

**TOMPKINS CORTLAND COMMUNITY COLLEGE SYLLABUS**  
**PSYC 209 – ABNORMAL PSYCHOLOGY**  
**Section: BL1 ONLINE ASYNCHRONOUS FALL 2024**

Amber Gilewski, Professor of Psychology

Office Area: 241

Office Hours: Monday -3:00pm-4:00pm (241 or Teams)

Tuesday – 1:30pm-4:00pm (241 or Teams)

Thursday – 1:30pm-4:00pm (241 or Teams)

*Please use Starfish to set up an appointment.*

Phone: (607) 844-8222, ext. 4257

Website: [www.ambergilewski.com](http://www.ambergilewski.com)

E-mail: [amg@tompkinscortland.edu](mailto:amg@tompkinscortland.edu)

Email through the college account is generally the best way to reach me.

Please provide your name, course and section number in any email correspondence.

I teach multiple classes and sections and this helps me to more quickly answer your question.

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 Brightspace. Do not accept a message from some other e-mail address other than the college email I use or through Brightspace.

**E-MAIL USE**

Tompkins Cortland recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The College requires all official student email correspondence be sent only to a student's Tompkins Cortland email address and that faculty and staff consider email from any student official only if it originates from a Tompkins Cortland student account. This allows the College to maintain a high degree of confidence in the identity of all individuals corresponding in accordance with FERPA requirements and the security of the transmitted information.

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 Brightspace 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 Brightspace 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 psychological disorders are emphasized. Topics include the history of abnormal behavior, cultural awareness & cultural competence, major mental health disorders, the assessment, diagnosis, and treatment of disorders, and suicide.

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

B. Semester Credit Hours: 3 Lecture

C. Text: **We will be using a digital interactive Abnormal Psychology textbook by Lumen Learning, which is an OER (Open Educational Resource) that students do not have to purchase. This is the link to the materials but note that we will not be reviewing all modules and there are interactives that will need to be completed in Brightspace for credit and grading (not necessarily everything you see here so follow instructions in Brightspace only):** <https://courses.lumenlearning.com/wm-abnormalpsych/>

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. **STUDENT LEARNING OUTCOMES:**

1. Describe major psychological theories, concepts, and disorders apply relevant to abnormal psychology.

2. Demonstrate understanding of the research methods used in abnormal psychology.

3. Locate, evaluate, and apply information relevant to abnormal psychology.

4. Demonstrate understanding of how inequality shapes processes relevant to clinical and abnormal psychology.

IV. **ESSENTIAL TOPICS AND THEMES COVERED IN THE COURSE:**

1. Defining abnormal psychology

2. Ethics in abnormal psychology

3. Cultural awareness & cultural competence

4. Etiology & treatment of mental disorders

5. Anxiety disorders

6. Obsessive-compulsive disorders

7. Trauma and stress-related disorders
8. Dissociative disorders
9. Somatic symptom and related disorders
10. Mood disorders (depressive disorders & bipolar and related disorders)
11. Suicide & suicide prevention
12. Schizophrenia spectrum and other psychotic disorders
13. Personality disorders
14. Eating disorders
15. Sleep disorders
16. Substance-related & addictive disorders

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

A. Attendance and participation in class is critical to successfully completing the required course standards. Non-attendance and non-participation could lead to an F in the course. As an alternative, students can initiate a withdrawal from the class. More information on student-initiated withdrawals can be found here: <https://www.tompkinscortland.edu/admissions/registration>.

**Distribution of federal financial aid depends on a student's continued participation in their classes. If a student stops attending their classes, they may become responsible to pay back their federal financial aid.**

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.

VI. **METHODS FOR EVALUATING STUDENT PERFORMANCE**

Generally I will grade assignments within 1-2 weeks from the due date. If I must deviate from that time-period I will inform the class via an announcement in Brightspace.

A. **Discussions (17% or 110 points):** Most weeks, you will be required to participate in class discussions related to the discussion prompt 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 should be submitted by Wednesday and your response to another person must be submitted by Sunday of that week for credit. 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. If you miss discussions for any reason, you can use 2 as your lowest grades. **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. Self-Checks (8% or 50 points):** Every module from the textbook will have several tiles of course material for you to read. At the end of each tile is a Self-Check to gauge your learning before you get to the quiz. These are not scored, but you get credit just for completing them. If you complete all the Self-Checks in a module (the amount varies depending on the material), you'll get 5 points. **There are 11 modules in the course and 1 module's score will be dropped.**

**D. Module Quizzes (28% or 180 points):** The quizzes will consist of multiple-choice questions embedded in the Lumen Learning Abnormal Psychology digital interactive textbook. There will be 10 module quizzes worth 20 points each. The quizzes will be untimed, but they must be completed in one sitting. You can take them up to two times and the highest score will count towards your grade. To protect the integrity of the quizzes, the quiz questions are randomized, you will not be able to see the correct answers, and you will not be able to return to the quiz results page. So, make sure review the quiz results closely AND write down any questions or screenshot them if you need clarification on anything.

The quizzes are available for one week (usually beginning on a Monday and available until Sunday). Give yourself a quiet space, free from distractions to complete your quizzes. 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 textbook while taking the quizzes 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. **The lowest module quiz grade will be dropped. If you miss a quiz for any reason, that zero would count as the lowest quiz grade dropped.**

**E. 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 Lumen Learning Abnormal Psychology 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 exam

independently without help from others. You may however use your notes and the course readings to assist yourself in the process while taking the exam.

**F. 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 Lumen Learning Abnormal Psychology 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 exam independently without help from others. You may however use your notes and the course readings to assist yourself in the process while taking the exam.

**G. Final project (16% or 100 points):** A **research paper** exploring an in-depth study of one subject covered in the course.

By Week 5, you must submit a statement about your final project for approval that will be worth **15 points (2% of your grade)**. The written statement should include the topic and thesis (i.e. what you believe and intend to prove). By Week 11, I will need a references page from you showing 5 or more references (**2% or 15 points**). If you miss the deadline for the proposed main topic or the references, please still submit them for approval/review. Failure to submit the proposed main topic and/or references early may result in a zero for the final paper. The final project is a significant portion of your grade and is due the 13th week of classes.

### 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” not just “depression” or “exploration of the relationship between schizophrenia and marijuana use” not just “schizophrenia”). The paper should not just be a repeat of the DSM disorder criteria or what is in our textbook, but an expansion of a topic that delves into one or more disorders more deeply than what was covered in class. 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 (excluding the title and references page).
3. All research papers will be submitted with a title page that will include: the title of the paper, your name, the name of the college, course section, professor’s name, date, and page number. See the [Purdue OWL: APA formatting](#) for guidelines on how to do this. No need for an abstract or running head 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 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. If you use more than 5 sources, the majority of the sources still have to be scholarly journal articles. No blogs or generic websites allowed unless they are from a professional organization. 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 (at least 6-8 pages)

Organization = 10 points

Spelling/grammar = 10 points

Research/documentation/APA citation = 15 points

(min. 5 references with at least 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 most of your paper does not contain in-text citations it will 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. 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.

**H. Film Assignments (9% 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 by the due 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 me. Contact me 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.

**Film #1: "Suicide the Ripple Effect"** (2018 Documentary; Directors Greg Dicharry and Kevin Hines; 1 hour and 33 minutes).

Survivor and mental wellness advocate Kevin Hines explores the lasting effects of suicide focusing on breaking stigma, advocacy, and mental wellness.

*Please answer all of these questions thoroughly after reviewing the movie and submit it a 2-3 page paper before midnight on the due date.*

1. What did you like or find useful about the film? If you didn't find it useful, what would you do to improve the message?
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 title refers to the "ripple effect?" How do you think suicide has a ripple effect?
4. In the film, Kevin Hines quotes someone as telling him, "Hope is not an action plan." He replied, "It's not, but it's a start." What do you think the role of hope is in our mental health and wellness? How can we inspire hope in ourselves and/or others?

**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 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 (i.e. personality disorders) 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.

I. **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, films, 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. attending class regularly 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. \*\* A maximum of 15 points extra credit can be earned.\*\*

### **COURSE SCHEDULE**

Week 1 – Introduction & Orientation to Course <i>Syllabus Quiz due</i>	8/26-9/1
Week 2 - Understanding Abnormal Behavior & Ethics in Abnormal Psychology	9/2-9/8
Week 3 - Etiology and Treatment of Mental Disorders	9/9-9/15
Week 4 – Anxiety Disorders	9/16-9/22
Week 5 - Obsessive-Compulsive Disorder & Stressor Related Disorders <i>Proposed Topic Due</i>	9/23-9/29
Week 6 - Somatic Symptom Disorders & Dissociative Disorders	9/30-10/6
Week 7 – Mood Disorders	10/7-10/13
Week 8 – Film – <i>Suicide the Ripple Effect</i> <i>Mid-Term Exam Due</i>	10/14-10/20
Week 9 – Schizophrenia Spectrum & Other Psychotic Disorders	10/21-10/27
Week 10 - Personality Disorders <i>References Due</i>	10/28-11/3
Week 11 – Eating & Sleep Disorders	11/4-11/10
Week 12 - <i>Research Paper Due</i>	11/11-11/17
Week 13 – Film – <i>Girl, Interrupted</i>	11/18-11/24
<b>THANKSGIVING BREAK (NOTHING DUE)</b>	11/25-12/1
Week 14 – Substance-Related & Addictive Disorders	12/2-12/8
Week 15 - <i>Final Exam Due</i> <i>Extra Credit Due</i>	12/9-12/11**

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



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

WEEK	WRITTEN ASSIGNMENTS	DISCUSSIONS	SELF-CHECK	QUIZZES	EXAMS	E.C.		
1	NO GRADE	NO GRADE	____/5	____/10 Syllabus quiz	WEEK 8 MID-TERM ____50	#1		
2	NONE	____/10	____/5	____/20		WEEK 8 MID-TERM ____50		
3	NONE	____/10	____/5	____/20				
4	NONE	____/10	____/5	____/20				
5	____15 Proposed topic due	____/10	____/5	____/20				____/5
6	NONE	____/10	____/5	____/20				#2
7	NONE	____/10	____/5	____/20				
8	____30 Film #1 review due	____/10	NONE	NO QUIZ				
9	NONE	____/10	____/5	____/20				
10	____15 References due	____/10	____/5	____/20				____/5
11	NONE	____/10	____/5	____/20				#3
12	____/100 Research paper due	____/10	NONE	NO QUIZ				
13	____/30 Film #2 review due	____/10	NONE	NO QUIZ				
14	NONE	____/10	____/5	____/20				____/5
15	NONE	NONE	NONE	NO QUIZ			FINAL EXAM ____50	
<b>TOTAL</b>								
<b>____/640</b>	<b>____/190</b>	<b>____/110**</b> <b>(2 lowest discussions dropped)</b>	<b>____/50*</b> <b>(one score dropped)</b>	<b>____/190*</b> <b>(one module quiz is dropped)</b>	<b>____/100</b>	<b>____/15</b> <b>(extra credit)</b>		

The assignment of early progress reports (S, S-, U) will be based upon the work submitted (or not submitted) to date when they are due. In this course, an S would be equivalent to a C or better. An S- would be equivalent to a D. An assignment of a U would be equivalent to an F. The Week 8 progress reports submitted in Starfish will also be based on the work that is submitted (or not submitted) to date.

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

GRADE	POINTS	PERCENTAGES
A	576-640	90-100
B+	557-575	87-89
B	512-556	80-86
C+	493-511	77-79
C	448-492	70-76
D	384-447	60-69
F	0-383	0-59

VII. **MAKE-UP POLICY/LATE WORK:** If you are running into any difficulties for any reason and need an extension on an assignment, please contact me as soon as possible. Keep in mind that late work \*may\* be accepted for most work with prior permission. Late discussion posts (after the week they are due) will not be accepted for a grade however, as they require interaction with your peers.

VIII. **INSTRUCTIONAL FORMAT:**

The class format will consist of a variety of methods, which may include but are not limited to the following: lecture, PowerPoint presentations, classroom discussions, activities, educational videos, movies, and other audio-visual aides. Relevant classroom participation is encouraged.

IX. **ACCESS AND EQUITY SERVICES:**

It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Karen Rachetta, Coordinator of Access and Equity Services, at (607) 844-8222 x4420 or [KR072@tomkinscortland.edu](mailto:KR072@tomkinscortland.edu) as soon as possible in the semester to discuss their particular needs. All course materials are available in alternate 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.*

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

Stress is a common part of the college experience, and it can be intensified by unexpected life changes inside and 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. More information about updates with the office hours can be found here:

<https://www.tomkinscortland.edu/campus-life/mental-health-counseling>

Getting help is a smart and courageous thing to do -- for yourself and for those who care about you.

## XI. **TECH SUPPORT:**

### *Brightspace Assistance*

Questions about your course requirements and assignments should be directed to your instructor. If you are having technical issues, like an error message when uploading a file, you can contact either the Open SUNY Helpdesk or the TC3 Tech Support Desk. You can contact the SUNY Online Helpdesk by email at [opensunyhelp@suny.edu](mailto:opensunyhelp@suny.edu) or by phone 1-844-OPENSUNY. The TC3 Helpdesk information can be found here:

[https://tompkinscortland.on.spiceworks.com/portal\\_registrations](https://tompkinscortland.on.spiceworks.com/portal_registrations)

or [help@tompkinscortland.on.spiceworks.com](mailto:help@tompkinscortland.on.spiceworks.com)) or 607-844-8211 x 4550 or by stopping by Room 208 in the Main Building.

### *Microsoft Teams Assistance*

We recommend installing the Microsoft Teams app on your mobile device and computer (<https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/download-app>). You can learn more about using Microsoft Teams at <https://education.microsoft.com/en-us/resource/3dd2b900>

If you have having technical issues with Teams, The TC3 Helpdesk information can be found here: [https://tompkinscortland.on.spiceworks.com/portal\\_registrations](https://tompkinscortland.on.spiceworks.com/portal_registrations)

or [help@tompkinscortland.on.spiceworks.com](mailto:help@tompkinscortland.on.spiceworks.com)) or 607-844-8211 x 4550 or by stopping by Room 208 in the Main Building.

## XII. **ACADEMIC/SUPPORT SERVICES:**

We have a variety of free support services available to you. Please use them! These include the following: [tutoring](#), [access and equity services](#), [mental health](#), [library services](#), [Panther food pantry and community closet](#), and more.

Tutoring Services are available both in-person as well as online on a drop-in basis. Please contact Scott Bennett, Coordinator of Tutoring and Accommodation Services, with any questions at [smb066@tompkinscortland.edu](mailto:smb066@tompkinscortland.edu). To view the full array of tutoring services available please go to: <https://www.tompkinscortland.edu/library/tutoring-general-information>

The Title IX Coordinators can coordinate specific actions to prevent sex discrimination & ensure equal access to the education program or activity. They can also provide accommodations for pregnancy and related conditions. Contact Title IX at [titleix@tompkinscortland.edu](mailto:titleix@tompkinscortland.edu)

## XIII. **STUDENT CONDUCT:**

As noted in the Non-Academic Code of Student Conduct, students are required to comply with the reasonable requests of any College employee acting in the performance of their duties. This applies to all in-class expectations including all policies related to health and safety. Classroom Civility applies in virtual class spaces as well. Typical standards of behavior that apply to on-campus behavior may also apply online.

XIV. **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. **Policy on Plagiarism** - Please note the College policies on academic integrity in the College Catalog. Specifically, "Any written work submitted by a student must be his or her own. If a student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote". (p.54) For this course, you will use APA style to cite and reference any ideas that are not your own. Be forewarned that all assignments you do must be your own work and any incidents of academic dishonesty will be sanctioned and the academic dean and provost of the college will be notified. 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 <https://www.tompkinscortland.edu/academics/statement-academic-integrity-policy> and <https://www.tompkinscortland.edu/academics/violation-academic-integrity-policy>.

Use of AI is not allowed for work in this class. If I suspect that a student has plagiarized or used AI to generate work, then I reserve the right to orally quiz students on the process they followed for their work to ensure that the work performed is their own. Students who fail to show an understanding of the material and/or fail to show the process followed for assignments, may face grade-related penalties in accordance with the class's academic integrity policy.

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.)

F. If at any point you have concerns in my class, please feel free to talk to me. I am here and willing to listen.