PSYCHOLOGY 280: SECTION 002
PSYCHOLOGICAL DISORDERS
Spring 2025

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.

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
Email: Please use Google Form first; only sensitive topics emailed to cbb@msu.edu
Office Hours: By appointment

Graduate TA: Aislinn Low
Zoom Office: https://msu.zoom.us/j/94156058140
Office Hours: Wednesdays 12-1 PM
Email: Please use Google Form first; only sensitive topics emailed to lowaisli@msu.edu

Undergraduate TA: Anne-Marie Muszkiewicz
Zoom Office: https://msu.zoom.us/j/8303802813 Passcode: 260594
Office Hours: Tuesdays 4-5 PM
Email: Please use Google Form first; muszkie3@msu.edu

Undergraduate TA: Eveleen Sachdeva
Zoom Office: Mondays 5-6 PM
Office Hours: https://msu.zoom.us/j/5563336101; Passcode: 176723
Email: Please use Google Form first; sachde32@msu.edu

Submit class questions to: https://bit.ly/PSY280 or scan the QR code below.

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 **absolute best** place to start to get your questions answered outside of class time. If you cannot make office hours, please use the Google form above to arrange an alternate time to meet.

All class-related questions and comments should be submitted through the Google form above. **We will check responses daily Monday-Friday and will do our best to respond within 24 hours during the week** (but up to 3 days during busy times). **Questions submitted Friday afternoon-Sunday will not be answered until Monday at the earliest. Please prepare in advance.** We want to support you as best we can – however, lack of preparation on your end (e.g., doing things last minute) is not an emergency for us. If you email us directly with a question or comment that is not sensitive in nature, we will reply with a form response to use the Google form.

*****Only sensitive, personal information should be emailed directly to Aislinn, your TA, and Dr. Burnette. Questions/comments about class should be submitted using the Google Form.*****

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. (2024). *Psychopathology: Science and Practice* (12th 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".

Achieve: The version of 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**. **You must register for Achieve with your MSU email!! When you want to access Achieve, please access it by going through D2L, not logging into Achieve directly.** If you are reading this information prior to 1/31/25, please email Dr. Burnette a picture of a cute animal with PSY 280 in the subject line for one extra credit point.

If you prefer a hard copy of the textbook, you can purchase it online. 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.

iClicker: We will use iClicker for in-class participation. Here are instructions to get you set up with iClicker. Go to iClicker.com. Sign in if you have an account and create an account If you do not. In either case, follow the instructions in the above link to ensure you add this course to your iClicker account – this course will appear as Psychological Disorders, PSY280-002, Spring, 2025.

Technical Assistance: Many students have technical issues when getting started with Achieve and iClicker. Note that your professor and TAs cannot provide tech support. **Please see the end of the syllabus for technical support information.**

PART 2: COURSE SCHEDULE

Date	Topic	Reading	Assignment
1/14	Intro, syllabus review, and overview	Chapters1/2	
1/16	Psychopathology & research	Chapters 1/2	
1/21	Research/current models	Chapter 3	EC surveys due
1/23	Current models Guest Lecturer: Brianne Richson, PhD	Readings on D2L	LC 3b
1/28	Assessment, Diagnosis, & Treatment	Chapter 4	
1/30	Assessment, Diagnosis, & Treatment		Quiz 1
2/04	Anxiety, OCD, and related disorders	Chapter 5	
2/06	Anxiety, OCD, and related disorders Guest Lecturer: Kenan Sayers, MS		LC 5a
2/11	Trauma & Stress	Chapter 6	CC, Michelle
2/13	NO CLASS – 2/13/23 MEMORIAL DAY		
2/18	Trauma/Depressive & Bipolar Disorders	Chapters 6/7	
2/20	Depressive & Bipolar Disorders	Chapter 7	LC 7a
2/25	Etiology of Psychpathology Guest Lecturer: Ted Schwaba, PhD		
2/27	Depressive & Bipolar Disorders/Suicide	Chapters 7/8	Quiz 2
3/04	SPRING BREAK		
3/06	SPRING BREAK		
3/11	Self-Harm & Suicide	Chapter 8	EC survey due
3/13	Substance Use & Addictive Disorders	Chapter 11	CC, John
3/18	Substance Use & Addictive Disorders	Chapter 11	
3/20	Substance Use & Addictive Disorders (Guest Lecture – Dr. Ariana Vidaña)		LC 11b
3/25	Schizophrenia & Related Disorders	Chapters 13/14	
3/27	Schizophrenia & Related Disorders (Guest Lecture – Raffles Cowan, PhD)	Readings on D2L	CC Jorge
4/01	Eating Disorders	Chapter 10	LC 13b
4/03	Eating Disorders	Readings on D2L	Quiz 3
4/08	Personality Disorders	Chapter 15	
4/10	Personality Disorders Guest Lecturer: Peter Siyahhan Julnes, MD		CC, Alicia
4/15	Disorders common in childhood	Chapter 16	
4/17	Disorders of aging and cognition	Chapter 17	CC, Gabriela
4/22	Law, Society, & Mental Health	Chapter 18	
4/24	Clinical Interventions & Discussion		Quiz 4
4/28-5/02	Final Quiz – Optional Open April 28th at 9 AM until May 1st at 9:45 AM		Quiz 5 (optional)

* **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. CC=Clinical choices; EC=extra credit; LC=Learning curve.

PART 3: 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." 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. However, there is increasing recognition that categorical approaches to diagnosis have many limitations. Accordingly, we'll be discussing psychopathology from a dimensional view – that is, that symptoms lie on a spectrum from functional to dysfunctional and that certain symptoms appear to cluster together often (e.g., substance use and risk-taking). Finally, we will learn about mental health across the lifespan, from childhood to late life. We'll finish the course by talking about specific, common intervention approaches and even role-play some in class!

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. 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 guest lectures. 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 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 the Google form. 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 to Dr. Burnette.

Laptops in Class: I will not forbid technology use during class. However, research shows that being on your laptop or phone takes your attention away from class, which will negatively affect your learning and likely your grade. Also be aware that classmates sitting around you can see what you are doing on your screen. If you are distracted, you are likely distracting your peers. I recommend buying a note book and writing notes by hand, which will require you to engage with the material in ways that encourage learning.

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.

Stress Management Tips: Most people who take this class are also interested in taking care of their *own* mental health. So, we will be going through stress management strategies together throughout the semester. Do you have strategies or tips you use to cope with uncomfortable emotions, problem-solve challenging situations, manage stress, or prioritize your time? Please submit your strategy here and Dr. Burnette may use it in a future class!

PART 4: EVALUATION/GRADES

Grades will be based on participation in class using iClicker, completion of 5 "Learning Curve" (LC) exercises online, completion of 5 "Clinical Choices" exercises online, and performance on 5 online quizzes. Due dates for all online assignments are included in the above Course Schedule.

iClicker Participation: iClicker is used in this class to facilitate engagement and learning. Questions will be posed via iClicker each class. However, **iClicker will not be used to track attendance.** Your education is what you make it – if you don't attend class, you won't learn as much and won't do as well, plain and simple. **We will have five pop quizzes throughout the semester on iClicker (I will count four and drop one).** These pop quizzes will be graded based on completion, not accuracy. They will happen randomly, without announcement. Because you can drop one, there will be no excused absences.

Learning Curve 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, 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 3b. no later than 10:20am on 1/23.

Quizzes are available for a 24-hour period beginning on Wednesday at 10 AM through Thursday at 10 AM. **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 <u>and</u> lectures/class discussion.** Success on the quizzes will be **far more likely** if you have the advantage of lectures, reading, and in- class activity materials. **Once you begin each quiz, you will have 60 minutes to complete it.**

Quizzes cover the below content:

Quiz 1: Chapters 1-4

Quiz 2: Chapters 5-8

Quiz 3: Chapters 10, 11, 13-14

Quiz 4: Chapters 15-18

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 your final exam day/time (5/1/25 by 9:45 AM), but you will have only 60 minutes to complete it once you start,-no exceptions. If you feel good about your 4 quiz grades, you <u>do not have to take the 5th quiz</u>. Only 4 quiz grades will be counted. **Because you can drop one quiz grade, there are no extensions on <u>any</u> 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 <u>outside of these</u> <u>Zoom times</u>, please submit a Google [form](#).

Here are the times:

<mark>Wednesday 12-1 PM – Aislinn</mark>
<mark>Wednesday 6-7 PM – Eveleen</mark>
<mark>Thursday 8-9 AM – Anne-Marie</mark>

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 below. TAs generally cannot help with internet or D2L/Achieve problems.

<u>There are four acceptable reasons for making up assignments:</u>

1) observing a religious holiday
    i. must express intent to observe holidays **two weeks before deadline**
2) participating in a required activity or university-sanctioned event

i. must provide **advanced** notice-notice after the deadline is not acceptable
3) significant illness of yourself or a family member
   i. **must provide documentation**
4) loss of a friend or family member
   i. **submit form to college**; info can be found [here]

If you have an excused absence, it is your responsibility to schedule an alternative due date for assignment. **Please contact Dr. Burnette at least 24 hours before the assignment is due through the Google [form]** (in the case of an unexpected illness or loss, a shorter time frame may be considered acceptable).

Failure to secure permission from Dr. Burnette may result in your receiving 0 points for the assignment. When applicable, be prepared to share written documentation.

Final Grade Policy:

Calculation:

Assignment	Number	Points	Percent
iClicker (5 pop quizzes)	4	100	10%
Learning Curve	4	200	20%
Clinical Choices	4	200	20%
Quizzes	4	500	50%
Total		**1000**	**100%**

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% [300 points] 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 25th**. 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 posted by March on D2L under Content→Extra Credit Paper.

If you're unable to complete enough SONA credits due to eligibility or lack of available studies, you may mix and match SONA credit and extra credit papers. For instance, if you are only able to complete 4 SONA credits, you can choose three cases and write 3 extra credit papers. However, **no partial extra credit will be given**. If you complete only 4 SONA credits and no extra credit papers, you will receive no extra credit.

Three additional extra credit opportunities include:

1) Completion of the Intro Survey during the first week of the course for 5 extra credit points.
   a. **Due 1/21 by 10:20 AM.**
2) "Getting to Know You Survey" available through Achieve and D2L for 5 extra credit points.
   a. **Due 1/21 by 10:20 AM.**
3) Mid-semester Progress Survey the week after Spring Break for 5 extra credit points.
   a. **Due 3/11 by 10:20 AM.**

Honors Option: Please see D2L -> Content -> Honors Option for more details

PART 5: 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 Dr. Burnette at least 2 weeks in advance of the observance. Use the Google form to notify Dr. Burnette.

Technology Use: You are permitted to use electronic devices (laptops, tablets, etc.) during class. 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. Be mindful that what you do on your computer during class can be seen by your peers; if you want to play games or stream content, please do so at home.

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_9GNsDVC3VlH3wnr.
- 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 strongly recommend against the use of AI tools for this class.** The primary reason is that AI tools are likely to give you inaccurate or inadequate information. I write quiz questions based on in-class discussions and lectures. AI tools were not trained on our class, so they may give you false info.

The use of generative AI tools is permitted (<u>but NOT recommended</u>) for the following activities: Learning Curve and Clinical Choices Exercises

The use of generative AI tools is <u>not permitted</u> in this course for the following activities: Quizzes and the Alternative Extra Credit Paper. Use of AI tools for these activities may be considered a violation of MSU's policy on academic integrity, the Spartan Code of Honor Academic Pledge & Student Rights and Responsibilities, since the work is not your own.

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

<u>Use and Commercialization of Course Material</u>: 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 may be protected by copyright; any further use of this material may be in violation of federal copyright law.

<u>Disruptive Behavior:</u> 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 5: TECHNICAL SUPPORT

Technical Support

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

- **Achieve:** if you have questions or technical concerns, go directly to the Macmillan Support for Achieve and get a case number BEFORE contacting your instructor. Should you need to contact your professor, you MUST with your case number. [Here is how to get a case number from Achieve Support](#).

ACHIEVE FAQs

- Recommended web browser is Google Chrome.
- Make sure you have disabled your pop up blocker [How to Disable Pop Up Blocker in Chrome](#)
- Make sure you are using the most up to date version of Chrome. Here's how you can check: [Update Google Chrome](#)
- Clear cache/cookies regularly: [How to Clear Cache and Cookies](#)
- It can also be helpful to try an Incognito Window in Chrome, if you're experiencing loading issues (due to cookies/cache). Here's how: [Incognito Window](#)

Achieve Tech Support
- [Macmillan Self Help Knowledge Base](#) - available 24/7
- [Online Chat](#) - if you choose to call you can reference your case number
- For urgent/time sensitive issues, please CALL Achieve tech support at [800- 936-6899](#)

Hours of Operation (Eastern Time):
Monday through Thursday: 8 AM-3 AM
Friday: 8 AM-12 AM
Saturday: 12 PM-9 PM
Sunday: 12 PM-3 AM

Achieve keeps track of student engagement on the platform, including data on when students log in, whether they access the ebook, whether they attempt assignments, etc. I will advocate and go to bat for my students, but it is in your interest to be truthful when reporting issues with Achieve.

iClicker for Students

Tips for using iClicker devices in class:
- Toggle your devices Wi-Fi off and on when you arrive in the classroom.
  - Resetting Wi-Fi prevents you from connecting to a distant Wi-Fi access point as you travel across campus.
- Forget the MSU Guest 3.0 & Eduroam networks on your device.
  - iOS guide: [How to forget a Wi-Fi network on iPhone, iPad, or Mac(link is external)](#)
    - When connecting to the "MSU 3.0" network, students register their device, but for iPhones, you must select the information icon and turn off the "Private Wi-Fi Address" option.
  - Android guide: [How to Forget a Wi-Fi Network on Android](#)

Getting Started

- [How to Create an iClicker Student Account](#)
- [How to Add an Instructor's Course in the iClicker Student App](#)
- [How to Edit Your iClicker Student App Profile](#)

Assignments

- [How to Complete an Assignment in the iClicker Student App](#)

In Class
- [Student Guide: iClicker Focus](#)
- [How to Participate in a Poll with the iClicker Student App](#)
- [How to Participate in a Quiz with the iClicker Student App](#)
- [iClicker Student App Attendance Geolocation Tips](#) – in-person classes only.

After Class
- [How to Participate in an Exit Poll with the iClicker Student App](#)
- [How to View Class History and Activity Results in the iClicker Student App](#)
- [How to Use iClicker's Student Study Tools](#)