

**TOMPKINS CORTLAND COMMUNITY COLLEGE**  
**COURSE OUTLINE**  
**PSYC 209 – ABNORMAL PSYCHOLOGY**  
**Section: BL1 ONLINE, SPRING 2019**

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Email through the college account is generally the best way to reach me. Please utilize your college myMail account when contacting me via email. For the purpose of course related communication, I only use my college email address or mail through Blackboard. Do not accept a message from some other e-mail address other than the college email I use or through the Blackboard system.

I generally respond to emails within a 24-hour period (except some weekends when I am away and during scheduled holidays and breaks). If you do not receive a reply message within that time frame, please resend your message, as there must have been either A) a technical error in the retrieval process or B) I am trapped under something heavy and cannot get to a computer. Since in most cases, the answer will not be B, please resend it!

Also keep in mind that if you are sending me a message of an urgent nature regarding technical issues, please recheck your email or Blackboard account shortly thereafter about any instructions that I may provide to assist you. You may miss a window of opportunity for any resubmissions if you're not checking your college email and/or Blackboard account (under Web Courses) on a regular basis. Please get into the habit of checking both accounts for important messages that I may send throughout the semester.

**I. COURSE DESCRIPTION:**

This course helps students acquire a better understanding of the origins of maladaptive personal reactions to life and its problems. Diagnostic symptoms, etiology, treatment and prevention of each category of psychological disorders are emphasized.

A. Prerequisite: PSYC 103 and prior completion or concurrent enrollment in ENGL 101.

B. Semester Credit Hours: 3 Lecture

C. Text: Burke, B.L., Trost S.E., deRoon-Cassini, T.A. & Bernstein, D.A. (2016). *Abnormal Psychology* (2<sup>nd</sup> ed.). USA: Academic Media Solutions.

Paperback (b/w): ISBN- 9781942041108

The textbook is required. Do not try to take the course without securing your own copy to use.

**II. ENTRY SKILL EXPECTATIONS:**

A. Writing – WC: College-level writing skills are required. See course prerequisites for details.

B. Math - M0: Very limited or no math skills are required.

C. Reading - R4: If required, the student must have successfully completed RDNG 116. The course requires reading beginning college-level materials and higher college-level materials that will also be covered in class.

III. **GENERAL COURSE OBJECTIVES:**

<i>Course Objectives</i> At the end of the course the student will be able to:	<i>Activities Related to the Objectives</i>	<i>Assessment of the Objectives</i>
1. Explain abnormal vs. normal behaviors in historical, social, and cultural contexts	Classroom discussions Readings Videos	Quizzes Final Exam Film Reviews
2. Compare and contrast a wide variety of behavior patterns that are labeled as "abnormal"	Classroom discussions Readings Group work Videos	Quizzes Final Exam Final Project
3. Identify the various diagnostic categories in the DSM-5	Classroom discussions Readings Videos	Quizzes Final Exam Final Project
4. Apply course concepts to real world situations and clinical cases	Readings Videos Service Learning Classroom discussions Case studies	Quizzes Final Exam Final Project (service learning) Film Reviews
5. Recognize the integrative approach to psychopathology including: Biological, Psychological, Behavioral, Cognitive, and Humanistic Models.	Classroom discussions Readings	Quizzes Final Exam Final Project (service learning)
6. Describe the process of mental health assessment	Classroom discussions Readings Group work Videos Service Learning	Quizzes Final Exam Final Project (service learning)
7. Describe the etiology associated with various disorders	Readings Videos Classroom discussions	Quizzes Final Exam

8. Illustrate the best treatment methods for specific disorders	Readings Classroom discussions Videos Case studies	Quizzes Final Exam Film Reviews Final Project
9. Analyze and evaluate a psychological disorder, mental health issue, and/or or mental health setting	Readings Classroom discussions Videos Case studies	Final Project Film Reviews

IV. **REQUIREMENTS FOR SATISFACTORY COMPLETION OF COURSE:**

A. Attendance and participation in class is critical to successfully completing the required course standards. **In accordance with federal financial aid regulations, if a student has ceased academic participation for two weeks, the student will be withdrawn from class and a final date of attendance will be reported to the Registrar and Financial Aid Department.**

For online courses, logging into an online course without active participation will NOT constitute attendance; rather, there must be participation in a course activity (i.e. discussion and/or completing quizzes, submitting assignments, etc.).

B. Pass all assessments, quizzes/exams, written assignments, and other assignment work and projects. See grading system and points below.

V. **METHODS FOR EVALUATING STUDENT PERFORMANCE**

A. **Discussions (19% or 110 points):** Most weeks, you will be required to participate in class discussions related to the chapter or work that was assigned that week. You are expected to post your response to the questions and give at least one response to another student's post during that week. Your first post must be submitted by Wednesday (with points being deducted for lateness) and your response to another person must be submitted by Sunday of that week. Both your initial post and response need to be substantive (i.e. several complete sentences each). Just responding with "I agree" or something similar is not enough. You must elaborate fully on what you are discussing. There are 13 graded discussions and only the top 11 grades will be counted towards your final grade. There are NO MAKEUPS for missed discussions, regardless of the reason. If you miss discussions for any reason, you can use up to 2 as your lowest grades (although this would not be recommended). **Each discussion is worth 10 points each (5 points for the initial post and 5 points for the first response to another classmate).**

B. **Syllabus Quiz (2% or 10 points):** The quiz will consist of 10 questions, each worth 1 point. You will need to complete the syllabus quiz in the beginning of the course by the due date to make sure you have read through the syllabus

and understand some of the important points. Feel free to use the syllabus as a guide as you take the quiz. The quiz will not be timed and you'll only get to take it once. The final score will not be dropped.

**C. Chapter Quizzes (31% or 180 points):** The quizzes will consist of multiple-choice questions. There will be 10 chapter quizzes and each is approximately 20 questions; each question will be worth 1 point. The quizzes will be untimed, but you'll only have one chance to take them within a week's time. Give yourself a quiet space, free from distractions to do this. You are expected to adhere to academic honesty including, but not limited to taking your own quiz independently without help from others. You may however use your notes and the textbook to assist yourself in the process. Remember though that if you are not already familiar with the material and have not studied, it will be difficult to pass the quizzes. Please contact me as soon as possible if you experience any technical difficulties while trying to take your quizzes. Questions may come from your textbook and/or other materials posted in class. **There are no make-up quizzes, but the lowest chapter quiz grade will be dropped. If you miss a quiz for any reason, that zero would count as the lowest quiz grade dropped.** Try not to miss any quizzes if possible.

**D. Mid-term exam (8% or 50 points):** The mid-term exam will consist of multiple-choice and/or short essay questions covering material from the first half of the semester. Questions may come from your textbook and/or other materials posted in class. A study guide will be provided in advance so you will know what to prepare for. You are expected to adhere to academic honesty including, but not limited to taking your own quiz independently without help from others. You may however use your notes and the textbook to assist yourself in the process. There are no make-ups for missed exams.

**E. Final exam (8% or 50 points):** The final exam will consist of multiple choice and/or essay questions covering material from the second half of the semester. Questions may come from your textbook and/or other materials posted in class. A study guide will be provided in advance so you will know what to prepare for. You are expected to adhere to academic honesty including, but not limited to taking your own quiz independently without help from others. You may however use your notes and the textbook to assist yourself in the process. There are no make-ups for missed exams.

If you know in advance that you must miss a quiz or exam, you may take the quiz or the exam early provided that you give me 48 hours notice so that I can change dates in Blackboard.

**F. Final project (17% or 100 points):** This can be one of the following:

- 1) A **research paper** exploring an in-depth study of one subject covered in the course or
- 2) **15 hours of volunteer work** (aka “service learning”) in an abnormal psychology/mental health setting

By Week 5, you must submit a statement of your final project under the appropriate topic for approval that will be worth **15 points (3% of your grade)**. The first written statement should include the topic and thesis (i.e. what you believe and intend to prove) if you’re doing a research paper OR the location, supervisor’s name, and objectives (i.e. what will be your role and population observing/working with) in the form of a service learning agreement letter, if you are doing service learning (see pp. 14-16). By Week 11, I will need either a references page from you showing 5 or more references (if doing the research paper) or your five proposed journal entry topics (if doing service learning) (**3% or 15 points**). Please include at least one sentence or more explaining what you will be covering in each journal entry. If you miss the deadline for the proposed main topic or the references/journal entry topics, please still submit them for approval/review, but you will not get the 15 points. Failure to submit the proposed main topic and/or references/journal entry topics early may result in a zero for the final paper. If you haven’t secured a volunteer position by week 5, if that is your choice, start working on a research paper instead and submit information regarding that choice. The final project is a significant portion of your grade and is due the 13th week of classes. *NO LATE PAPERS ACCEPTED.*

### **Research Paper Guidelines**

1. You may select topics relevant to the course objectives outlined in this syllabus and/or the textbook chapters and **your paper must relate to one or more DSM diagnoses**. Please be very specific in your topic (i.e. “suicide rates in depressed adults” vs. “depression”) and what you intend to prove or focus on. Just rehashing a disorder and the symptoms as they are in the textbook or DSM isn’t sufficient. Relate it to something more in-depth and/or not covered in the readings. If a student changes their topic without informing me and getting permission ahead of time, the final grade may result in a zero. This is to prevent students from plagiarizing and/or using previous works from other classes or students. If you decide to change your topic at any point, you must notify me as soon as possible to secure permission.
2. All research papers will be 6 to 8 pages in length if conducted by an individual student and 9-11 pages if submitted as a group project.
3. All research papers will be submitted with a title page that will include: the title of the paper, your name, and the name of the college. Include the page header/running head on every page with page number. See the Purdue OWL: APA formatting for guidelines on how to do this. No need for an abstract however.
4. Papers are to be typed, double spaced with normal fonts (12 pts and 1 inch margins).

5. All papers must include a reference and title page: these will not count as part of the 6-8 (or 9-11) required pages.

6. All papers will have a minimum of 5 references (at least 3 or more of these must be *scholarly journal articles*). Students may also use textbooks, interviews, lecture notes, magazine articles, and so forth as references. Be sure that any ideas and/or material (written or oral) created by another person are cited as a reference.

7. You will be graded based on the following areas:

Content = 60 points (6-8 pages individual/9-11 pages group)

Organization = 10 points

Spelling/grammar = 10 points

Research/documentation/APA citation = 15 points

(min. 5 references with 3 scholarly journals)

Title page = 5 points

Total = 100 Points

8. Use APA (American Psychological Association) format/citations to do this paper, as this is a psychology course and you will need to know how to do this format if going on to other psychology classes (or some other social science courses).

9. Any paper found guilty of plagiarism will receive a zero. Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. For this paper, plagiarism occurs when the author's direct words are used without proper citation and quotes. If you are going to paraphrase or quote the author, make sure you do so using APA citation. The rest of the paper should include a description of the researchers work in your own words and not verbatim. It's better to over cite than to under cite, as you will be obtaining information that is generally not your own original thoughts. If the majority of your paper does not contain in-text citation (especially if you chose to write the research paper), it will most likely constitute plagiarism. Also remember to use your own words and paraphrasing as much as you can, as too many direct quotes is not encouraged either.

10. Students electing to do a group class project will secure permission from the instructor.

11. Remember, the research paper is a vital part of this course and constitutes a major portion of the semester grade. It is advised that students carefully schedule their time to permit for research, thinking, draft writing, rewriting, and final preparation of their finished product. Students should expect to spend at least a minimum of 30 hours on the research paper.

### **Service Learning Project**

Service learning means involvement in the communities directly related to and impacted by college courses. You are required to locate and make arrangements to volunteer in an organization related to an area of abnormal psychology that you are interested in (a paid job that you currently hold is not acceptable). Please keep in mind it can take a long time to set up or find a service learning opportunity so contact organizations very early in the semester if you think you may want to do this for your final project. The instructor is available to assist in finding an acceptable location, but it is ultimately your responsibility to research and secure a volunteer position. A minimum of 15 hours is to

be contributed throughout the semester. If you are doing service learning in conjunction for another course at the same site, you must complete 20 hours of service learning. Please be aware of HIPAA and confidentiality issues and refrain from using names of those being treated in your settings in class or throughout your paper.

Your service learning paper should include the following (9-11 pages total):

*Title Page* - Your name, course number, instructor, date and a title to your paper should be at the beginning of your paper. (5 pts.)

*Expectation Page* - Prior to beginning your service learning experience, you will need to complete at least one full page where you state the location of your service learning including the population you will be working with, and what your hopes, anxieties, expectations, etc. are about the experience. This should be attached to your service learning agreement and put in the final paper. (10 pts.)

*Journal Entries* - You will complete 5 journal entries in the body of the paper. Each journal entry will focus on a different area of abnormal psychology or a different theory and should include a description of your experiences and an application of how course materials apply to what has occurred during your visits. Theories could relate to behavioral, biological, social, psychoanalytical, humanistic, etc. Areas of abnormal psychology that could be addressed in each entry could relate to a specific psychological disorder, assessment methods, treatment of the mentally ill, a specific patient/client, etc. Each entry should clearly identify what theory or area of abnormal psychology you are focusing on. There should be approximately 5-7 pages of journal entries. (50 pts.)

*Reflection Page* - At the completion of your experience, complete at least one full page that addresses how accurate your expectations were and how the experience turned out. (10 pts.)

*Letter from Supervisor* - A letter signed from your supervisor describing your service and listing your hours should be emailed to the instructor by your supervisor and/or scanned if written on organizational letterhead and included with your paper.

*Although this is only worth 5 points, your paper will not be graded without this letter.* (5 pts.)

*Writing Quality* – spelling/grammar, organization, correct APA citation (if necessary) (20 pts.)

Total = 100 Points

A 'C' paper must include all of the information describe above and follow the basic standards for English Composition - 1) It must be well organized 2) It must have well developed paragraphs 3) It must be competent in style. An 'A' or 'B' paper must satisfy all of the above requirements in addition to being original in thought and content, effectively integrating course materials, and creating interest and enthusiasm in the reader.

*Potential options for Service Learning may include, but are not limited to:*

- 1) **Mental Health Association in Tompkins County** – Ithaca  
Contact: David Bulkley, Director of Adult Services (607) 273-9250
- 2) **Cortland County Mental Health** - Cortland  
Contact: Alexandra Huntington-Ofner, Director of Prevention Services  
(607) 428-5473

3) **Challenge** – Ithaca

Contact: Marty Gold, Director of Employment & Vocational Support  
(607) 272-8990, ext. 167, email: [martyg@aboutchallenge.org](mailto:martyg@aboutchallenge.org)

4) **YWCA of Cortland, Aid to Victims of Violence** – Cortland

Contact: Linda Glover, Associate Director (607) 753-3639, ext. 135

5) **Franziska Racker Centers** – Ithaca

Contact: Brenda Cooper, Human Resources Admin (607) 272-5891, ext. 238  
Complete volunteer application on their website [www.rackercenters.org](http://www.rackercenters.org) and  
send it to [brendac@rackercenters.org](mailto:brendac@rackercenters.org)

\*If you contact any of these places, please ask for the contact person listed and tell them you are in my Abnormal Psychology class at Tompkins Cortland. These agencies have worked with our students before and are willing to accept future student volunteers.

**G. Film Assignments (10% or 60 points):** There will be two films that will be embedded in our course modules relating to mental illnesses. You will be expected to answer a series of questions related to the films. Each review will be worth 30 points for a total of 60 points.

You must submit your own independent paper for each of these films on the dates indicated. *The films being shown may contain upsetting or controversial topics. If you feel you cannot view either of these films due to their nature, you can choose not to, but must complete an alternate assignment to be discussed with the instructor. Contact the instructor immediately if this may be the case for you.* While you may not agree or like some of the content in the films, you still must answer each question thoroughly for full credit. These are not film critic assignments, but rather ways of incorporating what you've learned about mental health issues to what is depicted in the films. Each film assignment is worth 30 points. No title page is needed, but please include your name, date, and course and section number as the heading on the first page. *No late papers will be accepted for the film assignments.*

**Film #1: “The Bridge”** (2006 Documentary; Director Eric Steel; 94 minutes). The Bridge focuses on the large number of suicides that occur each year at the Golden Gate Bridge, capturing footage of the suicides and interviewing family members. Also interviewed are people who have attempted suicide at the bridge, witnesses of the suicides and a jump survivor. The questions below are derived from this film. *Please answer all of these questions thoroughly after reviewing the movie in class and submit it a 2-3 page paper before midnight on the due date.*

1. Why do you think people are drawn to the Golden Gate Bridge to take their lives?
2. What did you learn about suicide and/or those who attempt or die by suicide after viewing this documentary? What preventative measures could be taken to help those who are suicidal?
3. The film follows stories of many individuals. Which story impacted you the most and why?



4. What message does the film have for those who may feel suicidal? Their friends or family members? Mental health professionals? Society at-large?

**Film #2: “Girl, Interrupted”** (1999 Drama; Winona Ryder, Angelina Jolie; 2 hrs, 7 min). Based on Susanna Kaysen’s best-selling memoir about her hospitalization during the 1960s. The questions below are derived from this film. *Please answer all of these questions thoroughly after reviewing the movie in class and submit it a 2-3 page paper before midnight on the due date.*

1. Do you think that it’s useful to classify lifelong personality characteristics as psychological disorders? Why or why not?
2. Do you think that Susanna Kaysen (Winona Ryder) appeared to have Borderline Personality Disorder? Why or why not? Do you think that Lisa Rowe (Angelina Jolie) appeared to have Antisocial Personality Disorder? Why or why not?
3. Using scenes from this film, discuss the lines that separate normality from deviance, treatment from control, and friendship from betrayal.
4. Choose one character from this film and explain how you would work with her if you were her therapist.

**H. Extra Credit.** Extra credit can be earned by attending one or more activities hosted by the college or within the community, reviewing relevant current events/news stories, or by other assignments I may provide, which relate to the psychological concepts or theories of this course. A one-page typed summary for each activity must be submitted to receive 5 points. Be sure to include how it relates to the course. Extra credit points are for students in good standing (i.e. regular attendance/participation in class and have completed assignments). Additionally, extra credit cannot change a failing grade to a passing grade. Please do not approach me at the end of the semester or after the semester asking to do additional extra credit or missed work to improve a poor grade. Do all the extra credit and regular class work as it is assigned to avoid this mishap. **\*\*Extra credit assignments MUST be submitted within 1 week of attending the college sponsored activity, and no later than the first day of the final exam week. A maximum of 15 points extra credit can be earned.\*\***

### **COURSE SCHEDULE**

Week/Module	Topic	Start Date	End Date
Week 1	Introduction <i>Syllabus quiz</i>	1/23	1/30
Week 2	Ch. 2 Past & Present Understandings of Mental Disorders	1/28	2/3
Week 3	Ch. 1 Identifying, Detecting, & Classifying Mental Disorders	2/4	2/10
Week 4	Ch. 7 Anxiety Disorders	2/11	2/17

Week 5	Ch. 8 Obsessive-Compulsive & Related Disorders & Ch. 9 Trauma-and Stressor-Related Disorders <i>Proposed topic/setting due</i>	2/18	2/24
Week 6	Ch. 10 Dissociative Disorders & Ch. 11 Somatic Symptom & Related Disorders	2/25	3/3
Week 7	Ch. 6 Depressive Disorders & Ch. 5 Bipolar Disorders & Suicide	3/4	3/10
Week 8	Film – <i>The Bridge</i>	3/11	3/17
<b>SPRING BREAK</b>	<b>NOTHING DUE</b>	3/18	3/24
Week 9	<i>Mid-Term Exam Due</i>	3/25	3/31
Week 10	Ch. 4 Schizophrenia Spectrum & Other Psychotic Disorders	4/1	4/7
Week 11	Ch. 16 Personality Disorders <i>References/journal entry topics due</i>	4/8	4/14
Week 12	Ch. 12 Eating, Feeding, & Sleep-Wake Disorders	4/15	4/21
Week 13	<i>Final Project Due</i>	4/22	4/28
Week 14	Film – <i>Girl, Interrupted</i>	4/29	5/5
Week 15	Ch. 14 Substance-Related & Addictive Disorders <i>Extra Credit Due</i>	5/6	5/12
Week 16	Final Exam	5/13	5/15*

*\*Note this date ends on a Wednesday, at midnight.*

MID-WINTER BREAK (NO CLASSES) 2/28-3/1

SPRING BREAK (NO CLASSES) 3/18-3/23

REGISTRATION DAY (NO DAY CLASSES) 4/10

Final Exam Week 5/13-5/17

**KEEP TRACK OF YOUR POINTS & ASSIGNMENT DEADLINES HERE:**

MODULE	WRITTEN ASSIGNMENTS	DISCUSSIONS	QUIZZES	EXAMS	EXTRA CREDIT
1	NO GRADE	NO GRADE	_____/10 Syllabus quiz	MODULE 9 MID-TERM _____/50	#1
2	NONE	_____/10	_____/20		_____/5
3	NONE	_____/10	_____/20		
4	NONE	_____/10	_____/20		
5	_____/15 Proposed topic/setting due	_____/10	_____/20		
6	NONE	_____/10	_____/20		
7	NONE	_____/10	_____/20		_____/5
8	_____/30 Film #1 review due	_____/10	NO QUIZ		
9	NONE	NONE	NO QUIZ		
10	NONE	_____/10	_____/20		#3
11	_____/15 References/journal entry topics due	_____/10	_____/20		
12	NONE	_____/10	_____/20		
13	_____/100 Final project due	_____/10	NO QUIZ		
14	_____/30 Film #2 review due	_____/10	NO QUIZ		_____/5
15	NONE	_____/10	_____/20		Final Exam _____/50
16	NONE	NONE	NO QUIZ		
<b>TOTAL</b>	_____/190	_____/110** (2 lowest discussions dropped)	_____/190* (one low chapter quiz is dropped)	_____/100	_____/15 (optional)

**Final grades will be based on the following equivalents:**

GRADE	POINTS	PERCENTAGES
A	531-590	90-100
B+	513-530	87-89
B	472-512	80-86
C+	454-471	77-79
C	413-453	70-76
D	354-412	60-69
F	0-353	0-59

**VI. INSTRUCTIONAL FORMAT:**

The class format will consist of a variety of methods, including but not limited to: classroom discussions, activities, quizzes, exams, videos, and written assignments. Relevant classroom participation is encouraged.

VII. **ACCESS AND EQUITY SERVICES:**

It is the College's policy to provide, on an individual basis, appropriate academic adjustments to students with disabilities that may affect their ability to fully participate in program or course activities, or to meet course requirements. Students with disabilities should contact Carolyn Boone, Coordinator of Access and Equity Services at (607) 844-8222 (ext. 4283) or [clb@tompkinscortland.edu](mailto:clb@tompkinscortland.edu) to discuss their particular need for academic adjustments. This material is available in alternative formats upon request.

*If you do have an academic adjustment, it is your responsibility to make sure to give me the appropriate paperwork at the beginning of the semester or as soon as possible thereafter obtaining the paperwork so that I can make the appropriate adjustments for you.*

VIII. **STRESS MANAGEMENT & EMOTIONAL WELLNESS:**

Stress is a common part of the college experience, and it can be intensified by unexpected life changes outside the classroom. As a student, you may experience a range of issues that can cause barriers to learning, such as significant stress, mood changes, excessive worry, problems with eating and/or sleeping, strained relationships, increased anxiety, alcohol and other drug use, feeling down, difficulty concentrating, and/or lack of motivation. These issues can deteriorate your emotional and physical health, leading to diminished academic performance.

Tompkins Cortland Community College provides mental health services to support the academic success of students. The Office of Mental Health Services (OMHS) Counseling Center offers free, confidential services to help you manage personal challenges that may threaten your well-being and academic success. To speak with a clinical counselor, contact the Counseling Center at 607.844.6577 or stop by Room 230.

IX. **FURTHER COMMENTS:**

A. Please remember that your grade in this class is earned by you, not given by the instructor. You have many opportunities to learn the material and demonstrate what you have learned. I will do whatever I can to help you learn and aid you in this process. You also have the opportunity for extra credit as well to help your final grade.

B. This course has a rigorous schedule and high expectations. You are expected to adhere to these guidelines and to put your best effort forward. If you are unable to do so and find the structure of the course does not fit your learning style or needs, then it is your responsibility to either get help to aid in your learning, find another course that better suits your needs, or to withdraw from the course in a timely manner.

C. **Academic Code of Conduct & Misconduct Policy.** You know what that is. It's cheating. No form of it will be tolerated. Any suspected incidents of academic misconduct such as cheating on tests or plagiarism will be reported and sanctioned (punished) appropriately. For written assignments each student is

expected to present his or her own work, and give credit where credit is due by using appropriate APA referencing and citations. Sanctions for academic dishonesty may include, but are not limited to, a reduction in grade, elimination of grade, or failure for the course. For a more detailed description of the student code of conduct, potential sanctions for violating this code, and the appeal process, please refer to the College Catalog at [http://www.tc3.edu/catalog/pp\\_ac\\_statement.asp](http://www.tc3.edu/catalog/pp_ac_statement.asp) and [http://www.tc3.edu/catalog/pp\\_ac\\_violation.asp](http://www.tc3.edu/catalog/pp_ac_violation.asp).

D. As your professor, I am here to help your learning of psychology be an enjoyable and rewarding experience. Be aware though, while I am here to assist you in any way possible in the learning process, there are boundaries to our relationship. Dual relationships are discouraged in the field of psychology and can present a conflict of interest. Therefore, I cannot serve as your therapist or “best friend.” Please see me if you have any questions regarding this.

E. Classroom Civility: Psychology in general, and the study of behavior and mental processes, often deals with sensitive and controversial topics. “While learning in this class we will be exposed to ideas with which we disagree and which we may very well find offensive. It is essential that behavior remains courteous, reasoned, and civil at all times. Tolerance and the exchange of ideas are an essential part of academic life.” (Source: Course Outline for SOC 206, fall 2003, N. Carolina State with Dr. Robert Stone.)

**SERVICE LEARNING  
STUDENT AND AGENCY AGREEMENT  
for  
AMBER GILEWSKI'S PSYC 209 ABNORMAL PSYCHOLOGY COURSE**

Purpose of Agreement: It is important for you to have a clear sense of what you would like to accomplish and learn through your service work. This agreement is designed to bring you and your site supervisor together to record clear service and learning goals. Your supervisor may expect you to fill out additional forms that their respective agency requires. **(Due 2/24/19)**

Student Information  
**Student Name**

**Course**

Agency Information  
**Agency Name**

**Agency Mailing Address**

**Name of Supervisor or Volunteer Coordinator**

**Starting Date of Service**

**Ending Date of Service**  
(if undetermined, write "unknown" otherwise ending date will be near end of term)

To be completed by agency supervisor:

**Please describe the expectations and requirements of this service project.**

**Identify skills students may learn and need to use to complete service project.**

To be completed by student:

**Identify the skills you believe you can bring to this agency.**

**Briefly describe what you hope to gain and learn from participating in this service project.**

**Student Agreement**

As a student at Tompkins Cortland Community College, I agree to complete my service project to the best of my ability, work in collaboration with the agency supervisor, report any problems I encounter, and complete all other program requirements. In addition, I understand the seriousness of confidentiality in this matter and will report all information for this project in a depersonalized fashion.

**Student**

**Date**

**Agency Supervisor Agreement**

As the agency supervisor for this service learning placement, I agree to work with this student from Tompkins Cortland Community College, while providing supervision and communicating evaluation of the student's service work to Amber Gilewski, Professor of Psychology at amg@tompkinscortland.edu.

**Agency Supervisor**

**Date**