

Abnormal Psychology

George Mason University
PSYC 325 – DL3 (3 Credits)
Asynchronous/Online
Spring 2023

Syllabus is subject to change.
This document was last revised
on January 16th 2023

Instructor Information

Instructor: Patrick E. McKnight, Ph.D. Email: pmcknigh@gmu.edu

What you can call me: Patrick [Google Scholar](#) // [GMU page](#)

Office Hours: Thurs 10:30am – 11:30am EST, or by appointment via [Zoom](#).

Be engaged. Engage me. You and I both stand to benefit. -- yours truly

Textbook Requirement

A free, creative commons/open access text (linked below) and other supplements are provided by the instructor. You will also need access to the [DSM-5-TR](#), which is linked in the LMS.

[Bridley, A. & Daffin, L. W. \(2022\). *Fundamentals of Psychological Disorders* \(3rd ed.\). Washington State University.](#)

**Students will also have to choose 1 book for the book club assignment and will be responsible for obtaining a copy to read (see the Book Club Assignment details for these options).*

Course Description and Objectives

Recommended Prerequisite: PSYC 100 and either PSYC 211, 231, or 324 or permission of instructor

This course is designed to provide an overview of the study of psychopathology. This course will be an overview in the sense that we will discuss the theoretical concepts behind mental illness, diagnosis, classification, and treatment. You should leave the course with a basic understanding of these concepts as well as the symptoms of major forms of psychopathology. By the end of the course, it is expected that you will be able to:

1. **Differentiate** between abnormal and normal behavior
2. **Describe** different assessment tools and what information they can provide.
3. **Define** diagnoses and differentiate between diagnosis and assessment.
4. **Describe** the similarities and differences between different orientations to conceptualization and treatment.
5. **Identify** symptoms of common mental disorders and describe empirical support for a treatment that is determined.

The course is offered fully online. Each student will have to take considerable responsibility for pacing their progress and learning the material. To succeed in this course, you will need to exert a lot of effort to keep yourself on a timeline that will allow you to complete material in a timely manner. More information can be found in the “Course Format and Technology” section.

Grading and Assignments

Final grades are entered according to the following scale. Focus on mastery and the grades will come.

A	A-	B+	B	B-	C+	C	C-	D	F
93 - 100%	90 - 92%	87 - 89%	83 - 86%	80 - 82%	77 - 79%	73% - 76%	70 - 72%	60 - 69%	< 60%
930 - 100pts	900 - 929pts	870 - 899pts	830 - 869pts	800 - 829pts	770-799pts	730 - 769pts	700 - 729pts	600 - 699pts	< 600pts

Final grades in the course will be determined based on student success of the following evaluations and assessments. Your grade is based on total points earned out of **1000 possible points**.

Assignment Category	Total Points (Grade Percentage)
Welcome Assignments	10pts (1%)
Quizzes	100pts (10%)
Discussions	100pts (10%)
Case Assignments	160pts (16%)
Analysis Assignments	280pts (28%)
Book Club	350pts (35%)
Totals	= 1000 Points (100%)

**Extra Credit: 50pts (5%)*

Welcome Assignments (10 points; 1%)

Welcome Assignments	10pts (1%)
Welcome Quiz	5
Introduction Discussion	5

In order to properly orient you to the course and its requirements, and get to know your peers, you have two required assignments that do not focus on course material – located in the Welcome Folder. 1) An introduction discussion post that allows you to get familiar with a discussion forum that will be utilized at times during this course and 2) a welcome quiz, which shows you the quiz platform in the course and will demonstrate that you understand the general expectations of the course.

You must complete these assignments by the due dates. Failure to complete these two assignments will forfeit your right to extra credit and rounding opportunities for this course.

Quizzes (100 points; 10%)

Quizzes – Lowest 2 dropped	100pts (10%)
Overview (Quiz 1)	10
Theory, Research Assessment (Quiz 2)	10
Anxiety and OCD (Quiz 3)	10
Depression, Bipolar, and Suicidality (Quiz 4)	10
Stress, Dissociation, and Trauma (Quiz 5)	10
Somatic Symptoms (Quiz 6)	10

Schizophrenia and Psychotic (Quiz 7)	10
Developmental and Neurocognition (Quiz 8)	10
Feeding and Eating Disorders (Quiz 9)	10
Personality Disorders (Quiz 10)	10
Addiction and Substances (Quiz 11)	10
Sexual Dysfunctions and Paraphilias (Quiz 12)	10

Students are assigned a quiz each week of the semester on the course material. Quizzes are designed to test your knowledge and understanding of key points in the readings, lectures, and other assigned supplements. Each quiz will largely focus on the content of its respective week, but it is possible you will see some questions from previous topics that you have already learned in the course. **Quizzes are available on their assigned weeks and close at 11:59pm on Sunday of that week.** You are welcome to use any resources during the quiz, but you MAY NOT use other individuals, notes/resources that belong to other individuals, the internet, or electronics beyond accessing the quiz. Therefore, you should be taking and writing your own notes by hand if you wish to use them during the quiz. The **10 question** quizzes are timed with a **maximum time of 60 minutes** and can only be completed in one sitting; once you start you may not stop and come back later. Questions are presented one at a time, but you can navigate back and forth and change your answers before submitting.

No make-up and Late quizzes will be permitted for any reasons. However, the lowest two quiz grades will be dropped and not counted against your grade to accommodate any unforeseen circumstances.

Discussions (100 points; 10%)

Discussions	100pts (10%)
Let's Talk about the Name of this Course	25
Diagnosis and Helping Someone in Crisis	25
Diagnosis Identity and Societal Acceptance	25
Diagnosing Sexually Based Symptoms	25

Students will complete discussions on topics as scheduled. Please read this section very carefully.

Posting Discussions (Where/How): In the BlackBoard course, you will navigate to the Discussion Board. You will see thread appear when there is a discussion assignment. You will reply to the thread's prompt which facilitates your discussion and interactions with one another. Make sure you adhere to the Respect Policy. It is okay to disagree and still be respectful.

Class Interaction (What): Using the prompt and course material as your guide, you are to interact with one another and have a virtual class discussion within the thread. You are to respond first to the prompt that is given to you by me. This should be done with thought and substance. Although there is no official word count requirement, posts are expected to be long enough to respond appropriately to the prompt (quality matters!) This original post is due by Thursday of its assigned week at 11:59pm. **You are also required to respond to 4 peers.** Your responses should, again, be thoughtful and respectful. Although there is no official word count requirement, replies that consist only of responses such as "You make an excellent point" or "Good example" do not demonstrate significant thought or effort on your part and will be graded accordingly. Again, the overall substance and depth of your overall interaction/posts will determine your grade (see rubric). Social moments,

tangents, and use of supporting sources are welcome if relevant. See below for the due date explanation and look at the uploaded rubric for additional details.

Posts and responses should be grammatically correct, and without spelling errors. I recommend that you compose first in a word- processor so that you can check for grammar and spelling correctness, then copy and paste the post in the forum. Please, do not use fragments or abbreviations such as you use in text messages to friends. This is a college course, and you are expected to correspond as an educated adult.

Plagiarism (copying text and/or ideas from another source without proper citation and quotes or paraphrasing) is not tolerated. Posts that are reasonably believed to be plagiarized will be assigned a grade of 0 and considered an honor violation. If you think you need to include a citation, please do so and provide the reference. This goes for both the posts and responses. Note that the parenthetical citation cannot be included in your word count.

Due Dates (When): You should be starting your discussion as early as possible, especially if you want to get the full quality out of it. Your original posts are due on the Thursday of their assigned week and the peer responses are due Sunday of the assigned week.

Note. Discussions are set so that you will not see any posts until you have posted something. Although late posts are not accepted, partial credit can still be awarded for doing the peer responses – which means you would have to post something.

Discussion posts may not be turned in late or made-up. Your peers are relying on you to do your part.

Case Assignments (160 points; 16%)

Vignette Assignments - Lowest 2 dropped	160pts (16%)
Coral	20
Ayesha	20
Duran	20
Fatima	20
Roy	20
Lany	20
Kay	20
Zenya	20
Jacklyn	20
Frankie	20

Each week consists of a short case vignette of a clinical issue. These cases are fictional and compiled based on a combination of experiences and expertise of different individuals who have worked in the mental health field. These assignments are intended to expose you to a general conceptualization of presented symptoms discussed in this course and require you to 1) Diagnose, (2) Apply Theory, and (3) Suggest a Treatment. You will receive 5 points for an accurate diagnosis and rationale (you need to provide rationale on what criteria are met/not met), 5 points for applying relevant theory related to how the symptoms are presenting, and 5 points for an accurate

treatment suggestion. An additional 5 points are given to you for appropriate grammar/writing. This may sound daunting, know that this is a small stakes assignment designed to help you think about the material clinically.

Your submission for these assignments may be relatively brief. Simply submitting a half to full paragraph for each component will be sufficient. You will submit by typing into a textbox or submitting a word document. I would recommend writing your submission in a word document and editing first and then copying/pasting into the submission field.

No references are required when referring to course material or DSM-5 criteria, but you are welcome to use additional sources if desired (those have to be cited). Please note that plagiarizing word-for-word writing from the internet, other students, or other sources will not be accepted. Responses should be in your own words.

Vignettes MAY NOT be shared outside of this course in any way. This will be considered an honor violation and will be addressed accordingly

Vignette assignments cannot be made up and no late submissions will be accepted. The lowest two vignette assignments are dropped and not counted toward your final grade.

Analysis Assignments (280 points; 28%)

Analysis Assignments	280 Points (28%)
Culture-Bound Syndrome Analysis	140
Media Analysis	140

Although these are due a good way in the course, it is recommended that you start working on this as soon as possible as it will take some time.

You will submit two analysis assignments with the purpose of academically immersing into specific knowledge. First, a culture-bound syndrome analysis where you will research and apply concepts of culture-bound syndromes which are not traditionally noted in the DSM-5. Second, a media analysis where you will research two diagnostic criteria and how they are portrayed in entertainment. Specific prompts are provided for these assignments to guide you.

One of these assignments will be submitted as a formal paper, while the other will be submitted as an oral presentation. It is your choice as to which one you choose for the modalities. Please follow these parameters in your respective submissions:

- **Paper Requirements:** Papers are expected to be in APA format, using Times New Roman, 12pt font and be double spaced. Although there is no minimum page requirement for your paper, it should not exceed 12 pages (not including reference list or title page). Both a title page and reference list are required. Plagiarism will NOT be tolerated by any means. Please be sure you are clear on the university's policy regarding cheating and plagiarism and understand the importance of proper citing, referencing, quoting, and paraphrasing as you are expected to relay your own thoughts in these assignments.
- **Oral Presentation Requirements:** You must create a PowerPoint presentation with an audio/video component for me to review. Your video should be between 5 and 10 minutes (there will be point deductions for not adhering to this). Students may submit this either by doing a voice over to each

PowerPoint slide (that adds up to the time requirements) OR video record via screen capture. In the event this is done via screen capture, you will need to submit both the PowerPoint file and the video (an unlisted YouTube link or Google Drive/Dropbox/OneDrive link is acceptable). You must keep the link available until after final grades have been submitted for the course. Afterward, you may delete your file/un-share it. No video/audio files will ever be shared by the instructor outside of the institution without the student's permission.

Culture Bound Syndrome Analysis: You will choose a culture-bound syndrome from the list provided in the first week of class and do a deep dive in its history, specific cultural implications, its relevance to the DSM-5, and compare/contrast it compared to western cultural perspectives. A minimum of 2 scholarly, peer-reviewed sources not provided in the assigned readings from class are required to be used

Media Analysis: **You MAY NOT use a film version of your book club book!** You will view a movie and/or television series and diagnose **two main characters** (diagnoses must be different) based on DSM-5 Criteria (the library has the DSM-5 available for viewing online) and provide an analysis of the portrayal, justification of diagnosis, and comparison of theoretical and treatment perspectives learned in the course. A minimum of 2 scholarly, peer-reviewed sources not provided in the assigned readings from class are required to be used. You may use any diagnosis covered in the DSM.

These assignments may be submitted up to 5 days late with a 10pt deduction per calendar day. You will also receive a 50% deduction on your second submission at the end of the grade if you submit it in the same format as your first one (e.g., if both submissions are PowerPoint or both submissions are a paper submission).

Book Club (350 points; 35%)

Book Club	350 Points (35%)
Progress Report	100
Final Book Club Reflection	250

I'll start by saying, "Yes! Listening to an audiobook version is perfectly acceptable!" Each semester, I choose 5 books for students to choose from for this assignment. You will self-enroll in a group corresponding of your book choice on a first come, first service basis and read the respective book – which is on a mental health topic. The groups do have maximums. Please wait until the until you have successfully enrolled in a group before purchasing your book. If you do not enroll in your group in time, your instructor will assign you at their discretion and you will be expected to read that book.

Book Options for this Semester:

1. *The Body Papers* by Grace Talusan
2. *It's Kind of a Funny Story* by Ned Vizzini
3. *Who Put This Song on?* By Moran Parker
4. *I'm Telling the Truth, But I'm Lying* by Bassey Ikpi
5. *On Edge: A Journey Through Anxiety* by Andrea Petersen

You and your group members are required to **meet 3 times across the semester to discuss your books** – One of these meetings must occur before the progress report assignment is due (see below). Your progress report and

final reflection must demonstrate that the meetings took place. How you and your group meet (e.g., zoom, phone call, g-chat, BlackBoard Collaborate etc.) is at your discretion.

I know “group work” can be daunting and frustrating. Truly, I do. However, this is an important process in this course. Note that your deliverable is NOT a group submission, only your means of discussion is a group. Also remember that a “meeting” doesn’t have to be a traditional meeting. It is important (and required) for online courses to have a level of engagement. So, rather than just discussion posts every week, we mix it up with this. I hope this helps ease your worries.

Book Club Deliverables:

1. Progress Report (100pts): You will submit this around halfway through the course. By this point you should have read almost half of your book and had 1 meeting with your group members. You will submit a progress report (1 – 2 pages) summarizing your meeting discussion, what you have learned thus far, and connect your book with course material that has been covered thus far. Specific prompt questions are given. Everyone should submit their own individual paper. This is NOT a group submission.
2. Final Book Club Reflection (250pts): At the end of the course, you will submit reflection (4 – 6 pages) on your book and book club experience. By this point you should have finished reading your book and had all 3 meetings with your group. Specific prompt questions are given, but your paper will synthesize take-aways from your book, your group discussions, make connections with the course material, and discuss relevant societal implications. At least 2 peer-reviewed scholarly sources will be required in this assignment. Citations are not required when referring to your own book (unless giving a quote; does not count toward your requirement) or lecture material.

Note. I try to select books so that students can feel seen and find something for them in this assignment. However, narrowing down to 5 books and the fact that I am only one person with not a full perspective of all worldviews, makes this extremely difficult. In fact, it is impossible. If you have a suggestion for my future semesters, please send me an email. Your suggestion cannot merely be a self-help book – to an extent.

These assignments may be submitted up to 5 days late with a 10pt deduction per calendar day. If you feel there will be any issues with your progress or a group member, please reach out to your instructor as quickly as you can so they can assist.

***EXTRA CREDIT Opportunities

Open Forum Attendance and Participation Extra Credit (up to 30 Points; 3%)	30
Coursework in the News Extra Credit (up to 20 Points; 2%)	20

It is possible to get a 105% in this course. You have two methods to earn extra credit with a total of 5 opportunities. Remember these are **optional** extra credit assignments. There is no penalty for not completing these submissions. I want you to prioritize the required materials but think this is another way to a) get you extra points and b) see how the course material goes beyond the classroom. Please note that your points may not be awarded until the end of the semester, but know I am looking at them.

● **OPTION 1: Open Forums via Zoom**

There are three opportunities to participate in a live discussion with your instructor and peers about course material. To receive credit, you must both attend AND participate. Extra credit up to 10 points (1%) for each attendance and participation can be added to your final grade at the end of the semester. This credit will be based on both your attendance AND level of participation in the discussion. Determination of credit based on participation is at my discretion.

Specific dates and times are pre-determined. Remember that this is extra credit and there are other extra credit opportunities. Students are required to pre-register for this zoom event using the link in BlackBoard. Through this pre-registration, students will receive the zoom link for the meeting.

● **OPTION 2: Coursework in the News**

You have the opportunity to earn up to two extra credit points to your FINAL GRADE in this course. **For the value of 1% (10pts) per submission, nor more than 2 submissions**, you must submit a recent incident of course material being in the news along with a short reflection of its relevance. Each submission must meet the following criteria:

- **Source:** A link to a news article that is relevant to the material presented in the course. The news article cannot be more than 21 days old from the time of your submission. I will check the posting date of the source. A valid link to the news article's source MUST be given.
- **Reflection:** A reflection in the form of a video or a 500- to 1000- word submission. The reflection must explain the news article's relevance and application to the course material.
- **Uniqueness:** Each submission must be unique in that it does not refer to the same specific topic. For example, in an Abnormal Psychology course, you can only post once on a topic surrounding schizophrenia. Your other submissions must be something else, such as anxiety, OCD, intellectual disability, etc. and are NOT a part of another course assignment. You also cannot plagiarize or use someone else's submission (obviously).

Your submissions are turned in as a discussion post. In the discussion forum, you will see a thread titled "Coursework in the News ***Extra Credit." Please create a new thread for each of your submissions and include your reflection and the link. You are also encouraged to look at other individual's posts and reply (feel free to check and have a discussion!).

All submissions MUST be submitted between the official first and official last day of class. Submissions posted before the official start date and/or after the official last day of class will not be counted. Note that this means you cannot post during the "Exam Period" of the semester.

Course Format and Technology Requirements

This course is fully online, meaning there are no physically required face-to-face encounters. Your Learning Management System (LMS), BlackBoard, serves as your "Classroom" for this course. It is in BlackBoard that you will have access to your course materials. Please read through this section carefully as it details the technology requirements of the course. The schedule at the end of the syllabus will detail the week-to-week breakdown of the semester.

Hardware

You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and access to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required taking a distance education course, consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you consider the purchase of a new computer, please go to [Technology Buying Guide](http://itservices.gmu.edu/services/view-service.cfm?customel_dataPageID_4609=6233) http://itservices.gmu.edu/services/view-service.cfm?customel_dataPageID_4609=6233 to see recommendations.

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch [this video](#) about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Software

This course uses Blackboard as the learning management system (LMS). You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the [myMason Portal](#). (See [supported browsers and operating systems](#).) You will certainly need plugins that will allow you to stream videos through Kaltura and YouTube. You will also need PowerPoint and Acrobat reader.

It is possible that course materials may need additional software such as [Flash](#), [Java](#), and [Windows Media Player](#), [QuickTime](#) and/or [Real Media Player](#). Your computer should be capable of running current versions of those applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free [here](#).

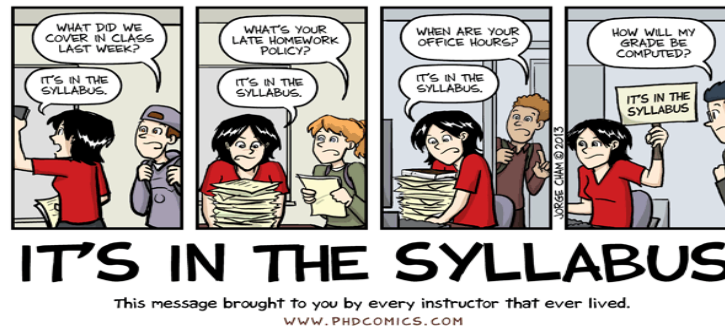
You also need to download and install [Zoom](#) as this is how you will meet with your instructor for office hours and appointments. It is available to students for free through your GMU credentials.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media types.

Course and Institution Policies

Syllabus

Every effort will be made to adhere to the announced course schedule and stated policies. However, the professor reserves the right to make necessary changes to accommodate unforeseen circumstances. Students will be notified of changes as they occur. Do not ask me questions that are easily answered in the syllabus. I will find this frustrating. If you ask me such questions, I will politely ask you to refer to the syllabus. Of course, if you are seeing a discrepancy between the syllabus and something else that I have said or posted, you are welcome to bring that to my attention. Please refer to the following comic for examples.



Respectful Behavior Policy

I encourage everyone to share thoughts and ask questions throughout the class. Disagreement is completely acceptable when engaging in discussions with both the instructor and your classmates. However, as you make comments and ask questions, please be mindful of other's potential situations and respectful of their beliefs/values/choices. Some of you may have an emotional reaction during a discussion. Those emotions are acceptable and normal but the behaviors that ensue are not always socially acceptable. You may feel as you feel but you may not behave as a consequence of that feeling – particularly if that behavior adversely affects others' learning. Please be respectful and manage your behaviors while you freely feel; please do feel, though. In fact, I encourage it. Failure to comply with these principles may result in a significant grade penalty or other actions as deemed appropriate. Why not enjoy the process of learning together?

Late/Missing Work Policy

While work is due on the date and time indicated in the syllabus and learning management system, the instructor recognizes that circumstances arise that warrant flexibility, though at the instructor's discretion. The student is highly encouraged to reach out to the instructor BEFORE the assignment due date if at all possible. However, if this is not possible, it is the student's responsibility to inform the instructor of extension or late submission requests no later than 3 business days after the due date. After this date, it is unlikely that the request will be acknowledged. Please note that the instructor reserves the right to hold the student accountable and remain with the respective assignment's default policy on late and missing work. Work that involves other students or exams, if applicable for this course, are more likely to require greater extenuating circumstances. In addition, if the instructor notices a pattern, further accommodations, other than those granted by the University DS office of course, will not be granted. Remember that communication is key. Note that some assignments have their own additional parameters with this policy.

Email

Email is the best way to get in contact with me. Official Communications via GMU Email: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason email account and are required to activate that account and check it regularly. Please be patient as you await a response (usually within 1 business day). Make sure to include a subject line in your email mentioning your course/section. (e.g., PSYC 200 – 001) and sign your first and last name. Please be professional in your emails. Emails written in "text-speak," disrespectful tone, or

inappropriate interactions will not be tolerated. In such events, I will kindly ask you to review and attempt to send your email again in a professional manner before I answer your question.

Course Withdrawal Policy

The course calendar details dates that correspond with add/drop and the institution withdrawal periods. Students should also check the campus academic calendar for the most up-to-date information.

Cancellation Policy

Barring a major disruption of Blackboard, the virtual classroom will not be canceled, and all assignments are due as stated in the syllabus unless the instructor has sent an email/announcement. University holidays will not affect our schedule given that you can work within the timeline provided and adjust the pace as you see fit. Inclement weather will not affect to course progression.

LMS Policy and Grading

The Learning Management System (LMS) used at this institution is BlackBoard. It is expected that you check the LMS regularly for possible announcements, the most up-to-date documents, and to see your grades on individual assignments. The instructor will make an effort to post individual grades. However, note that the LMS gradebook may not always be completely accurate/up to date. Students are encouraged to calculate their grades on their own or contact the instructor if they are uncertain of its accuracy. It is the student's responsibility to contact the instructor if they notice an error in the LMS gradebook.

In the event that assignments require students to challenge their thoughts and consider positions and viewpoints that may be different from that of the instructor's, students should not feel discouraged in offending the instructor for simply having a differing viewpoint, as this will not influence grading. Grading will always be based on the quality of the content, supporting evidence when necessary, and the alignment of the submission with the assignment's requirements. However, adherence to the respect policy is ALWAYS required.

BlackBoard Login. Online materials for this class can be accessed through Blackboard. You must check our course webpage frequently for course content, assignments, and discussions. Blackboard can also serve as your access to the LaunchPad site. This course is 100% online. Access to [MyMason](#) and GMU email are required to participate successfully in this course. Check [the IT Support Center](#) website. Navigate to [the Student Support page](#) for help and information about Blackboard. In the menu bar to the left you will find all the tools you need to become familiar with for this course. Take time to learn each. Make sure you run a system check a few days before class. Become familiar with the attributes of Blackboard and online learning.

Letters of Recommendation

I am happy to write letters of recommendation if you volunteer in my lab for at least a year and complete at least two courses with me – one at the graduate level at least. An online course does not provide me with sufficient opportunity to gauge your interests nor your skills.

Honor Code

George Mason University has an Honor Code, which requires all members of this community to maintain the highest standards of academic honesty and integrity. Cheating, plagiarism, lying, and stealing are all prohibited.

It is every student's responsibility to familiarize himself or herself with the Honor Code. The Honor Code is available at: <http://mason.gmu.edu/~montecin/plagiarism.htm>. All violations of the Honor Code will be reported to the Honor Committee. Students are encouraged to study together as much as possible throughout the course, however, no assistance, sharing of information, or discussion of exam items or answers between students may take place. For all work, the name that appears on the paper must be the author. Violations of the Honor Code will not be tolerated in this course and will be immediately reported according to GMU procedures. The instructor reserves the right to use software to determine the extent to which the work is that of the students. The instructor for this course reserves the right to enter a failing grade to any student found guilty of an honor code violation. Additionally, students may not reproduce (including uploading to the Internet) any portion of the exam. Students who attempt to photograph or in any way capture information about the exam or other graded materials for others' use will be reported for an honor violation. NEWS FLASH!!! AI algorithms can be detected and we are watching everything....

Sharing and Dissemination of Materials:

The sharing of course and assignment content in any form is unacceptable. These acts include but are not limited to verbal discussion, screen shots (unless sending your instructor for a technology issue), copying/pasting questions, posting materials to platforms such as Quizlet, CourseHero, or other forums (that one is copyright infringement), etc. Partaking in this practice counts as an honor violation and will be dealt with accordingly even if discovered after the fact.

Students with Disabilities

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu | Phone: (703) 993-2474"

In this course, videos for lecture and instruction are provided. Any video provided for the purpose of required instruction by the course instructor has been captioned by GMU. Transcripts of the audio were also created but are not uploaded. However, they are available upon request for those with a documented accommodation according to the Office of Disability Services at GMU.

Student Privacy and Additional Resources

Information about Student Privacy and Student Rights under FERPA can be found at:
<http://registrar.gmu.edu/ferpa/>

A variety of student services are available:

- Distance Education Services, University Libraries (<http://library.gmu.edu/distance>)
- Writing Center (<http://writingcenter.gmu.edu/>)
- Learning Services (<https://learningservices.gmu.edu>)
- Counseling and Psychological Services (<http://caps.gmu.edu/>)

Counseling Services

Life is stressful and we all need a little support sometimes. Students are encouraged to contact Counseling & Psychological Services (3129 Student Union Building I, <http://caps.gmu.edu/>) at 993-2380 for assistance with any kind of psychological/life problem or crisis.

Although I am a mental health professional and see clients, it is unethical for me to see my students for mental health/counseling services (per ACA Ethical Guideline A.6). Should students reach out to me for counseling services, I will have to provide them with resources to find aid elsewhere.

Cultural/Religious Holidays

Students may receive accommodations within reason and at the discretion of the instructor on an individual basis for observing religious and cultural holidays of special importance and the activities of said observation interferes with completing a course assignment on time. Accommodations could include extensions, make-ups, or early takes – again, this is at the sole discretion of the instructor. Please note that this only applies to activities that are for celebrating and observing the holiday that span across a significant amount of time, not simply a family meal that takes a few hours. The following link will take you to GMU's religious holiday calendar (<https://ulife.gmu.edu/religious-holiday-calendar/>). **If a student wishes to invoke this accommodation**, they must submit a request to the instructor that includes the relevant date(s), the holiday and its description, how it will interfere with coursework, and why time management to get work done early is not feasible. Students must inform the instructor of their intent to observe the holiday in writing by 11:59pm on the date noted in the course calendar. No late requests will be considered. More information may be requested by the instructor in making the decision, which will be determined on a case-by-case basis. If a student is discovered to be abusing this policy such as discussing a test that was taking early or being untruthful about their observance, they will receive a significant grade deduction and disciplinary action as deemed appropriate. Such behavior is not only disrespectful to your peers and me, but also to every person who observes the holiday in which you are trying to use.

***By being enrolled in this class, you understand that you are agreeing to adhere to the policies and actions required of you by both me and the institution. You are agreeing to the content and regulations of the most recent student/institution handbook. If you feel this will be difficult, you are welcome to drop the class.*

**PLEASE PRINT THE NEXT
PAGE**

Here you will find the tentative schedule for the semester and other important dates. You should be familiar with this information to complete your assignments on time and be successful. Remember Discussion Due Dates are Thursday and Sunday (see assignment details). Otherwise, assignments are due Sunday at 11:59pm. [Please utilize the institution's Academic Calendars for the most up-to-date information on withdrawal dates.](#)

Symbol Legend:

^(W) = Welcome Assignment; ^(D) = Discussion; ^(Q) = Quiz; ^(C) = Case Assignment; ^(A) = Analysis Assignments; ^(B) = Book Club Assignment

Wave 1 (Weeks 1 – 5)	Topic	Deliverables
Week 1 (1/23 – 1/29)	Abnormal Psychology and Destigmatizing Mental Health	^(W) Welcome Quiz; ^(W) Intro Discussion; ^(D) Let's Talk About the Name of this Course; ^(Q) Quiz
Week 2 (1/30 – 2/5)	Modality of Theory and Treatment; Research and Assessment	^(B) Book Club Selection; ^(Q) Quiz
Week 3 (2/6 – 2/12)	Anxiety and Obsession Compulsion	^(C) Coral; ^(Q) Quiz
Week 4 (2/13 – 2/19)	Depression, Bipolar, and Suicidality	^(D) Diagnosis and Helping Someone in Crisis; ^(C) Ayesha; ^(Q) Quiz
Week 5 (2/20 – 2/26)	Optional Open Forum Opportunity (<i>zoom</i>)	^(A) Culture-Bound Syndrome Analysis

Wave 2 (Weeks 6 – 10)	Topic	Deliverables
Week 6 (2/27 – 3/5)	Stress, Dissociation, and Trauma	^(C) Duran; ^(Q) Quiz
Week 7 (3/6 – 3/12)	Somatic Symptoms	^(C) Fatima; ^(Q) Quiz; ^(B) Book Club Progress Report
Week 8 (3/20 – 3/26)	Schizophrenia and Psychotic Related Disorders	^(C) Roy; ^(Q) Quiz
Week 9 (3/27 – 4/2)	Developmental and Neurocognitive Disorders	^(D) Diagnosis Identity and Societal Acceptance; ^(C) Lany; ^(Q) Quiz
Week 10 (4/3 – 4/9)	Optional Open Forum Opportunity (<i>zoom</i>)	^(A) Media Analysis

Wave 3 (Weeks 11 – 15)	Topic	Deliverables
Week 11 (4/10 – 4/16)	Feeding and Eating Disorders	^(C) Kay; ^(Q) Quiz
Week 12 (4/17 – 4/23)	Personality Disorders	^(C) Zenya; ^(Q) Quiz
Week 13 (4/24 – 4/30)	Addiction and Substance Use and Abuse	^(C) Jacklyn; ^(Q) Quiz
Week 14 (5/1 – 5/7)	Sexual Dysfunctions and Paraphilias	^(D) Diagnosis Sexually Based Symptoms; ^(C) Frankie; ^(Q) Quiz
Week 15 (5/8 – 5/14)	Optional Open Forum Opportunity (<i>zoom</i>)	^(B) Book Club Final Reflection

Important Dates during the Semester:

1/23: First Day of Classes; 1/30: Last day to inform instructor about religious holidays; 1/30: Last Day to Add Classes; 2/14 – 2/27: Unrestricted Withdrawal Period; 2/28 – 4/3: Selective Withdrawal Period; 3/13 – 3/19 – Spring Break (No classes); 5/6: Last Class Day for University; 5/10 – 5/17: Exam Period