

Psychopathology

PSYC 431-002 (3 credit hours), Spring 2025
Tuesdays & Thursdays, 9:30 – 10:45 a.m., Founders Hall 0116

Welcome

I hope you are excited for our class. Your first assignment is to read this syllabus and any other course policies or introductory documents posted on [Blackboard](#). After reading, please complete the Syllabus Quiz; a link is near the top of the Coursework section. Until it is due, you have unlimited attempts to complete the quiz. If you have questions about the syllabus or course policies, please ask. Continued enrollment signifies agreement to adhere to course requirements and policies. – Dr. Murphy

Contact Information

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I. Readings

- A. Durand, V. M., Barlow, D. H., & Hofman, S. G. (2019). *Essentials of Abnormal Psychology* (8th ed.). Boston, MA: Cengage Learning.
- B. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>
- C. Additional readings posted on Blackboard

Access our e-textbook through [Blackboard](#). (Registration with Cengage is required to access the e-textbook. Use your SIUE email address when you create a free account.)

Access *DSM-5-TR* at <https://dsm-psychiatryonline-org.libproxy.siue.edu/>. If prompted, sign in with your SIUE email address and password.

II. Course Description

Welcome to Psychopathology! This course is designed to explore the historical contexts of abnormal behavior; the basic tenets of clinical assessment and diagnosis; and the *DSM-5-TR* diagnostic criteria, etiologies, prevalence rates, and treatment approaches for psychological disorders. Legal and ethical issues related to the field of mental health will also be discussed.

III. Course Objectives for Students

The following objectives are integral to the academic content and educational standards of this course, as well as essential elements required for its successful completion. Any changes to these objectives or how they are met would fundamentally alter the nature, rigor, and/or integrity of this course. Students will:

1. Demonstrate knowledge of psychopathology and major psychological disorders by completing assignments (some designed to be completed collaboratively, some designed to be completed individually) and exams (designed to be completed individually, from memory, without external aids) related to the material.
2. Examine causes of psychological disorders from different theoretical perspectives by reviewing related lecture content and reading and critically thinking about assigned readings.
3. Learn to independently use and apply the *DSM* system for classifying and diagnosing psychological disorders by individually completing problem-based learning (PBL) exercises. (Note: Graduate training and licensure are required to clinically assign psychological disorder diagnoses.)
4. Become familiar with etiologies, prevalence rates, and treatment approaches for psychological disorders by reading assigned readings, reviewing related lecture content, and independently exploring the *DSM-5-TR*.
5. Practice professionalism skills, including planning and time management, by meeting all course deadlines.

IV. Course-specific Policies

Blackboard

We will use [Blackboard](#) as the online communication hub for our face-to-face class. Announcements, updates, grades, some readings, and other important information will be posted to Blackboard. Assignments, except exams, will be submitted through Blackboard. Please check Blackboard daily throughout the semester.

Artificial Intelligence

The use of artificial intelligence (AI) tools and applications (e.g., ChatGPT) to produce content for course assignments and assessments is a violation of SIUE's academic policy, is prohibited, and will be treated as [academic misconduct](#) in this course. Plagiarism and AI detection software may be used to analyze submitted work.

Class Attendance and Expectations

Students are responsible for ascertaining the policies of instructors regarding absences from class. (Please see university policy 1I9.)

Attendance will only be taken on the first day of class. (Please see the [First Class Meeting Attendance and Late Course Add Policy](#).) To maximize learning and performance on exams, students are strongly encouraged to attend all class sessions and actively take notes during lectures. Exams are written to emphasize the topics, terminology, explanations, and examples presented in class—some of which are not in the textbook.

Please come to class ready to learn and participate. A student who is ready to learn has turned off electronic devices (except a laptop or tablet exclusively for note taking) and is alert, awake, and focused (e.g., not sleeping, texting, browsing, engaging in conversation with others). (Please see the [Classroom Distractions](#) policy for additional information.)

Please actively participate! Ask and answer questions during class. Contribute to discussions. Visit during office hours. Email with questions.

During in-class exams, students should silence phones and clear their work area of everything except pencils/pens, unless instructed otherwise. Earphones/buds should be removed and put away.

Video, photographic, and audio recording of class sessions are prohibited. (Please see university policies 1L15 and 3C1.)

Please be respectful and act professionally toward everyone in our class.

Reusing Previous Work

To promote academic integrity and foster the development of new skills and knowledge, all work submitted in this course should be original and specifically created for this course. Students are not permitted to submit work they produced for previous courses, regardless of whether it was the same course taken in a different semester or a different course entirely. Submission of work produced for a previous course will be treated as [academic misconduct](#).

V. Assignments, Exams, and Grading

Late Work and Missed Assignments

Assignments are due by the dates and times listed in the Course Schedule, unless the instructor announces a modified deadline. An assignment is late if it is submitted one second after the deadline (e.g., an assignment due at 3:00 p.m. that is submitted at 3:00:01 p.m. is late). Blackboard timestamps will be used to determine submission times. Emergencies (such as, but not limited to, technology or Internet problems and illness) do not exempt students from this policy. Please plan ahead for potential emergencies by completing assignments soon after they become available; do not wait until a deadline is near to submit work. Please submit all assignments through Blackboard. Emailed assignments are not

accepted. **No late work is accepted, no exceptions. Assignments that are late or missed receive zero points. Please do not request to make up missed assignments.**

Assignments

1. The **syllabus quiz** asks questions about this syllabus and any introductory documents posted on Blackboard. You have unlimited attempts until the deadline—your highest score counts toward your final grade.
2. **Web quizzes** reinforce key topics from lectures and are similar to questions that may appear on exams. Deadlines are listed in the [Course Schedule](#). Quizzes are not timed but must be submitted by deadlines. You have one attempt to complete each quiz. Missed quizzes cannot be made up. You may use any resources while completing quizzes.
3. **Problem based learning exercises** (PBLs) are multi-part case studies that challenge you to use your notes, textbook, and the *DSM* to identify and code psychological disorders. PBLs should be completed without help from others.

Exams

There are four multi-format exams (see [Course Schedule](#) for dates). Exams are not cumulative. Questions focus on the material presented during lecture, which is not always included in textbook readings. The instructor will provide answer sheets on exam days. Students should bring pencils. (Please review the [Absence Policy: Exam Days](#) policy.)

Grading

A student's grade is determined by the total number of points earned during the semester while completing the following course requirements:

1. Syllabus Quiz (10 points)
2. 4 Exams (60 points each, 240 points total)
3. 4 Problem Based Learning Exercises (25 points each, 100 points total)
4. 13 Web Quizzes (5 points each, 65 points total)

There are 415 possible points.

Grades are determined by the following point ranges; percentages are listed for reference. Grades are not rounded or curved.

	Percentage	Points
A	100-90	415-372
B	89-80	371-330
C	79-70	329-289
D	69-60	288-247
F	59-0	246-0

A minimum of 372.00 points is required to earn an A, 330.00 to earn a B, 289.00 to earn a C, and 247.00 to earn a D.

VI. Course Schedule

All material, assignments, and deadlines are subject to change with prior notice. “D&B” in the Readings column is Durand, Barlow, and Hofmann (2019), our textbook. Not all sections of assigned chapters may be discussed in lecture.

Dates	Topics	Readings	Assignments/Exams
Week 1 1/14	Welcome Syllabus Abnormal Behavior in Historical Context	Syllabus	Syllabus Quiz opens 1/14 10:45am, due 1/21 9:30am
1/16	Abnormal Behavior in Historical Context (cont.)	D&B Ch. 1 Rosenhan (1973)	
Week 2 1/21	Abnormal Behavior in Historical Context (cont.) Problem Based Learning An Integrative Approach to Psychopathology	PBL instructions D&B Ch. 2	Web Quiz 1 , Abnormal Behavior in Historical Context, opens 1/21 10:45am, due 1/28 9:30am
1/23	An Integrative Approach to Psychopathology (cont.)		
Week 3 1/28	An Integrative Approach to Psychopathology (cont.) Clinical Assessment and Diagnosis in Psychopathology	D&B Ch. 3	Web Quiz 2 , An Integrative Approach to Psychopathology, opens 1/28 10:45am, due 2/4 9:30am
1/30	Clinical Assessment and Diagnosis in Psychopathology (cont.)		Web Quiz 3 , Clinical Assessment and Diagnosis, opens 1/30 10:45am, due 2/6 9:30am
Week 4 2/4	Mental Health Services: Legal and Ethical Issues	D&B Ch. 14	Web Quiz 4 , Legal and Ethical Issues, opens 2/4 10:45am, due 2/11 9:30am
2/6	Exam 1 – please bring pencils		Exam 1 (Ch. 1, 2, 3, 14) on 2/6
Week 5 2/11	Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders	D&B Ch. 4	
2/13	PBL 1 Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders (cont.)		PBL 1 (3 parts) opens 2/13 10:45am, due 2/20 9:30am
Week 6 2/18	Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders (cont.)		

Dates	Topics	Readings	Assignments/Exams
2/20	Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders (cont.) PBL 1 due, Review PBL 1 (Possibly begin Somatic Symptom and Related Disorders and Dissociative Disorders)	D&B Ch. 5	Web Quiz 5 , Anxiety, Stressor, Obsessive-Compulsive Disorders, opens 2/20 10:45am, due 2/27 9:30am
Week 7 2/25	Somatic Symptom and Related Disorders and Dissociative Disorders		
2/27	Somatic Symptom and Related Disorders and Dissociative Disorders (cont.)		Web Quiz 6 , Somatic Symptom, Dissociative Disorders, opens 2/27 10:45am, due 3/6 9:30am
Week 8 3/4	PBL 2 Depressive and Bipolar Disorders, and Suicide	D&B Ch. 6	PBL 2 (3 parts) opens 3/4 10:45am, due 3/18 9:30am (after Spring Break; you will only receive 24h feedback through 3/7)
3/6	Depressive and Bipolar Disorders, and Suicide (cont.)		Web Quiz 7 , Depressive and Bipolar Disorders, Suicide, opens 3/6 10:45am, due 3/13 9:30am (during Spring break)
Spring Break 3/11			
3/13			
Week 9 3/18	PBL 2 due Exam 2 – please bring pencils		Exam 2 (Ch. 4, 5, 6) on 3/18
3/20	Review PBL 2 Neurodevelopmental and Neurocognitive Disorders	D&B Ch. 13	
Week 10 3/25	Neurodevelopmental and Neurocognitive Disorders (cont.)		Web Quiz 8 , Neurodevelopmental and Neurocognitive Disorders, opens 3/25 10:45am, due 4/1 9:30am
3/27	PBL 3 Eating and Sleep-Wake Disorders	D&B Ch. 8	PBL 3 (3 parts) opens 3/27 10:45am, due 4/3 9:30am
Week 11 4/1	Eating and Sleep-Wake Disorders (cont.)		Web Quiz 9 , Eating and Sleep-Wake Disorders, opens 4/1 10:45am, due 4/8 9:30am
4/3	PBL 3 due, Review PBL 3	D&B Ch. 9	

Dates	Topics	Readings	Assignments/Exams
	Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria		
Week 12 4/8	Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria (cont.)		Web Quiz 10 , Sexual Disorders, opens 4/8 10:45am, due 4/15 9:30am
4/10	Exam 3 – please bring pencils		Exam 3 (Ch. 13, 8, 9) on 4/10
Week 13 4/15	Substance-Related, Addictive, and Impulse-Control Disorders	D&B Ch. 10	
4/17	Substance-Related, Addictive, and Impulse-Control Disorders (cont.)		Web Quiz 11 , Substance and Impulse-Control Disorders, opens 4/17 10:45am, due 4/24 9:30am
Week 14 4/22	PBL 4 Personality Disorders	D&B Ch. 11	PBL 4 (3 parts) opens 4/22 10:45am, due 4/29 9:30am
4/24	Personality Disorders (cont.)		Web Quiz 12 , Personality Disorders, opens 4/24 10:45am, due 5/1 9:30am
Week 15 4/29	PBL 4 due, Review PBL 4 Schizophrenia Spectrum and Other Psychotic Disorders	D&B Ch. 12	
5/1	Schizophrenia Spectrum and Other Psychotic Disorders (cont.)		Web Quiz 13 , Schizophrenia, opens 5/1 10:45am, due 5/6 8:00am (by Exam 4)

Finals Week:

Exam 4 (Ch. 10, 11, 12) on **Tuesday, May 6, 8:00am** – please bring pencils

VII. General Policies

A. Department

Department of Psychology Policy on Incomplete Grades and Withdrawal

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <https://www.siue.edu/policies/table-of-contents/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the

instructor will fill out a Memorandum of Incomplete Grade to be kept with the student's records. If the work is not completed by the time specified on the Memorandum, the student's grade will be changed from I to F.

The Psychology Department's Policy on Plagiarism

Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<https://www.siu.edu/policies/table-of-contents/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. A plagiarism offense shall be reported to the Provost and Vice Chancellor for Academic Affairs" (<https://www.siu.edu/policies/table-of-contents/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the linked information on plagiarism.

B. Attendance

Absence Policy: Non-exam Days

Students who need to be absent **on a non-exam day** do not need to notify the instructor. If absent on a non-exam day, please:

- check the syllabus and [Blackboard](#) for topics covered, assigned readings, and announcements. Students are also encouraged to check with a classmate for any missed in-class announcements.
- **review the Course Schedule in the syllabus and any announcements, and complete any assignments that are due.** Even though a student is absent, deadlines for assignments remain the same. Please submit assignments through [Blackboard](#) unless other instructions are provided.
- contact a classmate and ask to copy notes for missed classes. The instructor does not provide notes beyond those posted to [Blackboard](#).
- ask a classmate about any in-class discussions and activities. Unless stipulated otherwise in this syllabus, students cannot earn or make up participation or attendance points awarded while absent. Obtaining notes about discussions and activities from another student is encouraged. (Please note: Not all courses include participation or attendance points. See the Assignments, Exams, and Grading section of the syllabus to determine if such a requirement is included in this course.)
- remember that virtual attendance is not available for this in-person course. (Please see the "Face-to-face Course Delivery Policy" section for more information.)

Absence Policy: Exam Days

If students need to be absent **on an exam day**, please [notify the instructor by email](#) and [attach a copy of documentation](#) for the absence. Documentation is required for a make-up request to be considered. Requests will be considered if documentation is received prior to the exam (for serious prescheduled commitments, such as a university-sponsored athletic event) or within a reasonable timeframe following the exam (for unanticipated emergencies, such as hospitalization). A “reasonable timeframe” is determined by the instructor but generally means within one week from the exam date. Each request is evaluated on a case-by-case basis.

Examples of documentation include, but aren’t limited to:

- Funeral notice
- Physician’s note with dates a student was unable to attend class due to illness
- Hospital admission/discharge paperwork
- Documentation of military service
- Notice of jury duty
- Subpoena for court appearance
- Police report for automobile accident
- Towing/service receipt for a flat tire
- Documentation of participation in a university-sponsored extracurricular event (e.g., athletics, academic conference)

If a request is approved, the instructor or an assistant will schedule a make-up to occur no later than one week from the date approval is granted (e.g., if approval is received on a Thursday, the exam must be taken by the following Wednesday); if not completed within one week, the student will be assigned a score of zero for the exam. Make-up exams will cover the same material as the original exam; however, they may contain different questions or question types than the original. Exams for face-to-face courses will be completed in-person on SIUE’s campus (i.e., online versions of face-to-face exams are not available).

Face-to-face Course Delivery Policy

The Department of Psychology has adopted a Policy on Individual Student Teaching Arrangements which states, in part, “All psychology faculty are required to provide the majority of instruction to all students enrolled in a course in the modality in which the course is designed to be taught (e.g., all courses designed as face-to-face courses must be taught in that manner). Psychology faculty may not modify the course modality for individual students enrolled in a course.”

Students who remain enrolled in this face-to-face course acknowledge that course content has been developed for in-person, not online, delivery, and they affirm they have committed to in-person attendance. Through their continued enrollment, students also affirm that neither synchronous nor asynchronous online attendance options are available for this face-to-face course, regardless of reason or circumstance. Continued enrollment signifies agreement that in-person attendance is essential to receive the instructional experience students enrolled in the course to pursue, virtual attendance options would expose students to a suboptimal educational experience, and virtual attendance options would cause significant disruption to academic programming in this face-to-face course. Rather than seek online attendance options in this section of the course, students who would like an online learning

modality agree they will disenroll from this section of the course and enroll in a different section of the course that is designed for online delivery; these sections are designated as either online-synchronous or online-asynchronous by the university.

First Class Meeting Attendance and Late Course Add Policy

The first class meeting of the semester includes a review of the syllabus and a discussion of course policies and requirements. An opportunity to ask questions about this information is provided. Because of the importance of this information, first-day attendance is required. Students not physically in attendance for the first class meeting may be dropped from the course. Students who have a substantive reason for missing the first class must email the instructor prior to the first class to request they remain enrolled. Students who miss the first class meeting but are enrolled are responsible for acquiring missed information from a classmate.

No course adds will be approved by the instructor after the first week of the semester. Students who “late enroll” in the course (i.e., enroll in the course after one or more class meetings have occurred) are responsible for acquiring all missed information and completing all assignments by deadlines. Late enrollment will not extend assignment deadlines. If a student late enrolls after a deadline has passed, the related assignment(s) cannot be made up, and the student will receive a score of zero for such assignments.

Extended Absences Due to Serious Illness, Life Circumstances, Etc. Policy

Students who, because of serious illness, life circumstances, etc., find it necessary to miss many class sessions and are not able to complete assignments by deadlines (please see [Absence Policy: Non-exam Days](#)) or exams within a reasonable timeframe if approved for a make-up (please see [Absence Policy: Exam Days](#)) are encouraged to withdraw from this course and reenroll in a subsequent semester when they can perform optimally. Students who remain enrolled in this course acknowledge that the [Late Work](#) and other related policies will apply in all circumstances. Please see the [Department of Psychology Policy on Incomplete Grades and Withdrawal](#) for related information about course withdrawal deadlines.

C. Accommodations

Statement on Disabilities

Students needing accommodations because of medical diagnosis or major life impairment will need to register with Accessible Campus Community and Equitable Student Support (Access) and complete an intake process. Access is located in the Student Success Center, Room 1203, myaccess@siue.edu, 618-650-3726. Students with accommodations should discuss these with the instructor at the beginning of the course.

Intermittent/Extended Absences Accommodation Policy

An intermittent/extended absences accommodation formally recognizes that students could have, per Access, “consecutive or recurring absences.” It does not allow assignments to be submitted after

deadlines in this course, as doing so would fundamentally alter the course curriculum and/or explicit learning objectives. This accommodation is sufficient documentation to request a make-up for a missed exam in this course; however, the instructor reserves the right to decline such requests or require additional documentation (e.g., hospital admissions paperwork) if they are made for more than one exam per semester. Students who anticipate missing many class sessions are encouraged to postpone enrollment until a semester when frequent absences are less likely and they are able to perform optimally. Students who receive this accommodation and miss class:

- are responsible for checking the syllabus and [Blackboard](#) for topics covered, assigned readings, and announcements. Absent students are also encouraged to check with a classmate for any missed in-class announcements.
- should review the Course Schedule in the syllabus and any announcements, and complete any assignments that are due. Even though a student has received an intermittent/extended absences accommodation, deadlines for assignments remain the same. Please submit assignments through [Blackboard](#) unless other instructions are provided.
- on an exam day should [notify the instructor by email](#) and attach a copy of documentation for the absence (e.g., hospital admission paperwork, documentation of an intermittent/extended absences accommodation for the first exam make-up request in a semester). The procedure described in the “Absence Policy: Exam Days” section will be followed.
- should contact a classmate to copy missed notes. The instructor does not provide notes beyond those posted to [Blackboard](#).
- acknowledge that in-class discussions and activities cannot be perfectly replicated. Unless stipulated otherwise in this syllabus, students cannot earn or make up participation or attendance points awarded while absent. Obtaining notes about discussions and activities from another student is encouraged.
- are reminded that virtual attendance is not available for this in-person course. (Please see the [Face-to-face Course Delivery Policy](#) for more information.)

It is not necessary to complete an Access Extended/Intermittent Absence Form in this course. The text of this Section (“Intermittent/Extended Absences Accommodation Policy”) will serve as the agreement with students who receive this accommodation. If Access requires submission of an Access Extended/Intermittent Absence Form, the text of this Section in the current-semester syllabus shall prevail and supersede any agreement specified on the Form.

Testing Accommodations/Extended Time Policy

Some students may be approved for an alternative testing environment or extended testing time accommodation by Access. Exams with these accommodations are usually taken in the Access Testing Center. Students approved for such an accommodation are responsible for adhering to Access and instructor policies in order to use the accommodation. To use the Testing Center for this accommodation, students:

- use the [Accommodate Portal](#) to request a Testing Center session by 4:30 p.m. at least three working/business days prior to the in-class exam date (e.g., by 4:30 p.m. Wednesday for an exam scheduled the following Monday). Please see the [“Testing” section on the Access website](#) for more information. Requests received less than three working/business days prior to the exam may be declined by Access or the instructor. **For convenience, students can submit their requests for all exams in the course beginning on the first day of class.**

- **schedule to take an exam in the Testing Center on the same day the exam is given in class.**
Requests for a different day may be declined by the instructor.

If a request to use this accommodation is declined because it is received less than three working/business days prior to an exam date or the request is for a different day than an exam is given in class (i.e., the request creates an undue administrative burden), the student will take the exam at the scheduled time in class.

D. Behavior

Email Etiquette

I am a fan of professional correspondence. When you email, please share the following information. It helps me provide a quick, meaningful response:

- A formal greeting (e.g., “Hi Dr. Murphy,” “Prof. Murphy,” or “Dear Dr. Murphy,”)
- Course and section number (e.g., “PSYC 111-001” or “Psychopathology, section 3”)
- Specific question(s) not answered in course documents
- Who you are (your first and last name in the initial email, and at least your first name in subsequent emails)

I will try my best to respond within one business day to messages that include the above information. If you haven’t received a reply after two business days, please review your message to ensure it includes the above information, make any needed revisions, and resend it.

No Rounding or Individualized Extra Credit

Final letter grades are based on the total points earned and the grading table in the syllabus. Please don’t request rounding or curving. The instructor may deduct points from students who ask. Occasionally, the instructor may offer extra credit opportunities to the whole class. (Extenuating circumstances, such as a specific number of volunteers needed at specific times, may limit ability to participate.). Please don’t ask for individualized extra credit. The instructor may deduct points from students who ask.

Use Firefox or Chrome to Complete Coursework on Blackboard

Please use [Firefox](#) or [Chrome](#) on a desktop or laptop computer and visit <https://bb.siue.edu> to complete all Blackboard work. Do not use the downloadable Blackboard app, Safari browser, or a cell phone or tablet. These may improperly display or submit assignments. If you have tech questions, please [ask ITS](#) before beginning Blackboard work. Missing or erroneous submissions will be graded as-is, which could mean a student receives 0 points for an assignment.

Classroom Distractions

Students have the right to a classroom free of substantive distractions that may adversely impact their ability to learn, including distractions from fellow students. The instructor reserves the right to provide informal corrective feedback to disruptive students, potentially in front of the entire class. Students who

anticipate that such an interaction might lead to embarrassment or frustration are encouraged to be mindful of their behavior to prevent the need for such feedback. Extreme or repeated disruptions may be referred to the Department Chair or Office of Student Conduct.

Personal Disclosures Policy

Students are encouraged not to disclose personal (e.g., healthcare) information to the class. If they choose to share personal information about themselves or people they know, they should anonymize such statements. For example, substitute “a person,” “a man,” “a teenager,” etc. for identifying names or relationships. As a reminder, disclosures made in class are not confidential. The instructor may discuss de-identified clinical examples. The use of de-identified cases for didactics is permitted by the Ethical Principles of Psychologists and Code of Conduct.