, visit [My CR Portal](http://www.redwoods.edu/sso).  (<http://www.redwoods.edu/sso>).


For help with Canvas once you're logged in, click on the Help icon on the left menu.

For tech help, email its@redwoods.edu (<mailto:its@redwoods.edu>) or call 707-476-4160

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](https://redwoods.instructure.com/courses/6781) (<https://redwoods.instructure.com/courses/6781>).

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas.


Contact [Admissions & Records](https://www.redwoods.edu/admissions/Forms)  (<https://www.redwoods.edu/admissions/Forms>) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information](#)


[Update form](#) .

(<https://www.redwoods.edu/Portals/28/A.R.Forms.Docs/Miscellaneous/Student%20Information%20Update.pdf>).



Emergency Procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into [WebAdvisor](https://webadvisor.redwoods.edu)  (<https://webadvisor.redwoods.edu>) and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu (<mailto:security@redwoods.edu>) if you have any questions. For more information see the [Redwoods Public Safety Page](https://www.redwoods.edu/publicsafety)  (<https://www.redwoods.edu/publicsafety>).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building





- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.



To learn more about campus-specific Emergency Procedures, click on a title bar below, or click the down arrow to expand them all.



Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](https://www.redwoods.edu/Portals/70/pdfs/DN%20CampusSafetyMap_010819-2.pdf)  (https://www.redwoods.edu/Portals/70/pdfs/DN%20CampusSafetyMap_010819-2.pdf) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](https://www.redwoods.edu/publicsafety)  (<https://www.redwoods.edu/publicsafety>).

Eureka Campus Emergency Procedures

Please review the [campus emergency map](https://internal.redwoods.edu/Portals/180/Maps%20and%20Phone%20Lists/EurekaMaps_Emergency_F19.pdf?ver=2020-02-18-112433-920×tamp=1628553718609)  (https://internal.redwoods.edu/Portals/180/Maps%20and%20Phone%20Lists/EurekaMaps_Emergency_F19.pdf?ver=2020-02-18-112433-920×tamp=1628553718609) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [CR Police Department Public Safety](https://www.redwoods.edu/publicsafety)  (<https://www.redwoods.edu/publicsafety>). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.

5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and / or has been deemed safe by the person in command.

Klamath-Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, KlamathTrinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency, communication shall be the responsibility of the district employees on scene:

1. Dial 911, to notify local agency support such as law enforcement or fire services.
2. If safe to do so, notify key administrators, departments, and personnel.
3. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
4. Contact 530-625-4821 to notify of situation.
5. Contact Hoopa Tribal Education Administration office 530-625-4413
6. Notify Public Safety 707-476-4111.

In the even of an emergency, the responsible district employee on the scene will:

1. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
2. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
3. Close all window curtains.
4. Get all inside to safe location Kitchen area is best internal location.
5. If a police officer or higher official arrives, they will assume command.
6. Wait until notice of all is clear before unlocking doors.
7. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.

8. Do not leave site, unless it has been deemed safe by the person in command.

Student Support

Services (required for online classes)

