

**PSYCHOLOGY 280: SECTION 002  
ABNORMAL PSYCHOLOGY  
Spring 2024**

TUESDAY, THURSDAY 10:20-11:40 AM  
OLD HORTICULTURE BUILDING, ROOM 206

**PART 1: GENERAL INFORMATION**

**Disclaimer:** Elements of this syllabus are subject to change at the discretion of the professor. Any changes will be provided to students via email and on the course D2L website.

**General Course Information:** This is a live, synchronous course delivered in person in room 206 of the Old Horticulture Building.

**Contact Information:**

**Professor:** Blair Burnette, Ph.D.  
(she/her) **Office:** 107-D Psychology  
Building  
**Email:** [cbb@msu.edu](mailto:cbb@msu.edu) (definitely the best way to reach me)  
**Office Hours:** by appointment

**Graduate TA:** Jodie Yen (pronouns: she/her)  
**Zoom Office:** <https://msu.zoom.us/j/95064198252>  
**Office Hours:** Thursdays 12-1:30 PM  
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**Undergraduate TA:** Lizzy Bosio (pronouns: she/her)  
**Zoom Office:** <https://msu.zoom.us/j/93116894310>  
**Office Hours:** Monday 12:30-1:30 PM  
**Email:** [bosioeli@msu.edu](mailto:bosioeli@msu.edu)

**Undergraduate TA:** Viano Chris-Ukoko (pronouns: she/her)  
**Zoom Office:** <https://msu.zoom.us/j/93069297725>, passcode: 932802  
**Office Hours:** Friday 3-4 PM  
**Email:** [chrisuko@msu.edu](mailto:chrisuko@msu.edu)

**Undergraduate TA:** Ruby Lewis (pronouns: she/her)  
**Zoom Office:** <https://msu.zoom.us/j/3145679371?omn=92743014348>  
**Office Hours:** Thursday 1:30-2:30  
PM  
**Email:** [lewisrub@msu.edu](mailto:lewisrub@msu.edu)

**Undergraduate TA:** Veronica Van Rossen (pronouns: she/her)  
**Zoom Office:** <https://msu.zoom.us/j/99714120914>  
**Office Hours:** Tuesday 12-1 PM  
**Email:** [vanrosse@msu.edu](mailto:vanrosse@msu.edu)

We are all here to help you master the course material and are happy to answer any questions that you might have. The professor and, at least, one TA will typically be in each class session to deliver course content, facilitate discussion and answer any questions.

Stopping by office hours is the **best** place to start to get your questions answered outside of class time. If you cannot make office hours, please email one of us to make an appointment to meet at another time. If you have a question about an assignment, due dates, course content, or something similar, **please email your graduate TA, Jodie, first**. If you have a question about a sensitive topic, you can email me.

**We will do our best to respond within 24 hours Monday 9 AM through Friday 4 PM. Emails sent after 4 PM Friday will not be answered until Monday. Please plan accordingly!**

**\*\*\*\*\*When emailing, please put PSY 280 in the subject line. Failure to do so could result in a delayed response.\*\*\*\*\***

**Course Description:** This course is designed to provide students with an introduction to mental health science and practice.

Required eText & Available Resources:

Comer, R.J., & Comer, J.S. (2021). *Abnormal Psychology* (11<sup>th</sup> ed.). Macmillan Learning/Worth Publishers.

Class resources will be available on D2L. To start, you can find a copy of this syllabus under "Content"/ "Syllabus".

The version of the course materials I chose are fully online and integrated with D2L. You will have access to the full e-book and Achieve, an easy-to-use web-based educational platform, that includes materials created to reinforce and/or enhance your learning. Some of these materials I will use in class, such as clinical case videos. You will be asked to interact with other Achieve material for assignments (see more below). **To get started with Achieve, go to "Content"/ "Getting Started" in D2L.** If you prefer a hard copy of the textbook, you can purchase it via online sites. Note, however, that you will be required to register for Achieve to get access to the online assignments and interactive software. If you prefer to read hard copies of the e-book, you can print out text from the e-book. Follow these instructions [here](#) to do so.

We will also use iClicker for in-class participation. [Here](#) are instructions to get you set up with iClicker if you have an existing account or are a new user. Go to iClicker.com and sign in if you have an account. If you do not have an account, create a new account. In either case, follow the instructions in the above link to ensure you add this course to your iClicker account – this course will appear in iClicker as Abnormal Psychology, PSY280-002, Spring, 2024.

**Technical Assistance:** If you need technical assistance at any time during the course, or to report a problem, you can:

- Visit the MSU Help site at <http://help.msu.edu>
- Visit the Desire2Learn Help Site at <http://help.d2l.msu.edu>
- Call the MSU IT Service Desk at (517) 432-6200, (844) 678-6200, or e-mail at

[ithelp@msu.edu](mailto:ithelp@msu.edu)

- Visit the Macmillan learning support page [here](#).

## **PART 2: INSTRUCTIONAL OBJECTIVES**

**Course Objectives:** This course is designed to provide students with an introduction to mental health science and practice. Honestly, this class is essentially an “Introduction to Clinical Psychological Science”, like the other sub-field classes “Social Psychology” and “Cognitive Psychology”. We are working to rename this course, as “Abnormal Psychology” is antiquated. We are working to get the name of this course changed to reflect changes in the field and our society as a whole around how we discuss mental health. Accordingly, I will not refer to this course as “Abnormal” because that term is inaccurate and unnecessarily judgment-laden that term is. Rather, we will refer to it as “Psychopathology” for shorthand.

First, we will cover the foundations of the study of mental health (aka “psychopathology” in academic circles) through a look at its history and evolution, which will help to frame our discussions of current viewpoints on and various assessment and treatment strategies for mental health concerns. We will then cover the major categories of mental health disorders as defined by the current diagnostic system (Diagnostic and Statistical Manual of Mental Disorders – 5th Edition-Text Revision), highlighting the most common concerns, anxiety and depressive disorders. We will also learn about mental health across the lifespan, from childhood to late life. We will end the class by discussing different ways ethics, the law, and broader society interface with mental health science and practice.

*Disclaimer:* As it happens with most, if not all, courses, students receive education on a particular topic through the lens of their instructor. This course is no exception. Therefore, I feel it is important that you know a little about my lens. I am a counseling psychologist who specializes in the study of body image and eating-related disturbances (ranging from food insecurity and nutritional disparities to disordered eating and eating disorders). The field of Counseling Psychology diverges from Clinical Psychology in a few key ways; namely, counseling psychologists tend to see humans in terms of social context and strengths, rather than through the lens of pathology. Therefore, when I talk about mental health, I will strongly emphasize the social context in which mental health issues develop. In particular, we will consider how culture, systemic inequities, marginalization, upbringing, parenting, and even social media affect our mental health. I perceive that this perspective deepens empathy and understanding – being a human is hard! Finally, as is typical, I will spend relatively more time on the things I know best – that is, eating disorders. If you have any questions or concerns about this approach, please feel free to bring them up during class or office hours.

*By the end of this course, students should be able to:*

- 1. explain the historical and social context of mental health science and practice**
- 2. compare and contrast scientific approaches to the study of mental health**
- 3. define common mental health disorders across the lifespan**
- 4. identify common assessment tools and treatments for mental health concerns**
- 5. explain current understandings of the causes of and maintenance factors involved in mental health concerns**

**6. appraise the interface between ethics, law, society, and mental health**

**My personal goals for this course are that you are knowledgeable about:**

- 1) Categorical versus dimensional models of mental health.
- 2) Understand both the utility *and* potential harms of diagnosis.
- 3) Consider what might distinguish mental “illness” from reasonable reactions to conditions of suffering.

**Format and Expectations:** Class meetings will be a mix of formal lecture, active learning exercises/discussion using iClicker, and case presentations (sometimes with video). Regular attendance and participation in class discussion is expected. Attending each session, completing the required reading, and participating in active learning/discussion will help you do the best you can in this class. Lectures will *complement* readings and thus doing both will maximize your ability to fully grasp the material. Success on class assignments will be *more likely* if you have *both* attended class meetings and read the book. If absent, it is your responsibility to obtain notes from a friend or access the TA notes posted on D2L. In general, outside of class time, questions should first be directed to your TAs during office hours or via e-mail. The TAs will help you to the best of their ability. Should your questions or concerns be a better fit for the professor, the TA will forward your case on to Professor Burnette.

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**Anonymous Questions about Mental Health:** You may have things you're curious about but feel hesitant to speak up in class or email me directly. Talking about mental health can still feel a bit uncomfortable. For this reason, I created a form where you can submit anonymous questions about mental health in psychopathology for me to cover in class.

You can find the form [here](#) or on D2L under Announcements.

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**Evaluation/Grades:** Grades will be based on participation in class using iClicker, completion of 3 “Learning Curve” (LC) exercises online, completion of 3 “Clinical Choices” exercises online, and performance on 4 online quizzes. Due dates for all online assignments are included in the below appended Course Schedule.

LC exercises require you to complete a series of questions about a particular chapter. You will have to achieve a certain number of points indicated in the assignment to complete it. LC exercises adapt to your answers such that questions get harder when you answer one correctly and get easier if you answer one incorrectly. You will get full credit for completing the LC exercise once you have achieved the number of points indicated in the assignment. Thus, to get full credit for the LC exercise, you must obtain the total number of points indicated in the assignment in as many tries as you can. On average, LC exercises will take 20-30 mins to complete.

Clinical Choices exercises involve reading case material, watching video clips, and answering questions about fictional cases. To get full credit for the assignment, you must finish reading the case material, watch the videos, and answer the questions. You do not need to answer the questions correctly to get credit. You simply need to participate fully in the exercise to obtain credit for each one.

LC and Clinical Choices exercises can be completed using your book and notes – i.e., they are open book/note assignments. LC and Clinical Choices exercises are to be completed by the beginning of class time (i.e., prior to 10:20 am) on the date the exercise is listed. For example, LC 1b. is listed in the “Assignment” section for 1/18. That means, you must complete LC 1b. no later than 10:30am on 1/18.

Quizzes are available for a 24-hour period beginning on Thursday at 5:00 pm through Friday at 5:00 pm of designated weeks. We will email a reminder about the quiz each Thursday morning that a quiz will be administered. **The quizzes will be open book/note and consist of 15-20 multiple-choice questions each.** They will test your understanding of basic terminology, your grasp of concepts, your knowledge of evidence associated with these concepts (e.g., research results), and your ability to integrate these topics. **Quizzes will cover content from the book and lectures/class discussion.** Success on the quizzes will be **far more likely** if you have the advantage of lectures, reading, and the in-class activity materials. **Once you begin each quiz, you will have 1 hour to complete it.**

**Quizzes cover the below content:**

Quiz 1: Chapters 1-4

Quiz 2: Chapters 5-7

Quiz 3: Chapters 8, 11, 13

Quiz 4: Chapters 10, 15, 16, 18

Optional Quiz 5: All above chapters

\*\*\*An optional final quiz will be available for those who wish to drop their lowest quiz grade. The final quiz will be open through exam week, but you will have only 1 hour to complete it once you start-no exceptions. If you feel good about your 4 quiz grades, you do not have to take the 5<sup>th</sup> quiz. Only 4 quiz grades will be counted. Because you can drop one quiz grade, there are no extensions on any quizzes.\*\*\*

A TA will be available on Zoom during some portions of the 24-hour quiz windows to answer any questions you have about the quiz items. If you have quiz questions outside of these Zoom times, please email one of your TAs.

**Here are the times:**

Thursdays of quiz dates, 12-1:30 – Jodie

Fridays of quiz dates, 3-4 – Veronica

Friday of quiz dates, 4-5 – Viano

**If you have technical difficulties with the internet or D2L/Achieve during completion of class assignments, please see the resources listed above under Technical Assistance.** TAs generally cannot help with internet or D2L/Achieve problems.

**There are four acceptable reasons for making up assignments:**

- 1) observing a religious holiday
- 2) participating in a required activity or university-sanctioned event
- 3) significant illness of yourself or a family member
- 4) loss of a friend or family member

To schedule an alternative due date for assignments, **please do your best to contact Prof. Burnette at least 24 hours before the assignment is due (unless in the case of an unexpected illness or loss where shorter time frames are considered acceptable).** Failure to secure permission from Prof. Burnette may result in your receiving zero points for the assignment. When applicable, please be prepared to share written documentation corroborating your need for a makeup date.

**Final Grade Policy:**

**Calculation:**

Assignment	Number	Points	Percent
iClicker (includes Goal & Reflection Surveys)	2-3 per class	60	10%
Learning Curve	3	150	25%
Clinical Choices	3	150	25%
Quizzes	4	240	40%
<b>Total</b>		<b>600</b>	<b>100%</b>

At the end of the Fall term, the highest sum will be considered a "perfect" score of 100%. The grading scale will then be based on this "perfect" score, i.e., 90-100% of that score will be a 4.0, 85-89% will be a 3.5, 80-85% will be a 3.0. The full grading scale will be:

- > **90-100% = 4.0**
- > **85-89% = 3.5**
- > **80-84% = 3.0**
- > **75-79% = 2.5**
- > **70-74% = 2.0**
- > **65-69% = 1.5**
- > **60-64% = 1.0**
- > **59% or less = 0.0**

**Only under extreme extenuating circumstances will an incomplete in the course be offered.**

**Extra Credit:** Extra credit (worth an additional 3% on your final grade in the course) may be obtained **one** of the following two ways. You may 1) complete 7 hours of SONA research participation **OR** 2) complete a written assignment in which you analyze seven cases and decide on the likely diagnosis(es) for each case. The last day to participate in SONA is Friday, April 19<sup>th</sup>. The alternative case assignment will involve writing a 1-page summary **FOR EACH CASE**, describing your rationale for choosing those specific diagnoses (the paper should thus be at least 7 pages total). Specifically, explain why you chose the diagnosis you did, and why you did not choose other, related diagnoses. Because you will need to know diagnostic criteria for most/all of the disorders we cover to complete this assignment, details for this assignment will be provided in March. \*Note you must choose one option-extra credit will **not** be provided for both.

**Two additional extra credit opportunities include:**

- 1) Completion of the Intro Survey during the first week of the course for **2 extra credit points. This is due 1/18 by 10:20 AM.**
- 2) "Getting to Know You Survey" and available through Achieve and D2L for **3 extra credit points. This is due 1/18 by 10:20 AM.**

**PART 3: COURSE POLICIES**

**Accommodations for Students with Disabilities:** Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web *at least*

*two weeks before the exam date* to schedule an alternative exam. Requests received after this date will be honored whenever possible.

**Religious Observance:** It has always been the policy of MSU to support students and faculty in observing those holidays set aside by their chosen religious faith. If you wish to observe a religious holiday and it conflicts with an assignment due date, it is your responsibility to make arrangements with Prof. Burnette at least 24 hours in advance of the observance.

**Technology Use:** You are permitted to use electronic devices (laptops, tablets, etc.) during in-person class sessions, but this is not required. Phones are also permitted, although we strongly suggest that you avoid being on your phone (or the internet) during in-person class periods, as you will likely miss important information. Ultimately, your education is your responsibility; research shows that humans are not able to multi-task; if you are browsing the internet, texting, or look at social media, you are missing what is being said in class.

**Limits to Confidentiality:** Materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the MSU Police Department) if you share it with me:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child,
- Allegations of sexual assault or sexual harassment when they involve MSU students, faculty, or staff, and
- Credible threats of harm to oneself or to others.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting you are encouraged to make an appointment with the [MSU Counseling Center](#).

**Mental Health Services:** College students are often confronted with situations that may interfere with academic success such as stress, trauma, sleep problems, juggling responsibilities, life events, relationship concerns, and feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are at no-charge.

- Check-in with your academic advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at MSU, or unsure what academic resources are available at MSU.
- Access CAPS Services for new counseling and psychiatric services by making a [CAPS Phone Request](#) at [https://msu.co1.qualtrics.com/jfe/form/SV\\_9GNsDVC3VIH3wnr](https://msu.co1.qualtrics.com/jfe/form/SV_9GNsDVC3VIH3wnr).
- CAPS is providing remote crisis services 24/7/365. Students can call 517-355-8270 and press "1" at the prompt to speak with a crisis counselor. Other prompt options are available for those not in crisis. Visit <https://caps.msu.edu> for additional information and resources.

**Academic Honesty:** The Spartan Code of Honor states, "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do." In addition, Article 2.III.B.2 of the Student Rights and Responsibilities ([SRR](#)) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The Psychology Department adheres to the policies on academic honesty as specified in [General Student Regulations 1.0, Protection of Scholarship and Grades](#); [the all-University Policy on Integrity of Scholarship and Grades](#); and [Ordinance 17.00, Examinations](#). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage](#).)

**Acceptable and Unacceptable Use of AI:** Generative AI tools (e.g. ChatGPT, Dall-e, etc.) are here – and they are here to stay. Thus, we will not ignore their existence. **In general, I do not recommend the use of AI tools for this class.** However, I will not prohibit their use either.

**The use of generative AI tools is permitted in this course for the following activities: Learning Curve and Clinical Choices Exercises.**

**The use of generative AI tools is not permitted in this course for the following activities: Quizzes and the Alternative Extra Credit Option.** Use of AI tools for these class activities may be considered a violation of Michigan State University's policy on academic integrity, the Spartan Code of Honor Academic Pledge and Student Rights and Responsibilities, since the work is not your own.

When in doubt about permitted usage, please ask for clarification.

**Use and Commercialization of Course Material:** The materials on the course D2L website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated. Commercialization of lecture notes and university-provided course materials is not permitted in this course. The materials on the course D2L website may be protected by copyright; any further use of this material may be in violation of federal copyright law.

**Disruptive Behavior:** Article 2.III.B.4 of the [Student Rights and Responsibilities \(SRR\)](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 of the [SRR](#) states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action."



**PART 4: COURSE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment</b>
1/09	Intro, syllabus review, and overview		
1/11	Intro & Overview	Chapters 1/2	
1/16	Intro & Overview		
1/18	Current models	Chapter 3	LC 1b
1/23	Current models		
1/25	Assessment, Diagnosis, & Treatment	Chapter 4	
1/30	Assessment, Diagnosis, & Treatment		
2/01	Anxiety Disorders	Chapter 5	Quiz
2/06	Anxiety Disorders		
2/08	Trauma & Stress	Chapter 6	
2/13	NO CLASS – 2/13/23 MEMORIAL DAY		
2/15	OCD & Related Disorders	Chapter 5	CC, Michelle
2/20	OCD & Related Disorders		
2/22	Depressive & Bipolar Disorders	Chapter 7	LC 5a
2/27	SPRING BREAK		
2/29	SPRING BREAK		
3/05	Depressive & Bipolar Disorders	Chapter 7	Quiz
3/07	Self-Harm & Suicide	Chapter 8	
3/12	Substance Use & Addictive Disorders	Chapter 11	
3/14	Substance Use & Addictive Disorders (Guest Lecture – Dr. Ariana Vidaña)		CC, Jorge
3/19	OWN YOUR OWN-QUIZ PREP and CC		
3/21	Schizophrenia & Related Disorders (Guest Lecture – Dr. Sarah Lincoln)	Chapter 13	Quiz
3/26	Eating Disorders	Chapter 10	
3/28	Eating Disorders	Additional readings on D2L	LC 13b
4/02	Personality Disorders	Chapter 15	
4/04	Personality Disorders (Guest Lecture – Nathaniel Lovell-Smith)		
4/09	Disorders common in childhood	Chapter 16	CC, Alicia
4/11	Disorders common in childhood (Guest Lecture - Dr. Jessie Greenlee)		
4/16	Law, Society, & Mental Health	Chapter 18	
4/18	Law, Society, & Mental Health		Quiz
4/20- 4/24	Final Quiz – Optional Open April 20 <sup>th</sup> at 8 AM until April 24 <sup>th</sup> at 5 PM You have 1 hour to complete it after starting		Quiz

\* **Notes:** Chapters should be read prior to coming to class on the day(s) they are being covered. This is a tentative schedule of the semester's topics. Changes to a specific week's or day's topic/reading will be announced in class, on D2L and/or via email.