

# PSYCHOLOGY 325-DL1: ABNORMAL PSYCHOLOGY

## Spring 2016 Course Syllabus

**Instructor:** Lauren Paige

**Contact:** [Lpaige3@gmu.edu](mailto:Lpaige3@gmu.edu)

**Office Hours:** Online Mondays 2:00 PM – 3:00 PM through Skype, and by appt

**NOTE:** This course is entirely online. There are **no** scheduled meeting times. Please read this syllabus very **carefully** to be sure you understand all aspects and requirements of the course.

### Required Materials:

Oltmanns, T. F. & Emery, R. E. (2015). *Abnormal Psychology (8th ed.)*. Boston: Pearson. ISBN-9780205997947

MyPsychLab (Access Card Package 8/E) – This comes with an e-text. Course ID: paige67325

**Optional E-Book.** You can purchase access to the electronic version of the textbook with the customized version of MyPsychLab. The E-Book has the exact same content in the exact same layout as the printed textbook, as well as direct links from the text to most of the resources in MyPsychLab. You can highlight, make notes, and bookmark pages with the E-book. If you prefer, however, you can also purchase a loose-leaf or standard hard copy of the book, along with the access card for MyPsychLab.

### SPECIFIC COURSE REQUIREMENTS:

- Reliable computer access and reliable internet access
- Reliable access to Blackboard course and GMU email
- Reliable access to MyPsychLab online component and access code (requires software tune-up)

### COURSE LOGISTICS:

This course is completely online, which means a great deal of responsibility rests on each student's efforts. To succeed in this class, you will need to work hard to keep yourself on a timeline that allows you to complete material in a timely fashion. The course takes place almost entirely through MyPsychLab. This way, most assignments will be available at the beginning of the semester, and students who want to work ahead can do so. However, assignments and exams have **final** due dates and times, and assignments/exams that are completed late (by 1 minute or 1 week) will not be accepted. Thus, if you fall behind, it will be hard to do well in the class. While all assignments have a strict due date, students are able to complete the work when it best fits into his/her daily schedule. This will require planning ahead. You will need to familiarize yourself with the online content associated with this course. Part of this will require reading **all** of the handouts and instructions provided. The instructor, ITU at George Mason, and online support at Pearson are available for assistance; but if you have difficulty with any of the resources, please be sure to read the associated instructions and handouts *prior* to requesting assistance.

The instructor is available by email or phone throughout the entire semester. You may email or call with questions, comments, concerns, etc. Throughout the semester, all emails or voice mails will be answered within 2 business (i.e., M-F) days. Although responses will usually come within 1 business day, please allow 2 business days. During the first week, the instructor will be

online and checking email and voice mail even more frequently, and will endeavor to answer all questions within several hours.

### **COURSE OVERVIEW:**

The purpose of this course is to provide students with an overview of abnormal psychology. The idea is that students will gain a deeper understanding of the complexities of the etiology, diagnosis, and treatment of abnormal psychopathologies.

### **COURSE OBJECTIVES:**

Students will learn:

1. To describe how abnormal behavior is defined and comprehend the difference between “normal” and “abnormal” behavior.
2. To articulate the strengths and weaknesses of our current system to assess and diagnose psychological disorders.
3. To identify the major cognitive, behavioral, social and emotional characteristics of each disorder.
4. To identify the biological, sociocultural and environmental risk and protective factors that impact the development and severity of psychological disorders.
5. The biological, sociocultural, and psychological perspectives on how to treat each disorder.

### **IMPORTANT DATES:**

Last day to add class, or to drop without tuition penalty: January 30, 2017

Last day to drop, with 33% tuition penalty: February 13, 2017

Final drop deadline, with 67% tuition penalty: February 24, 2017

### **HONOR CODE:**

George Mason University has an honor code that states the following: “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.”

I encourage you to learn the material taught in this course in any and all ways that best fit your learning style. However, your performance on graded assignments and exams, and in the research requirement portion of the course, **MUST BE YOUR OWN, INDEPENDENT WORK**. You are not to use any unauthorized aids while completing such tasks (e.g., using your E-book while completing an exam). Any violations such as these will be reported to the Honor Code Committee, and the instructor for this course reserves the right to enter a failing grade to any student found guilty of an honor code violation.

### **TECHNOLOGY USAGE:**

All primary contact in the course will be via email and Blackboard; thus, you are required to check your Mason email account regularly and to keep your mailbox maintained so that messages will not be rejected for being over quota. You may forward GMU emails to other accounts, but emails to the instructor should come from your GMU account, to allow verification of your identity. For this course, all assignments must be completed online within Blackboard (see below). You may need to download various free programs (e.g., Adobe Shockwave) to view some of the resources. The accompanying online package, MyPsychLab, requires you to update

your browser. Google Chrome/Firefox Mozilla browsers function best with this package and your browser will need to be updated and you will need to allow pop-ups for MyPsychLab in order to allow the online package to function. You will need access to high speed Internet in order to watch the online videos/simulations.

### **DISABILITIES:**

If you are a student with disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474. All academic accommodations must be arranged through that office. Please note that accommodations **MUST BE MADE BEFORE** assignments or exams are due. I cannot adjust your grade after the fact.

### **PUNCTUALITY:**

As previously stated, assignments may be completed early, however NO assignments will be accepted late.

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If you foresee difficulty completing an assignment, please contact the instructor as soon as possible. As this is an online course, open communication with the instructor *prior to deadlines* is highly encouraged.

### **ASSESSMENT, EXAMS, AND GRADING PROCEDURES:**

1. **Syllabus and Course Logistics (5%):** Your first assignment in the course will be to answer a series of questions about the syllabus and logistics of the course. This is due within the **FIRST FIVE DAYS OF THE COURSE**, and is designed to ensure that all students have fully read over the material necessary to proceed in the course. You are allowed to use your course materials during this quiz. The purpose is not to test your memorization of the information, but to ensure that you have read everything required for success in the course. You have only **ONE CHANCE** to take this quiz, so check your answers before submitting.
2. **MyPsychLab Pre- and Post-Tests (25%):** Read the textbook chapter and complete the corresponding Pre-Test through MyPsychLab by the assigned due date. Actual scores on the Pre-Tests will be recorded in the grade book.
  - *MyPsychLab Post-Test:* **If the Pre-Test for a chapter is completed on time**, students also have the option of taking the Post-Test by the assigned due date. The Post-Test score will replace the Pre-Test score if it is higher.
3. **Module Exams (30%):** Exams will be at-home, open-book, open-note timed tests administered via Blackboard. They will cover the material in the assigned textbook chapters, with emphasis on the topics highlighted in assignments. Exams will contain **75** multiple-choice questions, and students will have **90** minutes to complete each exam. The lowest exam grade will be dropped.
  - There will be a total of FOUR non-cumulative exams, including the Final Exam.
  - Only 3 out of the 4 exams will count towards the final course grade.

- Exams will be available 72 hours before the due date/time.
  - No make-up exams will be offered. *No make-up exams will be offered. No make-up exams will be offered.*
4. **Discussion Posts (20%):** Each week you will be responsible for (1) posting **one** original comment to the Blackboard Discussion Board, based on an important issue from each chapter by the assigned due date. Each week you will also be responsible for (2) replying to **two** original posts by your classmates.
- Original posts are worth 1 point, and replies to other posts are worth 2 points each.
  - Original posts must be original, thoughtful, and respectful. Original posts will be graded based on amount of thought demonstrated and relevance to the subject matter. Original posts that are both thoughtful and relevant will receive full credit, whereas original posts that are lacking one of these will be scored a 0.5, and original posts lacking both of these will be scored a 0.
  - Replies to other posts must **extend** the thoughts expressed in the original post – they cannot be simple restatements, or statements of agreement or disagreement (such replies will result in 0 points for that post). At the same time, there is no need to be overly lengthy. Most original posts will be between 500 and 1500 characters. Most replies will be between 250 and 750 characters (these are not requirements, just guidelines – some perfectly acceptable posts may be longer or shorter).
5. **Media and Case Study Assignments (20%):** Each week requires completion of **ONE Media Assignment** (simulation, video, or animations) or **Case Study Assignment** (Anxiety, Mood, Eating, Substance Use) through MyPsychLab by the due date. Pay attention to the syllabus to know which type of assignment is due each week.
- *Media Assignments:* For each chapter, the Media Assignments will include one to several short chapter assignments with a quiz at the end of each. Full credit is received for completion of each assignment only; actual scores on the quizzes will not be recorded. There are several assignments available per chapter. You will only need to pick **ONE** to complete by the due date.
  - *Case Study Assignments:* As part of the MyPsychLab there are 4 Case Studies, where each student can explore the scientific factors that impact the severity of psychopathology. There is one on Anxiety, Mood, Eating, and Substance Use. For each case simulation, there is a writing question on MyPsychLab designed to allow you to articulate the risk and protective factors and connect the case to class concepts.

A+	98+%	B-	80-82%
A	93-97%	C+	77-79%
A-	90-92%	C	70-76%
B+	87-89%	D	60-69%
B	83-86%	F	Below 59%

*Grades that are .4999 and below are rounded down.*

*Grades that are .5 and up are rounded up.*

+++ Important Note to Psychology Majors +++

You must earn at least a 75% in this course for it to count towards your degree.

\*This syllabus may be adapted to improve the course. Students will be notified of any changes.

## ACCESSING ASSIGNMENTS AND INFORMATION:

### Blackboard:

#### 1. *Accessing the Syllabus Quiz*

1. Click on “Assignments” from the left menu bar
2. Tadaaaa.

#### 2. *Accessing MyPsychLab*

1. Sign into Blackboard
2. Click on “Course Content” from the left menu bar
3. Click on “MyPsychLab Course Home”
4. The MyPsychLab website will take you to the course home, where you will access all of your resources.

#### 3. *Discussion Board: Bulletin Board, Original Discussion Board Posts, Discussion Board Responses*

1. Sign into Blackboard
2. Click on “Discussion Board” from left menu bar
3. To create an original discussion board post: Click “Create Forum” right underneath the “Discussion Board” header
4. To reply to a discussion board post: Click on the discussion board of choice, then click “Create Thread”

### MyPsychLab:

#### 1. *Chapter eText and Chapter Audio*

1. Sign into MyPsychLab
2. Click on “Study Plans & Course Content” on the left menu bar
3. Click on “Listen to the Text” for the audio textbook
4. Click on “Read the eText” for the electronic textbook

#### 2. *Chapter Pre-Tests*

1. Sign into MyPsychLab
2. Click on “Study Plans & Course Content” on the left menu bar
3. Select the chapter folder
4. Click on “Complete the Chapter \_\_ Study Plan: Pre-Test” (“Begin” blue arrow)
5. Locate the Pre-Test box on the top left of the page
6. Click on “Begin”

#### 3. *Optional Post-Tests*

1. Follow steps 1 – 4 from above (Pre-Tests)
5. Locate the Post-Test box on the bottom left of the page
6. Click on “Begin”

#### 4. *Media Assignments*

1. Sign into MyPsychLab
2. Click on “Study Plans & Course Content” on the left menu bar
3. Select the chapter folder
4. Click on “Experience the Media Assignments”

5. Choose one media assignment (and quiz) of your interest to complete

*5. Case Study Writing Assignments*

1. Sign into MyPsychLab
2. Click on “Virtual Case Studies” on the left menu bar
3. Click “Enter”
4. Select the relevant case study topic for the week.
5. Carefully work through the virtual case study.
6. Go back to the main menu, and click on “Writing Space”
7. Click on “Writing Assignments”
8. Click on the relevant virtual case study writing assignment (example: “Virtual Case Studies: Eating Disorders”) and complete the assignment.

*6. Additional Chapter Resources (no quizzes, just practice)*

1. Sign into MyPsychLab
2. Click on “Study Plans & Course Content” on the left menu bar
3. Select the chapter folder
4. Click on “Explore More Chapter Resources” folder
5. Click on “Chapter \_\_ Media Links”
5. Select the resource of your interest

*7. Optional Exam Preparation*

1. Sign into MyPsychLab
2. Click on “Study Plans & Course Content” on the left menu bar
3. Select the chapter folder
4. Click on “Take the Chapter \_\_ Exam”

Note: This “exam” is for practice only. It will not be graded or count towards this course.

## DETAILED COURSE SCHEDULE:

+++ All assignments are due **before 11:59 PM** on the date listed below, with the exception of Exams 1 – 3. Note that most exam dates fall right after weekends, and some due dates overlap. This does not mean your nights or weekends are ruined. This means you have the opportunity to practice planning ahead. PLEASE PLAN AHEAD. +++

Date	Reading (R), MyPsychLab (MPL), Discussion Board (DB), and Case Study Writing (CSW) Assignments	Exams
	<b>R: Ch. 1 Examples and Definitions of Abnormal Behavior</b>	<b>Exam 1</b> <b>Ch 1 – 4</b> <b>Due</b> <b>2/20</b> <b>5:00 PM</b>
1/27/17	MPL Pre-Test	
1/28/17	Review Syllabus and Take Syllabus Quiz	
1/29/17	MPL Opt. Post-Test.....Week 1 Discussion Board Response	
	<b>R: Ch. 2 Causes of Abnormal Behavior</b>	
1/30/17	MPL Pre-Test.....Post DB Question	
2/1/17	Media Assignment	
2/3/17	MPL Opt. Post-Test.....Post DB Responses	
	<b>R: Ch. 3 Treatment of Psychological Disorders</b>	
2/6/17	MPL Pre-Test.....Post DB Question	
2/8/17	Media Assignment	
2/10/17	MPL Opt. Post-Test.....Post DB Responses	
	<b>R: Ch. 4 Classification and Assessment of Abnormal Behavior</b>	
2/13/17	MPL Pre-Test.....Post DB Question	
2/15/17	Media Assignment	
2/17/17	MPL Opt. Post-Test.....Post DB Responses	
	<b>R: Ch. 5 Mood Disorders and Suicide</b>	<b>Exam 2</b> <b>Ch 5,6,7,9</b> <b>Due</b> <b>3/27</b> <b>5:00 PM</b>
2/20/17	MPL Pre-Test.....Post DB Question	
2/22/17	CSW Assignment	
2/24/17	MPL Opt. Post-Test.....Post DB Responses	
	<b>R: Ch. 6 Anxiety Disorders and Obsessive-Compulsive Disorder</b>	
2/27/17	MPL Pre-Test.....Post DB Question	
3/1/17	CSW Assignment	
3/3/17	MPL Opt. Post-Test.....Post DB Responses	
	<b>R: Ch. 7 Acute and Posttraumatic Stress Disorders, Dissociative Disorders, and Somatic Symptom Disorders</b>	
3/6/17	MPL Pre-Test.....Post DB Question	
3/8/10	Media Assignment	
3/10/17	MPL Opt. Post-Test.....Post DB Responses	
	<b>R: Ch. 9 Personality Disorders</b>	
3/20/17	MPL Pre-Test.....Post DB Question	
3/22/17	Media Assignment	
3/24/17	MPL Opt. Post-Test.....Post DB Responses	

Date	Reading (R), MyPsychLab (MPL), Discussion Board (DB), and Case Study Writing (CSW) Assignments	Exams
	<b>R: Ch. 10 Feeding and Eating Disorders</b>	<b>Exam 3</b> <b>Ch 10 – 13</b> <b>Due</b> <b>4/24</b> <b>5:00 PM</b>
3/27/17	MPL Pre-Test.....Post DB Question	
3/29/17	CSW Assignment	
3/31/17	MPL Opt. Post-Test.....Post DB Responses	
	<b>R: Ch. 11 Substance-Related and Addictive Disorders</b>	
4/3/17	MPL Pre-Test.....Post DB Question	
4/5/17	CSW Assignment	
4/7/17	MPL Opt. Post-Test.....Post DB Responses	
	<b>R: Ch. 12 Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria</b>	
4/10/17	MPL Pre-Test.....Post DB Question	
4/12/17	Media Assignment	
4/14/17	MPL Opt. Post-Test.....Post DB Responses	
	<b>R: Ch. 13 Schizophrenia Spectrum and Other Psychotic Disorders</b>	<b>Exam 4</b> <b>Ch 14 – 16</b> <b>Due</b> <b>5/6</b> <b>11:59 PM</b>
4/17/17	MPL Pre-Test.....Post DB Question	
4/19/17	Media Assignment	
4/21/17	MPL Opt. Post-Test.....Post DB Responses	
	<b>R: Ch. 14 Neurocognitive Disorders</b>	
4/24/17	MPL Pre-Test.....Post DB Question	
4/25/17	Media Assignment	
4/26/17	MPL Opt. Post-Test.....Post DB Responses	
	<b>R: Ch. 15 Intellectual Disabilities and Autistic Spectrum Disorders</b>	
4/28/17	MPL Pre-Test.....Post DB Question	
4/29/17	Media Assignment	
4/30/17	MPL Opt. Post-Test.....Post DB Responses	
	<b>R: Ch. 16 Psychological Disorders of Childhood</b>	
5/2/17	MPL Pre-Test.....Post DB Question	
5/3/17	Media Assignment	
5/4/17	MPL Opt. Post-Test.....Post DB Responses	

## **COURSE OPPORTUNITIES:**

1. Students will be provided with opportunities to be active in his/her learning experience.
  - a. You will get out of this course what you put in; your potential is boundless and very much under your control
    - Psychology in particular is applicable to your daily functioning and well-being; it is a worthy investment
    - I will focus on helping students build knowledge, tools, and resources based on the field's known protective/resilience factors, prevention research and acceptance-based practices
  - b. Engage with the gestalt; think about the big-picture
    - How does the topic relate to your life? ...a person more directly affected by the topic? ...society as a whole?
    - How does stigma about mental illness play a role in the topic?
    - How does culture play a role?
    - Where does current information suggest the field is heading, and how will that affect different groups of people as well as society as a whole?
    - How do the topics interrelate? Investigate associations you seem to instinctively make.
    - How do topics in this course relate to what you have learned in other courses?
    - What is missing from how things are being explained? Try to think of alternate but parsimonious explanations.
  - c. Read the textbook: take notes, ask yourself questions, relate to the material, try to reword the information or teach it to somebody else
  - d. Do the available MyPsychLab activities: pre-tests, post-tests, and the suggested simulations/quizzes/videos/etc. based on individual pre-test scores
  - e. Participate in discussions: relate, engage, respond thoughtfully
  - f. Be critical: of scientific methods, of unreplicated findings, of your beliefs or assumptions, of society's beliefs or assumptions, of stigmas, etc.
2. Students will be provided with opportunities to learn or have compassion for and assume the best intentions of his/her neighbor.
  - a. We will be covering some sensitive topics that may be difficult for some students to discuss. Therefore, please be aware of how others may interpret what you say before speaking.
  - b. Be aware that humans will make false assumptions or have prejudices based on stigma, and that's okay, as long as we try to become aware of them and gently remove them from our understanding of the world. Psychology courses have a tendency of bringing some of those misconceptions to light. Again, simply think a bit before speaking. 😊
    - Be aware of not harming the esteem, openness, ideas or opinions of another student
    - Have respect and empathy for others' thoughts, feelings, opinions, and experiences
    - Have a general willingness to learn from others
  - c. Be aware that while you may interpret a comment or question as being offensive, generally others do not mean harm and it is most likely that s/he is unaware of how offense could be taken from his/her comment or question.

- If you feel comfortable, try to promote a healthy conversation by asking a thoughtful and neutral question to better understand that person's perspective.
3. Students will be provided with opportunities to learn or have compassion towards and assume the best intentions of him / herself.
    - a. Respect your own learning process - Preparation for and participation in course assignments is intended to be a learning tool, not a test.
    - b. "Mistakes" are natural and necessary. Others expect you to be human (i.e., full of "mistakes" and false assumptions); you shouldn't expect anything more of yourself. Relating to each other's mistakes and false assumptions help us to connect socially, while deepening the understanding of the topic and our self-knowledge.
    - c. There are no unimportant questions or incorrect answers – only opportunities for deeper understanding. Any conversation that ensues from confusion or misinterpretation of the material is a normal and important part of the learning process.
    - d. In addition, in many cases there won't be 'right' or 'wrong' answers, just points of view. Every student's point of view is equally valuable.
  4. Students will be provided with opportunities to (learn to) be an independent and responsible adult.
    - a. Be resourceful: Always electronically-available information pertaining to the course in order to complete the assignments correctly and on time:
      - Syllabus & Course Schedule (Blackboard)
      - GMU emails
      - Blackboard announcements
      - More may be added throughout the semester
    - b. Be responsible: By enrolling in this course, you are committing to the schedule and requirements.
    - c. Be independent.
      - Befriend a classmate who you can contact in times of need; do not contact the professor first.
      - If it is obvious you have obtained and reviewed the information on your own, but still have questions, I will be happy to discuss with you.
  5. Students will be provided with opportunities to alert the professor of "roadbumps":
    - a. Special Concerns (within the first week).
      - A meeting should be scheduled to discuss your concerns within the first week of class.
      - Special Concerns include: a) a learning, sensory, or physical disability, b) concerns about timed exams or writing ability due to being an ELL student, c) are suffering from anxiety or another mood disorder that you are actively seeking treatment for, or d) seeking accommodations from the DRO/DRC that have not yet been finalized, and you feel that you need special assistance in regard to lectures, reading/writing assignments, or testing
    - b. As soon as any other issue arises:

- I can only help you if you are proactive. Waiting until the last minute or being reactive when there was opportunity for proactivity will make it difficult for me to help you.
6. Students will not feel obliged to provide any personal information during discussions, but opportunities will be provided.
    - a. Self-disclosure is not required.
    - b. It is greatly appreciated if you choose to share.
    - c. It may be tempting to talk about personal experiences during our discussions and doing so is usually beneficial to both the speaker and the other students. For your emotional well-being, please give careful thought to how much you would be comfortable disclosing prior to class.
  7. Students will be provided an opportunity to repeat the course if they steal.
    - a. No cheating
    - b. No stealing
    - c. No plagiarizing
    - d. No being dishonest in any way in your academic work
    - e. Violations may result in a failing grade for the course

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## HOW TO DO WELL IN THIS COURSE

### A Step-by-Step Guide:

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1. Read the entire syllabus and refer to it often!
  - Being that it is over 10 pages, it is likely to contain the answer to most of your questions ☺
2. Enroll in MyPsychLab and complete the Browser Tune-up as soon as possible.
  - See the “How to Enroll in MyPsychLab” procedures posted under Course Info on Blackboard.
  - You will most likely need to update software during the Browser Tune-Up.
    - i. Google Chrome tends to work best.
    - ii. Don’t forget to turn off your pop-up blocker and other [browser settings](#) required by MyPsychLab.
    - iii. A “Troubleshooting with MyPsychLab” guide is also available under Course Info on Blackboard if you are unsuccessful.
  - Familiarize yourself with the website: Find the Study Plans for each chapter, find the Pre-Tests and Post-Tests, look at the chapter resources, check out the Virtual Case Studies, etc.
  - Temporary 14-day access is available if needed (waiting on funds to purchase).
3. Review the materials available on Blackboard and check back often
  - Check the Bulletin Board daily.
4. Form a Study Group
  - Thread available on the Bulletin Board for finding Study Group members.
  - Post your online availability and when you would like to schedule meetings (if desired).
    - i. Students may also want to form a group that acts more as a support network and does not formally meet, and that is fine too.
  - You will find that throughout life, your peers can be your biggest resource!
5. Read the chapter by the assigned due date and prior to taking the MyPsychLab Pre-Test.
  - Stop and think about the information as you read it and actively try to apply the information to your life. Read it carefully and closely, taking notes in your own words. Stop after each paragraph or two and make sure you understand the important points. You should end up with many pages of notes for each chapter, which are now your study materials.
6. Complete the chapter Pre-Test by the assigned due date.
7. Write down any questions or points for clarification from the chapter and Pre-Test.
  - Focus on these areas as you study the other learning materials provided.
  - Use areas of confusion to formulate a question to post in the Student-Facilitated Discussion Board.
  - Ask a classmate – Take it to the Chat! See if a classmate is online through the Bulletin Board
  - Feel free to contact the instructor with questions at any time.
8. Review the Learning Materials for the chapter: Lesson Review PowerPoint slides.
  - Review the Lesson using the PowerPoint slides. Complete the provided Lesson Outline / Study Guide (fill in the blanks as you go). Highlight what you don’t know to review with greater focus using the additional Chapter Resources.
  - Try to answer the questions provided throughout the Lesson Review PowerPoint slides as you go. Some are simple (T/F), others are designed to make you think

more deeply about the concepts and may be based your personal experience/perspective.

- i. Answers are provided on the slides following the questions (in most cases).
- Click on the links provided throughout the Lesson Review PowerPoint slides for videos and supplemental media including video case examples.
- Work actively with the course material. Develop your own examples of concepts; explain in your own words how certain topics in psychology are studied; draw models of the concepts; organize the material in each chapter in ways that make sense for you; compare your notes to the textbook; etc.
9. Post your discussion board comments for the chapter by the assigned due date.
10. Facilitate any response/discussion that ensues from your question.
  - Responses may help you understand the material deeper.
  - Keep conversation moving: continue asking related questions.
11. Respond to posts by at least two different students.
  - Participate fully in threaded discussions: Ask questions and offer your opinions, knowledge and personal experiences.
12. Reread the chapter after receiving clarifications on your questions.
13. Complete the chapter Post-Test by the assigned due date.
  - Optional: If a student has taken their Pre-Test on time, then they can take the Post-Test and the highest score will be recorded.
14. Review the information you are still struggling with after the Post-Test, and bring questions to the instructor.
15. Prepare for exams and complete them through Blackboard by the assigned due date.
  - Study your notes on the readings and your notes from the Lesson Review. Get more information about concepts you do not understand by contacting the instructor or working with your classmates (Study Groups, Live Chats).
  - Prior to a course exam, practice taking the relevant chapter exams on MyPsychLab
    - i. Reviewing Pre-Tests and Post-Tests may also be beneficial
    - ii. All exam questions are acquired from the same test bank used for MyPsychLab exams, Pre-Test, and Post-Tests.
16. **LET ME KNOW AS SOON AS AN ISSUE ARISES!** I can only help you if you are proactive. Waiting until the last minute or being reactive when there was opportunity for proactivity will make it difficult for me to help you.