



**Program Area:** Psychology

**Course Number:** PSY 303

**Course Title:** Psychopathology

**Term/Year:** Summer 2023

**Course Location:** Online

**Day & Time:** Asynchronous

**Instructor:** Carla A. Kevern (Pronouns: she/her/hers)

**Office Hours:** By zoom - email to set appointment

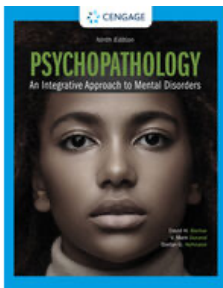
**Phone:** 231-215-3877

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**Course Overview:** The study of a wide range of psychological disorders that affect people, especially adults. The detailed analysis of the symptoms, effects, etiology, and treatments of selective psychological disorders. Due to the undergraduate nature of the course, we will be grazing the surface of these diagnoses. If you are interested in learning more about psychopathology, a specific diagnosis, or the art of diagnosing, please reach out to your instructor for resources or to have a conversation.

**Textbook:** Psychopathology: An Integrative Approach to Mental Disorders 9<sup>th</sup> edition

Textbook link: <https://www.cengage.com/c/psychopathology-an-integrative-approach-to-mental-disorders-9e-barlow-durand-hofmann/9780357657843/>



### Helpful Resources

<https://ed.ted.com/lessons?category=psychological-disorders-and-treatment>

<https://www.apa.org/pubs/journals/features/abn-abn0000464.pdf>

<https://neurodivergentinsights.com/misdiagnosis-monday>

### Technology Requirements:

1. Access to Blackboard Learning Management System
2. Regular access to a computer or tablet
3. Reliable, high-speed internet connection
4. A computer with a video camera and microphone

\*\*If you do not have a computer or reliable internet access, please **contact me and/or review the resources available on campus**, including on-campus computer labs.

**Class Format:** The class sessions will utilize lectures, discussions, and additional methods to foster active participation. Class sessions and the text supplement each other – both cover material that will not (and cannot) be covered in the other format. Because class sessions highlight essential concepts within the text, students are strongly encouraged to complete assigned readings **before** the corresponding lecture and attend all class sessions. Educational research suggests that students should devote around two to four hours per credit hour they take. PSY303 is a three-credit course, so this equates to spending around six to nine hours a week on this class, which includes time spent in the classroom.

**This course includes:**

1. Assigned reading (Approximately two hours per week)
2. Recorded lectures (Approximately two and a half hours per week)
3. Additional assignments (Approximately half an hour per week)

\*\*Please consider how the remaining one to four hours of this course are spent.

<b>Course Objectives (Outcomes):</b>	
<b>Subject</b>	<b>Outcomes</b>
Psychopathology in Historical Context	<ol style="list-style-type: none"> <li>1. Define psychological disorders according to the three basic criteria of psychopathology</li> <li>2. Describe each of the three basic categories of research in psychopathology</li> <li>3. Compare the three prominent historical approaches to psychopathology in terms of how they explain and treat psychological disorders</li> <li>4. Differentiate Freudian psychoanalysis from the humanistic and behavioral approaches according to their research and therapeutic emphases</li> <li>5. List the main influences on the development of psychopathology according to the integrative approach</li> </ol>
An Integrative Approach to Psychopathology	<ol style="list-style-type: none"> <li>6. List the relevant dimensions that may cause psychological disorders according to the multidimensional integrative approach</li> <li>7. Distinguish the diathesis–stress model, reciprocal gene–environment model, and epigenetics from each other according to how they explain the development of psychopathology</li> <li>8. State the function of each of the five neurotransmitters that may play a key role in the development of psychological disorders</li> <li>9. Compare the effects of behavioral and cognitive influences on psychopathology, including learned helplessness, modeling, prepared learning, and implicit memory</li> <li>10. Define mood in terms of its relationship to emotions and psychological disorders</li> <li>11. Explain the influence of social, cultural, and interpersonal factors on how psychopathology manifests in individuals</li> <li>12. Provide an example of equifinality in the context of psychopathology</li> </ol>
Clinical Assessment and Diagnosis	<ol style="list-style-type: none"> <li>13. Define clinical assessment in terms of the goals of assessment and key components of high-quality assessments</li> <li>14. Discuss how projective tests, personality inventories, and intelligence testing are used to determine a person’s mental functioning</li> <li>15. Explain the benefits of administering neuropsychological testing, neuroimaging, and psychophysiological assessment to individuals with psychological disorders</li> <li>16. Describe the strengths and weaknesses of categorical, dimensional, and prototypical approaches to classifying mental disorders</li> </ol>
Research Methods	<ol style="list-style-type: none"> <li>17. Describe the goals of research as they relate to psychopathology</li> </ol>

	<ul style="list-style-type: none"> <li>18. Compare the uses of case studies, correlational research, and experimental research as research methods used by psychologists to understand mental disorders</li> <li>19. Distinguish between cross-sectional and longitudinal research designs as research strategies that examine psychopathology across time</li> <li>20. List the ways in which ethical considerations are identified and addressed in modern psychological research</li> </ul>
Anxiety, Trauma- and Stressor-related, and Obsessive Compulsive and Related Disorders	<ul style="list-style-type: none"> <li>21. Explain how anxiety is related to fear and panic</li> <li>22. Discuss the biological, psychological, and social contributors that produce anxiety and related disorders</li> <li>23. Explain the different types of anxiety disorders according to their symptoms as listed in the DSM-5</li> <li>24. Identify the causal similarities in the development of specific phobias and social anxiety disorder</li> <li>25. Describe the factors involved in the development of posttraumatic stress disorder among trauma victims</li> <li>26. Compare the different forms of treatment for obsessive compulsive disorder according to their overall effectiveness</li> <li>27. Draw connections between obsessive-compulsive disorder and the different types of obsessive-compulsive and related disorders according to their symptoms and causes</li> </ul>
Somatic Symptom and Related Disorders and Dissociative Disorders	<ul style="list-style-type: none"> <li>28. Describe the main features of somatic symptom and related disorders</li> <li>29. Distinguish between somatic symptom disorder and illness anxiety disorder in terms of symptoms according to the DSM-5</li> <li>30. Differentiate the symptoms of depersonalization-derealization disorder and dissociative amnesia from those of dissociative identity disorder</li> <li>31. Discuss how treatment for trauma addresses the symptoms of dissociative disorders</li> </ul>
Mood Disorders and Suicide	<ul style="list-style-type: none"> <li>32. Discuss the key features of depression and mania in terms of their symptoms as defined by the DSM-5</li> <li>33. Compare the similarities and differences between unipolar depression and bipolar disorder in terms of their key features as described in the DSM-5</li> <li>34. Explain the challenges of comparing experiences of depression and anxiety across different cultures</li> <li>35. Identify the main factors involved in the development of mood disorders from biological, psychological, and social perspectives</li> <li>36. Differentiate between the leading biological and psychological treatments for mood disorders in terms of their main features and efficacy</li> <li>37. Describe the three indices involved in the progression of suicidal thinking and behavior</li> </ul>
Eating and Sleep-Wake Disorders	<ul style="list-style-type: none"> <li>38. Differentiate bulimia nervosa, binge-eating disorder, and anorexia nervosa in terms of their key features as outlined in the DSM-5</li> <li>39. List the reasons that the development of an eating disorder is a particular risk for young women in developed countries</li> <li>40. Draw connections between the biological, psychological, and social causes of eating disorders and the symptoms of eating disorders</li> <li>41. Compare the effectiveness of psychological treatments for eating disorders versus medical treatments for eating disorders</li> <li>42. Explain how obesity as a medical condition differs from eating disorders</li> <li>43. Discuss how to test an individual for the presence of dyssomnias in terms of formal medical assessment</li> <li>44. Describe the different types of parasomnias in terms of their symptoms and treatment</li> </ul>
Physical Disorders and Health Psychology	<ul style="list-style-type: none"> <li>45. Distinguish between behavioral medicine and health psychology as subfields of psychology according to their areas of study</li> <li>46. Explain how psychological and social factors impact the functioning of the immune system via stress</li> </ul>

	<p>47. List psychosocial patterns of lifestyle and behavior that can have an impact on physical health and well-being</p> <p>48. Describe the benefits of comprehensive stress- and pain-reduction programs for treating or preventing physical disorders</p>
Sexual Dysfunctions, Paraphilic Disorders, and gender dysphoria	<p>49. Define sexual dysfunctions according to their key criteria in the DSM-5</p> <p>50. Identify typical sexual behaviors that are not considered disorders by the DSM-5</p> <p>51. Explain how gender dysphoria differs from sexual disorders</p> <p>52. Distinguish between disorders of sexual desire, disorders of sexual arousal, and orgasmic disorders</p> <p>53. List the three components of sexual behavior assessments</p> <p>54. Identify the causes of sexual dysfunction and recommended treatments</p> <p>55. Discuss the root causes and various types of paraphilic disorders, including how they differ from sexual disorders</p> <p>56. Describe the psychological and medical treatment approaches available to individuals with gender dysphoria</p>
Substance-Related, Addictive, and Impulse-Control Disorders	<p>57. Discuss the differences between substance intoxication and substance withdrawal as a feature of substance use disorders</p> <p>58. List the categories of substances that can contribute to the development of substance use disorders</p> <p>59. Compare biological, psychosocial treatments, and prevention according to their effectiveness at preventing substance use disorder</p> <p>60. Draw connections between the symptoms and brain factors involved in the development of substance use disorders and gambling disorder</p> <p>61. Describe the similarities and differences of impulse-control disorders according to their symptoms as listed in the DSM-5</p>
Personality Disorders	<p>62. Distinguish personality disorders from other forms of psychopathology according to their key features as described in DSM-5</p> <p>63. Discuss how individuals with schizoid personality disorder differ from those with schizotypal personality disorder</p> <p>64. Contrast antisocial personality disorder with the related concept of psychopathy</p> <p>65. Identify the key symptoms involved in the presentation of borderline personality disorder</p> <p>66. Differentiate obsessive-compulsive personality disorder from obsessive-compulsive disorder</p> <p>67. Explain how the difficulties of treating personality disorders impact treatment prognosis</p>
Schizophrenia Spectrum and Other Psychotic Disorders	<p>68. Describe the historical perspectives on schizophrenia reflected in 19th- and 20th-century definitions of the disorder</p> <p>69. Define schizophrenia according to its clinical symptoms and criteria as presented in the DSM-5</p> <p>70. Differentiate among positive, negative, and disorganized symptoms of schizophrenia</p> <p>71. Explain how factors such as genes, neurotransmitter imbalances, and expressed emotion contribute to the development of schizophrenia</p> <p>72. Explain how antipsychotic medications, employment support, community-based and family interventions, and psychosocial approaches can work together to treat schizophrenia</p>
Neurodevelopmental Disorders	<p>73. Define developmental psychopathology as a subfield of clinical psychology in terms of its key features and areas of study</p> <p>74. Discuss the primary characteristics of attention-deficit/hyperactivity disorder according to its criteria as listed in the DSM-5</p> <p>75. Distinguish between specific learning disorders and communication and motor disorders in terms of their symptoms and primary features</p> <p>76. Explain how biological conditions and psychosocial factors influence the development of autism spectrum disorder</p>

	<p>77. Contrast the three intellectual disabilities described in the text according to their causes, ages of onset, and impacts on functioning</p> <p>78. Discuss efforts to prevent neurodevelopmental disorders</p>
Neurocognitive Disorders	<p>79. Define delirium according to its clinical symptoms and causes</p> <p>80. Identify the deficits in cognitive abilities that reflect a diagnosis of neurocognitive disorder</p> <p>81. Describe the biological and genetic factors involved in the development of Alzheimer's disease</p> <p>82. Discuss approaches to treatment for neurocognitive disorders</p>
Mental Health Services Legal and Ethical Issues	<p>83. Compare the liberal and conservative eras as they pertain to mental health law</p> <p>84. Explain the purpose of civil commitment laws</p> <p>85. Identify the historical conditions under which a person may be involuntary committed</p> <p>86. Explain the role of trans institutionalization as it pertains to the movement calling for a return to broader civil commitment procedures</p> <p>87. Contrast the foundations of criminal commitment as described in the M'Naghten rule with the more recent criteria established by the American Law Institute</p> <p>88. Discuss how the legal "duty to warn" standard applies to therapists, clients, and potential victims</p> <p>89. Explain the right to treatment, informed consent, and the impact of patients' mental status on the observation of these rights in mental health facilities</p>

Date(s)	Chapter(s)	Topic(s)	Assignments Due
5/6/2024 Week 1	Chapter One  Chapter Four	Psychopathology in Historical Context  Research Methods	<p><b>Introduction Video</b> due 5/8/2024 @ 11:59 pm</p> <p><b>Introduction Video Comments Due</b> 5/11/2024 @ 11:59 pm</p> <p><b>Syllabus Quiz</b> due 5/10/2024 @ 11:59 pm</p>
5/13/2024 Week 2	Chapter Two	An Integrative Approach to Psychopathology	<p><b>Discussion Post</b> due 5/15/2024 @ 11:59 pm</p> <p><b>Discussion Comments Due</b> 5/18/2024 @ 11:59 pm</p> <p><b>Quiz</b> due 5/17/2024 @ 11:59 pm</p>
5/20/2024 Week 3	Chapter Three	Clinical Assessment and Diagnosis	<p><b>Discussion Post</b> due 5/22/2024 @ 11:59 pm</p> <p><b>Discussion Comments Due</b> 5/25/2024 @ 11:59 pm</p> <p><b>Quiz</b> due 5/24/2024 @ 11:59 pm</p>

5/27/2024 Week 4	Chapter Five	Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders	<b>Discussion Post</b> due 5/29/2024 @ 11:59 pm <b>Discussion Comments</b> <b>Due</b> 6/1/2024 @ 11:59 pm <b>Quiz</b> due 5/31/2024 @ 11:59 pm
6/3/2024 Week 5	Chapter Six	Somatic Symptom and Related Disorders and Dissociative Disorders	<b>Discussion Post</b> due 6/5/2024 @ 11:59 pm <b>Discussion Comments</b> <b>Due</b> 6/8/2024 @ 11:59 pm <b>Quiz</b> due 6/7/2024 @ 11:59 pm
6/10/2024 Week 6	Chapter Seven	Mood Disorders and Suicide	<b>Discussion Post</b> due 6/12/2024 @ 11:59 pm <b>Discussion Comments</b> <b>Due</b> 6/15/2024 @ 11:59 pm <b>Quiz</b> due 6/14/2024 @ 11:59 pm
6/17/2024 Week 7	Work on Case Study Review Study Guide		<b>Exam</b> due 6/21/2024 @ 11:59 pm <b>Case Study Due</b> 6/22/2024 @ 11:59 pm
6/24/2024 Week 8	Chapter Eight	Eating and Sleep-Wake Disorders	<b>Discussion Post</b> due 6/26/2024 @ 11:59 pm <b>Discussion Comments</b> <b>Due</b> 6/29/2024 @ 11:59 pm <b>Quiz</b> due 6/28/2024 @ 11:59 pm
7/1/2024 Week 9	Chapter Nine	Physical Disorders and health Psychology	<b>Discussion Post</b> due 7/3/2024 @ 11:59 pm <b>Discussion Comments</b> <b>Due</b> 7/6/2024 @ 11:59 pm <b>Quiz</b> due 7/5/2024 @ 11:59 pm
7/8/2024 Week 10	Chapter 10	Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria	<b>Discussion Post</b> due 7/10/2024 @ 11:59 pm <b>Discussion Comments</b> <b>Due</b> 7/13/2024 @ 11:59 pm <b>Quiz</b> due 7/12/2024 @ 11:59 pm

7/15/2024 Week 11	Chapter 11	Substance-Related, Addictive, and Impulse-Control Disorders	<b>Discussion Post</b> due 7/17/2024 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 7/20/2024 @ 11:59 pm  <b>Quiz</b> due 7/19/2024 @ 11:59 pm
7/22/2024 Week 12	Chapter 12 Chapter 13	Personality Disorders Schizophrenia Spectrum and Other Psychotic Disorders	<b>Discussion Post</b> due 7/24/2024 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 7/27/2024 @ 11:59 pm  <b>Quiz</b> due 7/26/2024 @ 11:59 pm
7/29/2024 Week 13	Chapter 14  Chapter 15	Neurodevelopmental Disorders  Neurocognitive Disorders	<b>Discussion Post</b> due 7/31/2024 @ 11:59 pm  <b>Discussion Comments</b> <b>Due</b> 8/3/2024 @ 11:59 pm  <b>Quiz</b> due 8/2/2024 @ 11:59 pm
8/5/2024 Week 14	Review Study Guide  Work on Case Study		<b>Case Study Due</b> 8/6/2024 @ 11:59 pm  <b>Exam</b> due 8/6/2024 @ 11:59 pm

\*This schedule (including assigned readings) is subject to change. Students are responsible for any changes announced in class or on Blackboard.

### Assignments:

**Quizzes (10 points)** Each Monday of each week, a 10-question multiple-choice quiz is posted to Blackboard. *These quizzes will cover important information from your readings and will be due every Friday.* You must complete the readings and review the quiz questions, as these quizzes will help better prepare you for the two exams.

**Discussions (5 points)** Each week, the students will complete a discussion post in the appropriate section on Blackboard for that week. These posts should include five questions and comments total about the readings. *One of the comments must explain how you would apply the week's topic to your current or future career.* The discussion posts will be due on Wednesday of that week. Include the readings in your discussions to gain full points.

**Discussion Comments (5 points)** The students are expected to post discussion comments responding to their classmates' discussion posts each week. These comments should answer at least one of your classmates' discussion post questions. *Each student must comment on at least three discussion posts per week to receive full credit.* Thus, each student should have three separate comments each week. These discussion comments will be due every Saturday.

Below is the grading rubric that will be used for the discussion and discussion comments:

<b>Points Given:</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>0</b>
<b>Clarity:</b> The student communicates clearly and effectively. The use of linguistic conventions (grammar, syntax, organization) and of language enable the reader to follow the argument.	Very clear – all points understood	Mostly clear	Kind-of clear	Not very clear	Did not complete
<b>Accuracy:</b> Student demonstrates accurate knowledge and understanding of the definitions and their relationships.	Concepts described accurately	Mostly accurate	Kind-of accurate	Not very accurate	Did not complete
<b>Detailed/Specific:</b> Student adequately develops their ideas with an appropriate length.	Very detailed	Mostly detailed – some gaps	Kind-of detailed	Not very detailed	Did not complete
<b>Classmate Response:</b> The student responds to their classmates' posts in a thoughtful manner. (minimum 50 words)	Thoughtful response-detailed explanation	Mostly detailed/Thoughtful but some gaps	Kind-of detailed	Not very detailed, minimum requirement not met	Did not complete

**Case Studies (15 points).** Students will conceptualize two case studies across the course of the semester. These case studies will require the students to identify the symptoms, effects, etiology, and basic treatment considerations. Case studies will be available for six days and close on a Saturday.

**Exams (50 points).** Students will complete two exams throughout the course. These exams may include multiple-choice, matching, true and false, fill-in-the-blank, and essays. The first exam will be open for five days and close on a Friday. The second exam will be available for six days and close on a Saturday. Students have a two-hour time limit to complete each exam. Study guides will be provided.

**Late Work/Make-up Policy:** Given all assignments can be completed throughout the week, there are no make-up opportunities for this assignment, and late assignments are not accepted. In general, deadlines for assignments are at 11:59 p.m. on the due date. Late assignments will be penalized four points each day it is late unless accommodations apply. See below for more information regarding the Late Work/Make-up Policy.

### Grading

<b>Assignments</b>	<b>Points</b>	<b>Grading Scale</b>
Discussion Posts	65	95%+   A



Discussion Comments	65	90-94%	A-
Quizzes	130	87-89%	B+
Case Studies	30	83-86%	B
Exam 1	50	80-82%	B-
Exam 2	50	77-79%	C+
		73-76%	C
		70-72%	C-
		67-69%	D+
		63-66%	D
Total Possible	390	Below 62%	F

1. Incomplete grades are given only with a doctor's excuse for not being able to complete the course during the term. You must be passing the course at the time to receive an incomplete.
2. Make-up examinations are not among my favorite things and will only be given for illnesses accompanied by a doctor's note; deaths, also supported by documentation and or other catastrophes. An exam conflicting with your vacation is **not** a sufficient excuse for missing an exam.

### University Policies and Resources

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>.

**Withdrawing from a Course:** The ultimate deadline for withdrawing from this course (or any course at GVSU) is November 10th at 5pm.

**Mask Policy:** Face coverings, such as masks, must be worn in the classroom at all times under all Alert Levels except 0. When GVSU is under Alert Level 0, students and professors can choose to wear masks in classrooms if they wish and are required to wear masks if exposed to COVID-19 or showing symptoms. Masks are available at campus offices. [GVSU's policy on face coverings](#) is posted on the Lakers Together website. Students unable to wear a face covering due to a medical condition should contact Disability Support Services (DSR) to discuss their situation.

**Attendance Policy:** Attendance is not required at class sessions but is strongly encouraged. If you miss class, you are strongly encouraged to access the PowerPoint outlines, fill these in with notes from your classmates, and contact your professor if you have any questions about this material.

**Accommodations for Late Work/Make-Ups:** Although attendance at class sessions is not required, your professor must monitor missed deadlines and determine standards and a process by which students can make up missed work. Importantly, suppose a student misses the deadline for an assessment and is seeking an accommodation (i.e., permission to turn it in late). In that case, they must **contact the professor via email within 48 hours of the deadline with an explanation**. From there, **the professor will grant accommodations based upon 1) the cause for the missed deadline and 2) the extent to which the student's ability to complete the assignment was impaired**.

Specifically, the reason for the missed deadline is critical. The University distinguishes between "excused" and "unexcused" absences. Although we aren't keeping track of absences, this language is useful for characterizing the types of missed deadlines – we can miss deadlines for "excused" reasons (due to something unexpected or beyond our control, despite our best efforts) or "unexcused" reasons.

Consistent with University policy, missed deadlines are excused and eligible for accommodations for the following reasons:

- 1) active participation in an intercollegiate event;
- 2) observance of religious holidays,
- 3) military duty;
- 4) jury duty, or appearance in court or other government hearings;
- 5) student medical conditions that limit time or ability to engage with the course material;
- 6) birth or adoption of child;
- 7) attendance at an academic and/or professional conference;
- 8) medical or professional appointments (e.g., job interviews);
- 9) medical conditions of a loved one if the student is serving as a caretaker;
- 10) funerals or memorial services; and
- 11) previously scheduled family celebrations (e.g., weddings, etc.).

As you might guess, unexcused reasons include forgetting or mixing up deadlines, failure to properly upload the assignment on BB, leaving campus early for the weekend, etc. Ideally, documentation should be provided and readily available for most of the reasons listed above, but if documentation is not available, we can discuss that. If you are unsure whether you are eligible for an accommodation or need to provide documentation, please reach out. Academic life continues to be strange and challenging, and we all know that the pandemic can have both physical AND psychological impacts on a person. Please reach out if you need help.

**Blackboard Access:** The course Blackboard (BB) website is essential to your success. It is the student's responsibility to visit BB regularly and stay up to date with the material posted in this forum. BB will be used in the following ways:

- 1) **Grades:** All grades will be posted in the BB Gradebook in a timely manner. For security reasons, I only discuss grades over email if the student initiates that conversation and uses their GVSU email account.
- 2) **Assignments/Assessments:** Assignments will be posted in corresponding folders in the Assignments section of BB. These folders will also have a place to upload completed assignments (as Word or PDF documents).
- 3) **Announcements:** All major announcements and reminders will be posted on BB. Announcements posted on BB are also sent to students via email.
- 4) **Discussion Board:** A discussion board forum will be used to post topic engagement activities.

**Classroom Conduct:** Please conduct yourself civilly and respectfully. In the spirit of academic discourse, you are encouraged to comment, question, and critique ideas from your professor or classmates. Still, you should not attack an individual or otherwise express disrespect. Think about what you want to say, edit if necessary, then speak (or type). Please be mindful of how your behavior may impact others and limit distracting behavior (e.g., side conversations in class or using your computer for things other than taking notes). Cell phones should be silenced in some way during class unless the class session activities require cell phone use or there is an urgent matter that requires you to be available via phone (in which case, let your professor know!). Let's maintain the social contract of mutual respect. Disrespectful or distracting students will be called out and warned; persistent issues can result in grade deductions.

**Accommodations for Students with Disabilities:** If you have a learning, physical, or other disability, please contact your professor as well as Disability Support Resources (DSR) at (616) 331-2490 for

assistance as soon as possible. Even if you have already documented your disability with DSR, please connect with your faculty member to discuss your specific needs. Furthermore, if you have a disability and think you will need assistance evacuating the classroom and/or building in an emergency during in-person meetings, please make your professor aware so that the university can develop a plan to assist you. You may also access resources at <http://www.gvsu.edu/dsr>. The university is eager to work with you to meet your learning goals. All discussions related to disabilities will remain confidential.

**Statement on Academic Dishonesty:** The following is adapted from the Student Code, Sections 223.00 and 223.01: The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. This means that all academic work will be done by the student to whom it is assigned without unauthorized aid of any kind.

- a. No student shall knowingly procure, provide or accept any materials which contain questions or answers to any examination or assignment.
- b. No student shall complete, in part or in total, any examination or assignment for another person.
- c. No student shall allow any examination or assignment to be completed, in part or in total, by another person.
- d. No student shall submit work that has been previously graded, or is being submitted concurrently to more than one course, without specific authorization from the instructor(s) of the class(es) to which the student wishes to submit it.
- e. No student shall knowingly plagiarize or copy the work of another person and submit it as his/her own. Offering the work of someone else as one's own is plagiarism. Any ideas or materials taken from another source for either written or oral presentation must be fully acknowledged. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from the internet, books, periodicals, speeches, or from the writings of other students. The offering of materials assembled or collected by others in the form of projects or collections without acknowledgement also is considered plagiarism. In short, any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.

Students can (and are encouraged to) study together, but all academic work should be the sole work of the individual student unless otherwise stated. Students should strive to avoid the *appearance* of dishonesty; these are behaviors associated with academic dishonesty (i.e., checking your phone during quizzes, completing quizzes together) that raise concerns that you may be potentially dishonest in your work. Any violation of academic integrity, even on a small scale, can result in a failing grade in the course. The University is implementing a new oversight process for cases of academic dishonesty – this process requires all professors to report all cases to the Office of Student Conduct and Conflict Resolution, which then investigates each case and decides.

**Psych Friends Resource:** If you feel you could use some extra help/guidance/support in any academic domain or for your well-being, please consider scheduling an appointment with a mentor through Psych Friends. Psych Friends mentors are upper-level undergraduate peer mentors who are trained to provide support in many areas including: effective study and time management techniques, exam preparation and reflection skills, psychology and behavioral neuroscience major requirements, tips for engaging in the field, strategies for education continuation, methods for maintaining physical and mental health. Schedule an appointment here: <https://www.gvsu.edu/navigate>. Questions? Email [psychfriends@gvsu.edu](mailto:psychfriends@gvsu.edu) .

**AI Policy Statement**

We treat AI-based assistance, such as ChatGPT and Copilot, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants.

However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes). Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. If you are unsure where the line is between collaborating with AI and copying from AI, we recommend the following:

1. Never hit “copy” within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.

2. Do not have your assignment and the AI agent open at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge. This includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content directly into your submission, so also avoid using tools that directly add content to your submission.