

**PSYCHOLOGY 280: SECTION 001
ABNORMAL PSYCHOLOGY
FALL 2023**

TUESDAY, THURSDAY 8:30-9:50 AM
PSYCHOLOGY BUILDING, ROOM 118

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 118 of the Psychology Building.

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: Jordynn Todosciuk (she/her)

Zoom Office: <https://msu.zoom.us/my/jordynnt>

Office Hours: Thursdays, 10:30am-12pm

Email: todosci1@msu.edu

Undergraduate TA: Dorothy Zhao (she/her)

Zoom Office: Meeting ID: 922 8250 0763; Passcode: 946682

Office Hours: Tuesdays, 1-2pm

Email: zhaodoro@msu.edu

Undergraduate TA: Caitlyn Pittman (she/her)

Zoom Office: <https://msu.zoom.us/j/2467960642>; Passcode: 662404

Office Hours: Mondays, 1-2pm

Email: pittma71@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:

Comer, R.J., & Comer, J.S. (2022). *Fundamentals of Abnormal Psychology* (10th 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 on-line 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, PSY280-001, Fall, 2023.

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
- 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 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-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 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. Finally, 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 the interface between ethics, law, society, and mental health**

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 Moser.

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 8:30am) on the date the exercise is listed. For example, LC 1b. is listed in the “Assignment” section for 9/5. That means, you must complete LC 1b. no later than 8:30am on 9/5.

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. 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.**

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 Jordynn at todosci1@msu.edu. She will respond as soon as possible.

Here are the times:

Thursdays of quiz dates, 6pm-7pm, Caitlyn

Fridays of quiz dates, 9-10am, Dorothy

Fridays of quiz dates, Noon-1pm, Jordynn

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, or 4) loss of a friend or family member.

To schedule an alternative due date for assignments, **please do your best to contact Prof. Moser 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. Moser 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 | Percent |
|-----------------------------------------------|---------------|-------------|
| iClicker (includes Goal & Reflection Surveys) | 2-3 per class | 10% |
| Learning Curve | 3 | 25% |
| Clinical Choices | 3 | 25% |
| Quizzes | 4 | 40% |
| Total | | 100% |

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 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, December 8th. 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 November.

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 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 me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date may not be honored. If you require testing accommodations (e.g., additional time.) you must contact me and present your VISA *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. Moser 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.

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.
- 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 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

| Date | Topic | Reading | Assignment |
|-------------|----------------------------------------------|-------------------|--------------------|
| 8/29 | Intros, syllabus review, and overview | | |
| 8/31 | Intro & Overview | Chapter 1 | |
| 9/5 | Intro & Overview | | LC 1b |
| 9/7 | Current models | Chapter 2 | |
| 9/12 | Current models | | |
| 9/14 | Assessment, Diagnosis, & Treatment | Chapter 3 | |
| 9/19 | Assessment, Diagnosis, & Treatment | | |
| 9/21 | Anxiety Disorders | Chapter 4 | Quiz |
| 9/26 | Anxiety Disorders | | |
| 9/28 | Trauma & Stress (Chris Webster) | Chapter 5 | |
| 10/3 | Trauma & Stress | | |
| 10/5 | OCD & Related Disorders | Chapter 4 | CC, Priya |
| 10/10 | OCD & Related Disorders | | |
| 10/12 | Depressive & Bipolar Disorders | Chapter 6 | LC, 6a |
| 10/17 | Depressive & Bipolar Disorders | | |
| 10/19 | ON YOUR OWN (Prep for Quiz) | | Quiz |
| 10/24 | FALL BREAK | | |
| 10/26 | Self Harm & Suicide | Chapter 7 | |
| 10/31 | Substance Use Disorders | Chapter 10 | |
| 11/2 | Substance Use & Addictive Disorders | | |
| 11/7 | Schizophrenia & Related Disorders | Chapter 12 | CC, Randy |
| 11/9 | Schizophrenia & Related Disorders | | Quiz |
| 11/14 | Eating Disorders | Chapter 9 | LC, 9b |
| 11/16 | Personality Disorders | Chapter 13 | |
| 11/21 | Personality Disorders | | |
| 11/23 | HOLIDAY BREAK | | |
| 11/28 | Disorders common in childhood | Chapter 14 | CC, Gabriel |
| 11/30 | Disorders common in childhood | | |
| 12/5 | Law, Society & Mental Health | Chapter 16 | |
| 12/7 | Law, Society & Mental Health | | 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.