

CLP3144: Abnormal Psychology
Spring 2022

Professor: Carla Prieto, M.Ed., M.S. (pronouns: she/her)

Class Time: Thursday 4:05 PM to 6:00 PM (In-person/synchronous); asynchronous ~1.5-hour lectures to be completed throughout the week

Class Location: PSY 130

Office Hours: Thursday 3-4 PM; <https://ufl.zoom.us/my/carlaprieto>

Email: carla.prieto@ufl.edu

Teaching Assistants:

Teodora Anica: teodoraanica@ufl.edu

Office hours: TBD

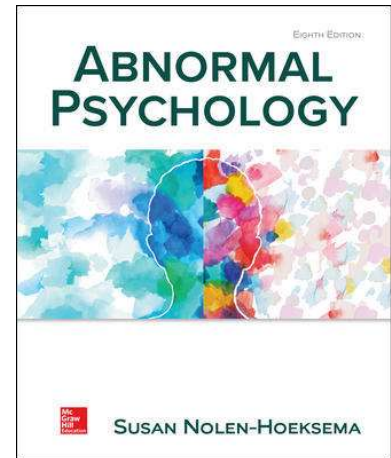
Carter Hood: carterhood@ufl.edu

Office hours: Monday 10:40am to 12:45pm

Link: <https://ufl.zoom.us/j/3166409076#success>

Alexandra Sullivan: a.sullivan1@ufl.edu

Office hours: TBD



**The best way to contact me is via my email address above. Please allow 24 hrs. to respond to your email during the weekdays. Emails sent on the weekend will be responded during the following weekdays.*

Note: This section will be in mixed format (combination of asynchronous lectures and in-person discussion/invited speakers).

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

For Questions:

1. **Check the syllabus first!!!!**
2. Post your question to the Canvas Discussion board for the corresponding week if it's a content question, or, if it's a general/tech-related question, post to the pinned discussion titled "Tech questions and answers."
3. Ask your TAs during their office hours or email them using Canvas email feature. Questions about your grades should be directed to the instructor.
4. Email the instructor through email after 1-3 have not resolved your question.
 - A. Write the course number (CLP3144) and your name.
 - B. What you have tried so far to resolve the issue.

Course objectives:

- Identify the diagnostic features of the DSM-5 psychological disorders covered in this course
- Understand the historical and current social, cultural, psychological, and biological factors that inform the disorders discussed in this course
- Understand the role of research in understanding psychopathology and treatments
- Familiarize yourself with the various clinical interventions to treat the disorders in their course and their efficacy
- Understand the impact of stigma associated with psychological disorders on clients and their families
- Increase empathy for clients and families affected by psychological disorders

Overview:

The general purpose of this course is to increase your understanding of historical foundations, theories, research, assessment, and treatment of psychopathology. This course will include basic knowledge of the Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5) used to classify a wide range of specific psychotic, cognitive, behavioral, emotional, and developmental disorders, as well as current research and treatment approaches. Students are also expected to understand the cultural and societal contexts of psychopathology and to develop a critical lens in exploring the impact of such contexts.

Collective knowledge:

This course was influenced by the teaching philosophies, lived knowledge and experiences of, and clinical expertise of Victoria Rodriguez, M.S.W., M.S., Dr. Della Mosley, Dr. Amanda Lawson-Ross, Dr. Jim Probert, Dr. Amanda Alexander, Dr. Zully Rivera-Ramos, and Dr. Carol Richman. I believe that learning collectively with and from others strengthens coursework and class experiences. That being said, I look forward to seeing what you, as students, bring to this course. You have all lived unique experiences with which I may be wholly or partially unfamiliar: please bring your experiences and ideas to class, as they will help shape the course and contribute to all our learning. Share topics, readings, and/or respectful critiques that may enhance the focused subject of discussion in areas you believe are not covered. There will be opportunities to do so both in our live activity each week and through the discussion boards on Canvas.

Land acknowledgement:

As we come together as a learning community, I acknowledge the land I live and work on by naming the Timucua and Seminole Peoples upon whose unceded and stolen territory the university and surrounding community stands. I further acknowledge that the university has indirect ties to enslaved peoples of primarily African descent through its connection to Ocala's East Florida Seminary, UF's forerunner that was built on land sold to slave owners.

Why acknowledge territory? Learn more here: <https://native-land.ca/territory-acknowledgement/>

Teaching philosophy and class atmosphere:

I believe that students learn best when there is a class atmosphere of safety and respect for all. As the instructor, I make every effort to create a safe class atmosphere, in which debate and discussion can take place and students feel free to express their reactions, viewpoints, and experiences. Likewise, I ask that students treat me, the teaching assistants, and one another with respect. You are free to disagree with

each other, with the teaching assistants, and with me—but you are required to keep your disagreement professional and respectful. As outlined in the UF Student Honor Code and Student Conduct Code, “*The University requires civility, respect, and integrity in the curricular program and encourages these behaviors in other activities among all members of the student community. Students are taught to exhibit high standards of behavior and concern for others and are encouraged to live up to these standards.*”

If something said in class bothers you, please bring this to my attention as soon as possible in a way that feels safe and comfortable for you (e.g., in person during class, in person after class, via email, via phone call, during office hours). This is a large course and it is not possible to be aware of all individual concerns or issues. Knowing about problems can help all of us learn to give feedback, receive feedback, and prevent issues from re-occurring.

Instructional Methods

This is a blended learning course. Specifically, it uses a flipped classroom (lectures online, in person meetings for collaborative discussion and application of course material) format.

What is blended learning and why is it important? A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher-order thinking skills such as critical thinking and collaboration. Competency in these skills is critical in almost any profession.

What is expected of you? You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you may struggle to participate in the in-class activities. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers.

Things to keep in mind. Because I post material online, you can go back and review it as many times as needed to feel comfortable with the material prior to the live class. Please keep in mind that you have to allocate your time wisely to take full advantage of the blended learning approach.

*Adapted from Dr. Michael Marsiske’s CLP6528/6529 Syllabi

What you need for this course

Course Technology

You will need a computer with the access to the Internet. This course is facilitated online through Canvas and Zoom. You may access Canvas from UF’s e-Learning webpage: <https://elearning.ufl.edu/>. Please contact the UF Help Desk, <https://helpdesk.ufl.edu/>, if you have any technical difficulties with Canvas.

Textbook

We will be using Nolen-Hoeksema's 8th edition Abnormal Psychology Textbook. Quizzes will pull both from lectures and from textbook readings. If you have a different edition and wonder if this will suffice, my answer is—it's fine by me, but you may miss something.



One (JUST ONE!) of the books above :

Most of these books are available through your local public library or the UF library. If you must or wish to purchase, I suggest checking out bookshop.org

Adebayo, A. (2018). *Stay With Me*. New York City, NY: Random House.

Ananthaswamy, A. (2015). *The man who wasn't there: Tales from the edge of the self*. New York City, NY: Dutton.

Armstrong, S. C. (2009). *Not all Black girls know how to eat: A story of bulimia*. Chicago, IL: Lawrence Hill Books.

Cho, G. (2021). *Tastes Like War: A Memoir*. New York City, NY: The Feminist Press at CUNY.

Díaz, J. (2019). *Ordinary girls: A memoir*. Chapel Hill, NC: Algonquin Books of Chapel Hill.

Haddon, M. (2018). *The curious incident of the dog in the night-time*. London: Vintage.

Lee, M. T. (2019). *Everything here is beautiful*. New York City, NY: Penguin Books.

Nicely, S. (2018). *Is Fred in the refrigerator?: Taming OCD and reclaiming my life*. Marietta, GA: Nicely Done.

Ronson, J. (2012). *The psychopath test: A journey through the madness industry*. NY, NY: Riverhead Books.

Wang, E. W. (2019). *The collected schizophrenias: Essays*. Minneapolis, MN: Graywolf Press.

Recommended reading:

Akeret, R. U. (1996). *Tales from a traveling couch: A psychotherapist revisits his most memorable patients*. New York, NY: W. W. Norton & Co.

This is a fun book written by a quirky psychologist that revisits the stories of the most unusual clients that the psychologist has had. I will be reading from some chapters during the recorded lecture, but there are many chapters that won't be covered in class that you might find interesting!

Caplan, P. J. (1995). *They say you're crazy: How the world's most powerful psychiatrists decide who's normal*. Reading, MA: Addison-Wesley Publishing Company.

This book is an inside look from one of the creators of the DSM at how the DSM was made—and, therefore, how mental health professionals classify who is “normal” and who is not. The book takes a critical look at the mental health establishment and how it has often served to marginalize people. We will be reading a few chapters from this book as well.

Course Assignments

Attendance (65 points)

Every day of attendance is worth 5 points. On Tuesdays, you will submit a group assignment to account for your presence. Group assignments must include the names of all group members that are present. Because life happens, sometimes we can't make it to class. That's okay, you have two free passes.

Quizzes (10 points each, total 120 points):

The purpose of the quizzes is to help you review the course materials. There will be 15 quizzes throughout the semester. The quizzes must be submitted prior to the start of each class period. The lowest 3 quizzes will be dropped. So, if your insensitive boyfriend breaks up with you, or there's a mysterious “power outage” in your area, or you spill Gatorade on your computer, then this is your safety net. If you have a legitimate excuse (religious holiday, funeral, etc.), please reach out to me, and you will not have to use your freebies.

Event OR Podcast Reflection (20 points)

You are to choose among one of the events below to attend via Zoom. You will then write a 2 to 3 page reflection on what was learned using 12-point font, 1-inch margins, and double-spaces. This assignment is worth a total of 20 points.

1. Decolonization and Mental Health

Reflection paper for this event due on Thursday, January 20th

Tuesday, January 11th

11 AM to 12 PM

[Register Here](#)

Event description: How has mainstream Psychology been shaped by colonialism? What can we

do to change that?

The second seminar on Critical Psychology will address the forms of colonization in mental health in the post-covid era.

We will explore questions such as:

- What is colonization and what does it have to do with mental health?
- What are the current manifestations of colonial thinking in mental health in the post-covid era?
- How has mainstream Psychology been shaped by colonialism and how can we identify and challenge the Western White gaze as the "standard" way of understanding human suffering?
- How can Critical Psychology help us envision a decolonized system that is inclusive and respectful of people's mental health?

These events on Critical Psychology are a monthly feature for our community.

2. *Mental Health Skills to Practice*

Reflection paper for this event due on Thursday, February 17th

Thursday, February 10th

11 AM to 12 PM

[Register here](#)

Event description: In the Basics of Mental Health and General Nutrition, we identified general ways in which we can support our mental health. Building on that foundation, this module focuses on essential insight into how we think and eat.

Participants learn 3 key skills:

- Breathwork
- Cognitive Behaviour Therapy
- Food choices for optimal brain support

3. *Black Mental Health Day Panel Discussion*

Reflection for this paper due Friday, March 11th

Monday, March 7th

6:30 PM to 9:00 PM

[Register here](#)

Event description: Kujenga Wellness Project in collaboration with mental health professionals across the city will gather on Monday, March 7, 2022 to have a candid discussion about racism, intergenerational trauma, grief/loss, and its impact on our mental health, our family's well being, and our potential outcomes.

Join us for the discussion, to listen or interact with our speakers.

There are many Black Mental Health Day events planned throughout the city. To learn more visit: <https://www.blackmentalhealthday.ca/>

Formatting	<ul style="list-style-type: none"> - The paper is between 2 and 3 pages - Double-spaced - 12-point font - 1-inch margins (4 pts)
Describe the event	<ul style="list-style-type: none"> - Which event did you attend? - Summarize content of the event (6 points)
Reflection	<ul style="list-style-type: none"> - What did you learn at the event? - -How will you integrate what you learned in your personal and/or professional life? (10 points)

Perspective paper (40 points)

Multiculturalism, the need for cultural diversity, and cultural sensitivity have become important topics of research in contemporary psychology. It is obvious that psychology does not exist in a homogenous world. You are to write a paper about a diversity-related topic in contemporary psychology. Some examples of themes are: why a diversity of perspectives are necessary in psychology (e.g. in research, in psychotherapy), culture-bound syndromes, a perceived discrepancy between how the DSM-5 defines a disorder and that disorder's manifestation in a particular culture, impact of discrimination on mental health, and how psychotherapists/psychological researchers can incorporate diversity perspectives in their work. You are encouraged to explore different, culture-related ideas from those presented above. If you have any questions about your topic, feel free to contact the instructor or TAs. This paper is to be three to five pages, double-spaced, using 12-point font, and 1" page margins. Points may be deducted if the paper exceeds five pages. The paper should also include the use of at least 3 scholarly (i.e., research) sources. How to identify appropriate sources will be reviewed in class. The paper is due on **Thursday March 3 at 11:59 PM**.

Topic choice.

The topic of your paper is required to be sent to the course instructor in advance (see date in syllabus) and receipt of this topic accounts for 5 points of the total score. Please provide a rationale for why you chose the topic. The instructor will then either approve the topic, ask for clarification, or suggest that you select a new topic.

Topic selection	<ul style="list-style-type: none"> - Submit your choice for the assignment on Canvas by the due date (5 pts)
Formatting	<ul style="list-style-type: none"> - The paper is between 3 and 5 pages - Double-spaced - 12-point font - 1" margins (4 pts)
Citations	<ul style="list-style-type: none"> - Use 3 scholarly sources - Provide in-text citations (Author, year) (6 points)

Research	- State why the topic you chose is important (5 points) - Review research from sources on topic (5 points)
Reflection	-What surprised you about what you read? -What did you learn? -How will you integrate what you learned in your personal and/or professional life? (15 points)

Book Club Paper (40 points)

The twelve trade books listed earlier in the syllabus all cover psychopathology-related topics. Some present cutting-edge, controversial ideas. Others are critically-acclaimed personal memoirs, designed to pull readers into the bona fide phenomenological experience of someone living with a “mental disorder.” I ask that you pick one (just one!) of the twelve books listed at the beginning of the syllabus to read as we move through the semester. It’s up to you to read your trade book at your own pace during the semester. You can get started on this right away if you choose. When you are done, you will be asked to write an Amazon-esque review of the book. This is not a book report, and thus there is no rubric! This assignment is meant to be a reflection of your thoughts about the book’s content and your reactions to the material. I will never test your memory on your book’s content. Still, this is a class assignment and proper grammar, punctuation, formatting, and attention to detail is expected.

I recommend cracking open your book of choice no later than a month before the due date in order to avoid intense anxiety the night before it is due. You will submit your review double spaced, times new roman size 12 font in Canvas. **This is due Thursday, March 31st at 11:59 PM EST.**

Diagnosis Paper (65 points)

Find a celebrity, public figure, or fictional character from a movie, book, or TV show that meets criteria for one or more psychological disorders in the DSM V. Using this person, write between 3 and 6 pages, double-spaced, using times new roman size 12 font, and 1-inch margins. **The paper is due on Monday, April 25th at 11:59 PM.** Your paper should discuss the following information:

- a. A brief biography of the person.
- b. The symptoms the character is exhibiting.
- c. A summary of the DSM-V diagnosis that have specified criteria met from these symptoms.
- d. Prognosis and treatment recommendations

Brief Biography of Character (5 points)	- State where the character is sourced from (e.g., name of TV show, book, movie, public figure) (1 point) - State at least 3 biographical facts about the character (e.g., birthplace, occupation, family status) (3 point) - State why you chose this character/why this character is interesting to you (1 point)
What is going on in the character’s life (10 points)	- State and briefly explain potential psychosocial stressors faced by your character that might factor into their mental health treatment (e.g., job loss) (5 points)

	- State and briefly explain potential sources of resilience or social support that could aid your character in their mental health (5 points)
Symptoms (10 points)	-State at least 3 symptoms that your character exhibits. For each symptom, describe a specific scene illustrating the symptom. (Note: you don't need to directly cite from source material, but please paraphrase specific instances). (10 points)
DSM Diagnosis (25 points)	- Propose a DSM Diagnosis for your character (5 point) - Defend that Diagnosis (describe whether or not your character meets diagnostic criteria). Consider the number of symptoms, length of symptoms, indicated level of distress, etc. (10 points) . - Describe at least one limitation to your diagnosis. What don't you know that, if you did, would help clarify your diagnosis? (e.g., maybe your character expresses depressed mood in a scene, but you don't know if it's lasted for two weeks). (10 points)
Treatment Recommendations (15 points)	- Offer at least two treatment recommendations for your character, based on your DSM diagnosis (e.g., CBT, anti-psychotic). For each recommendation you must offer at least one sentence defending why that recommendation would help your character (10 points) - Include at least two APA in-text citations that support your choice of treatment recommendations* (2 point)

*Note: You only need in-text citations for this assignment, you do not need a “works cited” section at the end of your paper. In-text citations include the author and the year. If there is no author, then cite a shortened-version of the article-title as a substitute for the author.

*The two sources of citation do not include DSM-5, and you will need to find two additional sources.

*Adapted from Dr. Lawson-Ross' CLP3144 syllabus

Extra credit:

For student evaluations of teaching (<https://evaluations.ufl.edu>), all members of the class will be awarded one (1) bonus point if 70% of the enrolled class completes evaluations, and two (2) bonus points if 100% of the enrolled class completes evaluations.

Graded items:

Your grade in this course will be based on your performance of the following items:

Graded Item	Points
Introduction	5
Attendance	65
Weekly quizzes	120

Event reflection	20
Perspective paper	40
Book club paper	40
Diagnosis paper	65
Total points available	355

Grading Scale:

A	93 and Up	C	74 – 76
A-	90 – 92	C-	70 – 73
B+	87 – 89	D+	67 – 69
B	84 – 86	D	64 – 66
B-	80 – 83	D-	60 – 63
C+	77 - 79	F	59 and Below

Your final letter grade will be calculated based on your quiz grades, your in-class assignment grades, and your paper grades.

Requirement	Due date	Points
Introduction post	1/11	3
Syllabus and overview quiz	1/11	18
In-class assignment #1	1/13 8:35 PM	5
Introduction response to peer	1/13	2
Quiz #1	1/13	10
Quiz #2	1/20	10
In-class assignment #2	1/20 8:35 PM	5
Event reflection: Decolonization and Mental Health (<u>only</u> due if you chose to attend this event)	1/20	20
Quiz #3	1/27	10
In-class assignment #3	1/27 8:35 PM	5
Quiz #4	2/3	10
Perspective paper topic	2/3	5
In-class assignment #4	2/3 8:35 PM	5
Quiz #5	2/10	10
In-class assignment #5	2/10 8:35 PM	5

Quiz #6	2/17	10
In-class assignment #6	2/17 8:35 PM	5
Event reflection: Mental Health Skills to Practice (<u>only</u> due if you chose to attend this event)	2/17	20
Quiz #7	2/24	10
In-class assignment #7	2/24 8:35 PM	5
Quiz #8	3/3	10
In-class assignment #8	3/3 8:35 PM	5
Perspective paper	3/3	35
SPRING BREAK		SPRING BREAK
Quiz #9	3/17	10
In-class assignment #9	3/17 8:35 PM	5
Event reflection: Black Mental Health Day Panel Discussion (<u>only</u> due if you chose to attend this event)	3/17	20
Quiz #10	3/24	10
In-Class Assignment #10 Freebie 😊	3/24	5
Quiz #11	3/31	10
In-class assignment #11	3/31 8:35 PM	5
Book club paper	3/31	40
Quiz #12	4/7	10
In-class assignments #12 (2x)	4/7 8:35 PM	10 (5 each)
Quiz #13	4/14	10
In-class assignment #13	4/14 8:35 PM	5
Quiz #14	4/25	10
Diagnosis paper	4/25	65
Sum	355	

Grade Disputes

If you have questions or concerns about a grade on any assignment, you will have one week from the date you receive the grade to discuss your concerns with the course instructor. **After that week, the grade will remain final.** If you are unable to meet with the instructor during that week due to reasonable circumstances, you must communicate this to the instructor during the one-week window and

schedule a meeting time.

Late assignments

Missed quizzes cannot be made up, but students can miss up to three quizzes without losing points. With regard to missing or incomplete assignments, the following policies apply:

Graders will not contact you about missing or incomplete assignments. It is your responsibility to check that the correct assignment has been submitted to e-learning on time. It may be possible to avoid a late penalty if you contact the instructor and your TA at least 24 hours in advance. You should include the explanation for late submission (e.g., bereavement, illness). In some cases, documentation may be requested. If a lateness allowance is agreed to, this applies to a single assignment only. It does not allow you to delay future assignments.

For writing, late submissions are not encouraged. Late submissions will be accepted for up to 7 days, but with the following penalty schedule: If your assignment is late, you will lose 10% each day. Thus, if an assignment is worth 30 points, you will lose 3 points for each late day. "Late" begins one minute after the due time (e.g., an assignment due at 8:34 am is considered late at 8:35 am). Penalties are as follows:

Item	Late category	Penalty
1	1 minute to 24 hours late	10% of maximum deducted from achieved grade
2	1 day + 1 minute late to 48 hours late	20% of maximum deducted from achieved grade
3	2 days + 1 minute late to 72 hours late	30% of maximum deducted from achieved grade
4	3 days + 1 minute late to 96 hours late	40% of maximum deducted from achieved grade
5	4 days + 1 minute late to 120 hours late	50% of maximum deducted from achieved grade
6	5 days + 1 minute late to 144 hours late	60% of maximum deducted from achieved grade
7	6 days + 1 minute late to 168 hours late	70% of maximum deducted from achieved grade
8	7 days + 1 minute late or longer	100% of maximum deducted from achieved grade

Note. Uploading the wrong document is same as late. It is your responsibility to verify that you have uploaded the correct document.

Syllabus change policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

TENTATIVE COURSE CALENDAR

DATE	TOPIC	Required reading
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Jan. 6	Introduction to course	-Syllabus
Jan. 13	Looking at Abnormality	-Chapter 1 -“Whose normality is it anyway?” (book chapter)
Jan. 20	Theories and treatment of abnormality	-Chapter 2 -“Clinical Psychological Science: Then and Now” (journal article)
Jan. 27	Assessing and diagnosing abnormality	-Chapter 3 -“Pros and Cons of Formal Diagnoses of Children” (informational resource)
Feb. 3	Research	-Chapter 4 -“Some Dubious Premises in Research and Theory on Racial Differences” (journal article)
Feb. 10	Somatic symptoms and dissociative disorders <i>Guest lecture by Dr. Carol Richman</i>	-Chapter 6
Feb. 17	Trauma, anxiety, obsessive compulsive and related disorders	-Chapter 5 -“Does your anxiety have a message for you?” (podcast) -“Radical healing” (journal article)
Feb. 24	Mood disorders and suicide	Chapter 7 -“The Radical Therapist: Critical Suicidality” (podcast)
Mar. 3	Schizophrenia spectrum and other psychotic disorders	Chapter 8
SPRING BREAK NO CLASS MEETING		
Mar. 17	Personality disorders	-Chapter 9 -“Gender and Diagnosis” (journal article)
Mar. 24	Neurodevelopmental and neurocognitive disorders	-Chapter 10 -“Invisibilia: Frame of Reference”

		(podcast)
Mar. 31	Disruptive, impulse control, and conduct disorders	-Chapter 11 -“Diagnostic Bias and Conduct Disorder: Improving Culturally Sensitive Diagnosis” (journal article)
Apr. 7	Eating Disorders	-Chapter 12 -“When Black girls hear that our bodies are all wrong” (New York Times) -“Body Image and Eating Disorder Symptoms in Sexual Minority Men” (journal article)
Apr. 14	Substance Use and Gambling Disorders	-Chapter 13 -“Minority Stress and Drinking: Connecting Race, Gender Identity, and Sexual Orientation” (journal article) -“Tech Addiction is Real” (Washington Post)
Apr. 25	Sexual Disorders & Health Psychology NO CLASS MEETING	-Chapter 14 -“Your Diagnonsense: Somatic Trauma Therapy, Sexuality, and Kink” (podcast) - Chapter 15
No Final Exam – *Diagnosis Paper Due 4/25*		

Class attendance and participation

Attending class will help you earn a better grade in the course. Additionally, information about syllabus changes, exams, and assignments may be discussed in class without being posted online. Thus, it is in your own best interest to attend class. Further, your class attendance and active participation contributes to an environment in which other students can learn and feel respected.

Examinable material

The lectures and the readings from the textbooks listed below as well as weekly supplemental materials posted on e-Learning define the full syllabus of this course. Material may be discussed in lecture that is

absent in the textbook. This is particularly relevant as new developments are continually occurring in psychological research.

Academic honesty:

Students are expected to act in accordance with the University of Florida policy on academic integrity. For more details visit: www.dso.ufl.edu/judicial/procedures/academicguide.php. Any student who cheats or helps another student cheat will receive a failing grade in the course. It is vital to remember that all out of class activities are individual assignments. Do not collaborate with others in the class.

Counseling and student health:

If you find yourself facing problems affecting your coursework, UF offers free, confidential services in the form of individual and group therapy, workshops, and crisis consultation Monday through Friday, 8:00 AM to 5:00 PM through the Counseling and Wellness Center, 352-392-1575. Visit the website for more information <https://counseling.ufl.edu/>

[You Matter We Care website](#). If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.

Crisis intervention is always available 24/7 from The Alachua County Crisis Center: (352) 264- 6789.

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Religious observations:

Please check your calendars with the course syllabus. Any student anticipating a conflict in the exam schedule or course schedule due to a religious observance must contact the instructor as soon as possible so that appropriate arrangements can be coordinated.

Accommodation for students with disabilities:

This course is intended for all UF students, including those with mental, physical, or cognitive disabilities, illness, injuries, impairments, or any other condition that tends to negatively affect one's equal access to education. If, at any point in the term, you find yourself not able to fully access the space, content, and experience of this course, you are welcome (and not required) to contact me by email, phone, or during office hours to discuss your specific needs. Furthermore, in compliance with the Americans With Disabilities Act (ADA), I will work with accommodations that are needed. If you have a documented disability and wish to discuss academic accommodations, please contact me. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Sexual Harassment & Disclosures of Sexual Violence

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF's sexual harassment policy which can be found here: <https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>. Please review this policy and contact a university official if you have any questions about the policy.

As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF's Title IX coordinator. Title IX violation includes sexual harassment, sexual assault, stalking, domestic/intimate partner violence, etc. For assistance or to inform Title IX any incident(s) that may constitute a Title IX violation, please complete the Title IX Information Form here: <https://titleix.ufl.edu/title-ix-reporting-form/>, or email inform@titleix.ufl.edu, or call 352-273-1094.