

**PSYCHOLOGY 280: SECTION 001
ABNORMAL PSYCHOLOGY
SPRING 2022**

MONDAY, WEDNESDAY 8:30-9:50 AM
ZOOM/WILSON HALL, ROOM C102

[HTTPS://MSU.ZOOM.US/J/95813138255](https://msu.zoom.us/j/95813138255)
MEETING ID: 958 1313 8255
PASSCODE: 455927

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. Thus, we will have live lectures and active learning exercises each class session. This course will begin online via zoom per university guidelines and transition to in-person when deemed safe to do so. In-person sessions, when safe to resume, will take place in Wilson Hall, room C102.

Contact Information:

Professor: Jason Moser, Ph.D. (he/him)
Office: 110B Psychology Building
Phone: (517) 355-2159
Email: jmoser@msu.edu ** (definitely the best way to reach me)
Office Hours: by appointment

Graduate TA: Alejandro Carrillo (he/him)
Zoom Office: <https://msu.zoom.us/j/99865361562>
Office Hours: Tuesdays, 10am-12pm
Email: carril52@msu.edu

Undergraduate TA: Annalise Verbeek (she/her)
Zoom Office: <https://msu.zoom.us/j/98196369294>
Office Hours: Wednesdays, 1-2pm
Email: verbeek2@msu.edu

Undergraduate TA: Grant Zydeck
Office: <https://msu.zoom.us/j/92119888869>
Passcode: psy280
Office Hours: Tuesdays, 2:30-3:30pm
Email: zydeckgr@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 a great 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. **We will do our best to respond within 24-48 hours. Email is the strongly preferred method of communication and will be the quickest method of reaching the professor. Replies to voice mails will take longer.**

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

Required eText & Available Resources:

Kring, A.M., & Johnson, S.L. (2016). *Abnormal Psychology: The Science and Treatment of Psychological Disorders* (13th ed.). Hoboken, NJ: Wiley. [Click](#) for eBook /WileyPLUS registration video to get started.

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 WileyPLUS Learning Space, an easy-to-use web-based study aid 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. If you prefer a hard copy of the textbook, you can purchase it via on-line sites. If you prefer to read hard copies of the e-book, you can print out text from the e-book in batches of 10 pages at a time.

You can buy a registration code from the online bookstore that you will use to access the digital textbook and WileyPLUS materials in D2L. Navigate to the MSU bookstore website, select Spring 2022 from the dropdown menu in the middle of the page, click “View Materials”, and then input PSY for department, 280 for course, and section 1. You can then follow the steps for using the registration code and accessing the e-text in D2L via the video link provided above.

Two electronic versions of the textbook are on reserve through the MSU Library digital platform <https://libguides.lib.msu.edu/textbooks> as part of their Affordable Textbook Program. Note that these versions will not be integrated into your D2L account – they will be free-standing, e-texts.

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

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 Psychology/Science”, like the other sub-field classes “Social Psychology” and “Cognitive Psychology”. I have been working to rename this course, as “Abnormal Psychology” is antiquated, but wasn’t successful this year. I aim to have it changed in the

near future to reflect changes in the field and our society as a whole around how we discuss mental health.

First, we will cover the foundations of the study of mental health (often referred to as “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), 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 ethical and legal issues related to mental health.

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 clinical psychophysicologist who specializes in the study of anxiety (and relatedly, depression). Therefore, I think about mental health in terms of multiple response systems, including subjective experience, physiological reactivity, and brain activity. I also think about the various ways social context, identity and life experiences shape our psychology, and bring that information to bear on how we think about mental health concerns across persons and groups. And, as is typical, I will spend relatively more time on the things I know best – that is, anxiety and depression. 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 ethical and legal issues related to mental health**

Format and Expectations: Class meetings will be a mix of formal lecture, active learning exercises/discussion, and case presentations (sometimes with video). Regular attendance and participation in class discussion is expected. While on zoom, we will be using polls and breakout rooms to facilitate participation and active learning. 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 the quizzes (see below) will be *much 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 (i.e., neither the instructor nor the TAs will meet with you to give you notes or go through entire lectures with you; office hours are to be used for getting help with making your way through the material, reviewing quizzes, etc.). 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 Moser.

Evaluation/Grades: Grades will be based on performance on online quizzes, available for a 24-hour period beginning on Thursday at 5:00 pm through Friday at 5:00 pm of designated weeks. Please see the Course Schedule below for the specific quiz dates. We will email a reminder about the quiz each Thursday that a quiz will be administered. The quizzes will be open book/note and consist of all multiple-choice questions. 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. You will be expected to draw upon readings, lectures, and the in-person class material, as there will be quiz items from all of these class materials/activities. Success on the quizzes will be **far more likely** if you have the advantage of lectures, reading, and the in-class activity materials.

You will take **9 open book quizzes**. However, your **final grade will be based on your best 8 quiz scores** (*each worth 12.5% of your final grade*). This means that you can drop your lowest quiz grade (or, technically, you could just skip one).

A TA will be available on the course Zoom link during some of the quiz times to answer any questions you have about the quiz items. If you have quiz questions outside of these Zoom times, please email Alejandro at carril52@msu.edu. He will respond as soon as possible.

Here are the times:
Thursdays, 5-8pm, Alejandro
Fridays, 8:30-10:30am, Grant
Fridays, 3-5pm, Annalise

If you have technical difficulties with the internet or D2L during quizzes, please see the resources listed above under Technical Assistance. TAs generally cannot help with internet or D2L problems.

There are four acceptable reasons for making up a quiz at another time: 1) observing a religious holiday, 2) participating in a required activity or university-sanctioned event, 3) significant illness of yourself or a family member, or 4) death of a friend or family member. MSU encourages students who need to quarantine themselves, have been sick with COVID-19 symptoms, tested positive for COVID-19, or have been potentially exposed to someone with COVID-19 to follow CDC guidance to self-isolate or stay home. We will make accommodations for those who must miss a quiz due to COVID-19.

To schedule an alternative time to take a quiz, **you need to contact Prof. Moser at least 24 hours before the quiz** is to be administered/goes "live" and receive written permission from him to take the quiz another time. Failure to secure permission from him at least 24 hours in advance may result in your receiving zero points for the quiz. Please be prepared to share written documentation corroborating your excuse.

Final Grade Policy: Final grades will be based on the total number of points you earned from your best 8 quizzes. At the end of the Spring 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 two ways. You may 1) complete 6 hours of SONA research participation or 2) complete a written assignment in which you analyze six cases and decide on the likely diagnosis(es) for each case. The last day to participate in SONA is April 29th, 2022. 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 6 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.

PART 3: COURSE POLICIES

Masks: MSU has instituted the following policy for face coverings. This policy will be updated when/if these guidelines change. Please watch your email and updates on D2L for any changes to these policies.

1. Face coverings must be worn by everyone (including all faculty, staff, students, vendors, and visitors) indoors while on property owned or governed by MSU and while participating in MSU-related or MSU-sponsored activities. If you have a medical condition that may prevent you from safely wearing a face covering, you should contact [MSU's Resource Center for Persons with Disabilities](#) (RCPD) to begin the accommodation process. You must receive documents attesting to your exemption from the mask mandate before entering an MSU building or attending our in-person class without a mask.
2. Face coverings should fit snugly against the side of your face and cover your nose and mouth.
3. Students should refrain from eating or drinking in class to avoid having to remove their masks. If you do need to consume food or drinks, you should remove the mask only to take a sip of beverage or a bite to eat, and you must replace the mask properly between each sip and bite.
4. Failure to wear a face covering properly (see description in #2) for those without an accommodation will result in the following:
 - a. A reminder of the requirement, the reason for it (to minimize spread), and a request to comply. You will be allowed to leave class to get a mask.
 - b. A request to leave the building if you do not comply.

- c. If you do not comply with the face covering request and you refuse to leave the building, class will be dismissed for the day, and you will be reported for disciplinary action, which can include punishments up to dismissal from the University
- d. If an emergency develops that cannot be resolved by classroom dismissal, the professor and/or the TAs/UAs will call 911 for assistance, just as we would for any emergency. Note: Calling the police should be the last resort for genuine emergencies and not used as a way to handle non-emergency conduct issues.

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 rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to Prof. Moser at the start of the term and/or two weeks prior to the accommodation date (i.e., for a quiz). Requests received after this date will be honored whenever possible.

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

Technology Use: You are permitted to use laptops during the 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 the in-person class periods, as you will likely miss important information that is only conveyed during the in-person portion of the course. As we begin our semester on zoom, please limit distractions as much as possible by finding a quiet place to login and reducing the use of other software and devices during class time.

Limits to Confidentiality for Child Abuse/Neglect and Relationship Violence and Sexual Misconduct: Michigan State University is committed to fostering a culture of caring and respect that is free of child abuse/neglect and relationship violence and sexual misconduct, and to ensuring that all affected individuals have access to services. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference on campus, visit the Title IX website at <https://civilrights.msu.edu/>.

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 professors, TAs, and UAs, 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.

The professor and TAs must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with us in writing or verbally during class discussions or office hours:

- Suspected child abuse/neglect, even if this maltreatment happened when you were a child;
- Allegations of sexual assault, relationship violence, stalking, or sexual harassment; 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 and Psychiatric Services (<https://caps.msu.edu/>).

Mental Health Services: College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or 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.
- 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: Article [2.3.2](#) of the [Student Rights and Responsibilities](#) document states that “*The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.*” In addition, the MSU Psychology Department adheres to the policies on academic honesty as specified in the *General Student Regulations 1.0, Protection of Scholarship and Grades* (see [Spartan Life: Student Handbook and Resource Guide](#) at <http://splife.studentlife.msu.edu/>). Finally, all students should review and adhere to the *Spartan Code of Honor* (<http://splife.studentlife.msu.edu/spartan-code-of-honor-academic-pledge>). Students whose names do not appear on the official class list for this course may not attend this class.

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.

Civility and Disruptive Behavior: MSU strives to build an academic community with living and learning environments that expects civility toward others, whether at public forums, athletic events, in residential communities, classrooms or laboratories.

We call upon our students to promote civil behavior and to hold themselves to high standards that reflect the university's commitment to respect viewpoints that may be different from your own. Only by respecting individuals with diverse perspectives and ideas can we build an environment of civility that is conducive to advancing knowledge and transforming lives.

We also call upon our students to avoid engaging in any disruptive behavior during classes and written/email exchanges. Article [2.3.4](#) of the [Student Rights and Responsibilities](#) document for MSU students states that *"The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned."* Article [2.3.10](#) 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 that *"no student shall . . . obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes...etc.)."* Students whose conduct adversely affects the learning environment in this class may be subject to disciplinary action through the *Student Faculty Judiciary* process.

PART 4: COURSE SCHEDULE

Date	Topic	Reading	Quiz
1/10	Intros, syllabus review, and overview		
1/12	Intro & Historical overview	Chapter 1	
1/17	MLK DAY: NO CLASS		
1/19	Intro & Historical overview		1/20-21
1/24	Current paradigms	Chapter 2	
1/26	Diagnosis & Assessment	Chapter 3	
1/31	Assessment & Research Methods	Chapter 4	
2/2	Research Methods		2/3-4
2/7	Anxiety Disorders	Chapter 6	
2/9	Anxiety Disorders		
2/14	Anxiety Disorders		
2/16	Obsessive-Compulsive Disorders	Chapter 7	2/17-18
2/21	Obsessive-Compulsive Disorders		
2/23	Trauma-Related Disorders		
2/28	Trauma-Related Disorders		
3/2	Mood Disorders	Chapter 5	3/3-4
3/7&9	SPRING BREAK: NO CLASS		
3/14	Mood Disorders		
3/16	Mood Disorders		3/17-18
3/21	Eating Disorders	Chapter 11	
3/23	Substance Use Disorders	Chapter 10	
3/28	Substance Use Disorders		
3/30	Psychotic Disorders	Chapter 9	3/31-4/1
4/4	Psychotic Disorders		
4/6	Disorders of Childhood	Chapter 13	
4/11	Disorders of Childhood		
4/13	Disorders of Childhood		4/14-15
4/18	Personality Disorders	Chapter 15	
4/20	Personality Disorders		4/21-22
4/25	Legal & Ethical Issues	Chapter 16	
4/27	Legal & Ethical Issues		4/28-29

* **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.

Full Zoom Invitation:

<https://msu.zoom.us/j/95813138255>

Meeting ID: 958 1313 8255

Passcode: 455927

One tap mobile

+13126266799,,95813138255# US (Chicago)

+16468769923,,95813138255# US (New York)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Washington DC)

+1 346 248 7799 US (Houston)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 958 1313 8255

Find your local number: <https://msu.zoom.us/j/95813138255>