Abnormal Psychology
Psychology 311 – Online
Fall 2015

Instructor: Leanne Parker, Ph.D.
Office Hrs: Monday 4:15 - 5:15 p.m., Tuesday 1 – 3 p.m., or by appointment
Office: Spalding 271
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LCSC e-learning Services:
e-learning@lcsc.edu

208-792-2239
800-879-0458

Hours: Monday – Friday 7:30 am – 5:00 pm
Saturday 9:00 am – 1:00 pm

Texts Required:

FREE Student Center Website: Worth Publishers provides free student resources online to give students a way to extend their *Abnormal Psychology* textbook. This book-specific site provides one destination to practice and study, including flashcards and practice quizzes. Go to [http://bcs.worthpublishers.com/comerabpsych8e/](http://bcs.worthpublishers.com/comerabpsych8e/) to start accessing your free study tools. You will also need to register to have your quiz scores forwarded to me.

Purpose: Abnormal Psychology is a junior level course designed to introduce students to the field of psychopathology, including overviews of history and treatment. Controversies and limitations of current conceptualizations of psychopathology will be reviewed, with the goal of providing a broad and diverse base for understanding the contexts within which the field currently operates.

Objectives:
1) Be able to articulate the contextual and subjective nature of abnormality.
2) Be able to articulate general principles of clinical treatment.
3) Demonstrate critical thinking skills regarding controversies in the field.
4) Demonstrate knowledge of general areas of psychopathology (e.g., anxiety, depression).

A note to persons with disabilities: If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location, office hours, phone number, and email address are noted above.

Grading:
Movie writing assignment 125 points
Blackboard Module Quizzes (approximately 8) 400 points approximately (50 points each)
Module Online Quizzes 100 points approximately (10 points each)
Module Discussions (approximately 8) 160 points approximately (20 points each)
Adam’s Book Discussions (approximately 2) 30 points approximately (15 points each)
Reflection Papers (approximately 10)  200 points approximately (20 points each)
Final Exam (comprehensive)  225 points (15 questions from each chapter)

1240 points approximately

Other miscellaneous points or extra credit options may be added at professor’s discretion.

Grading:

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Elaboration of assignments

**General:** All papers must be typewritten, with no more than 1 inch margins and a 12 point font. Assignments must be turned in to me through the Blackboard learning system. As always, grammar/punctuation/spelling and APA style are important and count as part of the total grade on any assignment. No late submissions, of any type, will be accepted. All papers must be in APA format. Please submit assignments according to the directions in the syllabus.

Suggested or required paper lengths do not include cover page or reference page(s).

**APA style Assistance:** For those unfamiliar with APA style, please consult the American Psychological Association (www.apastyle.org) or Purdue University’s OWL website (https://owl.english.purdue.edu/owl/section/2/10/)

PLEASE NOTE: I have a standing offer to briefly review any paper that has an upcoming due date and give you feedback about whether you are on the right track, improvements you could make, or anything else about which you have a question. To exercise this option, you must give me no more than a 3 page excerpt to review at least a week before it is due, and it must be typewritten.

**Blackboard Module Quizzes and Final Exam:** Students will take 8 quizzes covering reading assignments, PowerPoint slides, assigned videos, and online discussions. Quizzes may include but are not limited to multiple choice, short answers, and essays at the discretion of the professor. Quizzes will be open for 2 days near the end of a learning module (opening at 12:01 a.m. Thursday and closing Friday at 5 p.m.), timed, can only be taken once, must be taken in one sitting, and cannot be made up or taken at any other time. Correct answers will be provided once the module has closed.

Please note the exception for the Module 7 Quiz in the Course Schedule.

No student will be allowed to take, or retake, a module quiz after the learning module has closed. **It is VERY important to save your answers frequently!** Waiting until the last minute to take a quiz, then having a computer failure, is not an acceptable excuse for retaking a quiz. Don’t wait until the last minute to take quizzes!

**Also note that quizzes and the final exam are timed and must be taken in one sitting. You will NOT have time to look up the answer to every question, thus it is important to study the material as if you were going to take an in-class, closed book exam.**
There is also a **comprehensive final exam**, with 15 questions from chapters covered during the semester, opening at 12:01 a.m. December 14 and closing December 15 at 5 p.m.

**Module discussions:** Under the “Discussion” area of the Blackboard system, there will be 8 topics to which students are to respond (1 topic for each module). A meaningful post of at least 100 words is expected from each student for each module (10 points). You must also respond with at least 1 meaningful response of at least 100 words (each) to 2 other, different students’ initial posts in each module (5 points each, 10 points total).

If you miss a discussion, you are not allowed to make it up. Students are expected to be an active and integral member within the discussion environment. Each discussion will be open for approximately 2 weeks corresponding to the current learning module, and closed when the next module begins.

**Your personal post to the topic provided must be provided within the first 7 days of the learning module. Your response to other students’ posts may be made at any time while the module is open.**

**Adam’s Book Discussions:** There will be an additional discussion during the 2 modules when *The Man Who Couldn’t Stop: OCD and the True Story of a Life Lost in Thought* is read. A meaningful post of at least 100 words is expected from each student (10 points). You must also respond with at least 1 meaningful response of at least 100 words to 1 other, different student’s post in each module (5 points).

If you miss a discussion, you are not allowed to make it up. Students are expected to be an active and integral member within the discussion environment. Each discussion will be open for approximately 2 weeks corresponding to the current learning module, and closed when the next module begins.

**Your personal post to the topic provided must be provided within the first 7 days of the learning module. Your response to another student’s post may be made at any time while the module is open.**

**Grading of All Discussions:** While in general points are not deducted for minor grammatical, spelling, punctuation, and APA style errors, please write in standard English and do not use “texting” abbreviations. Continued use of nonstandard English will result in point loss.

**Movie writing assignment:** From a list I provide, you will select one film in which some form of psychopathology is presented. Based upon your viewing of the film, you will write a diagnostic report that includes the following:

A description of the character and a clear diagnosis of the behavior depicted. Make it clear **how** the behaviors portrayed in the movie fit the criteria for the diagnosis according to DSM – 5. Thus, you will utilize the diagnostic criteria listed in the DSM – 5, and examine each criterion and how it was or was not portrayed in the movie. Give specific examples of how the diagnostic criteria were or were not met. In general, the more detail provided the better the paper.

Choose only **one** diagnosis (the best and clearest), and only one character upon which to focus your paper.

College libraries and public libraries usually have a DSM – 5 in the reference section. Free online versions of DSM – 5 are not available. You must use DSM – 5 itself, and not an approximation found online. **Do not wait** until the last minute to secure access to DSM – 5.

There is no minimum as to paper length, however, I would be surprised if you could do a good job in less than 8 – 10 pages.
Thus grading will be as follows:

- Diagnosis and justification: 75 points
- Grammar/punctuation/use of APA style, etc.: 25 points
- Clarity and comprehensiveness: 25 points

*** An example of a high quality movie assignment paper is on e-reserve in the library. In reviewing the paper, notice how well the student chose a DSM – 5 diagnosis, and provided the justification for each criterion with scenes from the movie.

**Movie assignment papers are to be submitted as attachments through the course link provided, and are due Nov 22 by 11:59 pm.**

**Reflection Papers:** As required in the course schedule, write a reflection paper on the topic provided. You can introduce your own reading, understanding, or personal experience in this reflection. These are to be no less than 1 page, and no more than 2 pages. Please use a cover sheet with your name, date, and the issue you are discussing. Also include a reference list with any sources cited. Reflections are to be submitted as an attachment. **Appropriate use of APA style is important**, and counts as part of the grade (except you do not need to provide an abstract for your reflections).

- **20 points each:**
  - 5 points for APA style
  - 5 points for quality writing (e.g., grammar, punctuation, spelling, etc.)
  - 10 points for quality content

**Online Module Quizzes:** On the free student website, [http://bcs.worthpublishers.com/comerabpsych8e/](http://bcs.worthpublishers.com/comerabpsych8e/), there are 2 practice quizzes for each chapter. Take at least 1 of the quizzes for each chapter, and receive at least 70%. If you don’t receive a 70% score on the first try, you have a second opportunity with the other practice quiz. In order to receive the points for taking the online practice quiz, you must complete it before the Blackboard Quiz opens, and receive at least 70%. Thus, it must be completed by the Wednesday before the Blackboard Quiz opens on Thursday.

Be sure when you sign in to have your quiz score emailed to me at: lparker@lcsc.edu

- **10 points each, up to a max of 100 points**
Tentative Course Outline and Schedule

Please note that while the videos assigned are somewhat old, they still contain relevant information that can help reinforce your learning. Other brief videos may be assigned at the discretion of the instructor.

Module 1:
Read Chapters 1 and 2 in the textbook.
Aug 24-Sept 6
Review PowerPoint presentations for Chapters 1 and 2.
Watch assigned videos, [http://www.learner.org/resources/series60.html](http://www.learner.org/resources/series60.html)
#1 Looking at Abnormal Behavior
Participate as required in Blackboard Discussion #1.
Complete online quizzes by Wednesday, Sept 2.
Submit Reflection Paper by Sept 6 to the following:

Melba is a 40-year-old lawyer, wife, and mother of 3 children who works 14 hours a day and brings home work on weekends. Her wife complains that she is more interested in work than she is in her and the children. Melba has trouble sleeping, is often irritated by small inconveniences, wishes she spent more time with her family, and has been diagnosed with high blood pressure.

Does Melba have a mental disorder? Does her behavior qualify as abnormal? Why or why not? What additional information you would like to have before you make a decision? Does she need psychological treatment? Support your position with references from the textbook, including the 4 D’s.

Complete Blackboard Quiz 1 between Sept 3 and Sept 4 by 5 p.m.

Module 2:
Read Chapters 3 and 4 in the textbook.
Sept 7-Sept 20
Review PowerPoint presentations for Chapters 3 and 4.
Watch assigned video, [http://www.learner.org/resources/series60.html](http://www.learner.org/resources/series60.html)
#12 Psychotherapies
#13 An Ounce of Prevention
Participate as required in Blackboard Discussion #2.
Complete online quizzes by Wednesday, Sept 16.
Submit Reflection Paper by Sept 20 to the following:

A 10-year-old boy seems very intelligent to his parents and teacher, yet is getting very low grades. He is frequently inattentive, is often chatting with other children (even during quiet times), but also at times seems “spaced out” to the teacher. There is no history of trauma to the head and no indications of serious mental disorder. It is not clear whether his problems occur solely in the classroom or elsewhere, too. The boy and his parents come to you for an assessment.

What is the best way to assess this child? Suggest appropriate assessment tools (as discussed in your textbook), and explain how each tool selected helps in the assessment. Do not suggest using every tool available, as it is unethical to subject individuals to invalid test procedures. Excessive testing is also costly in time and money.

Complete Blackboard Quiz 2 between Sept 17 and Sept 18 by 5 p.m.

Module 3:
Read Chapters 5 and 6 in the textbook.
Sept 21-Oct 4
Review PowerPoint presentations for Chapters 5 and 6.
Watch assigned video, [http://www.learner.org/resources/series60.html](http://www.learner.org/resources/series60.html)
#2 The Nature of Stress
#3 The Anxiety Disorders

Participate as required in Blackboard Discussion #3.
Complete online quizzes by Wednesday, Sept 30.
Submit Reflection Paper by Oct 4 to the following:

The textbook provides one example of a scene that could be used in flooding therapy (p. 130). There is a need for truly graphic imagery, and there are ethical considerations for both client and therapist. For a person with a spider phobia, the following script might be used.

> Close your eyes and see a hairy spider at your feet. See it crawl around your feet and ankles. Make yourself pick it up and put it in your lap. You don’t want to do it, but you make yourself pick it up. Look at the spider in your lap. Feel it moving around. Keep your hand on the spider and prevent it from walking away. Feel the texture of its hairy surface as it moves around in your hand. Bring the spider up closer to your face. Force yourself to look at it.

The intense anxiety that the client with spider phobia will feel is exactly what must occur, but this therapy is done only after the client is informed of what will happen and the reasons for it. Also note that the therapist, who probably does not enjoy the thought of creating terror in a client, must believe in the therapy and “stick it out” despite the client’s anxiety. If the therapist starts to use flooding, there is no turning back. Stopping the presentation of fear-inducing scenes before there has been an extinction of anxious responses will reinforce avoidance.

What are the ethical considerations that are important to using this type of therapy with a client? What are the ethical considerations for a therapist thinking about using this technique? Discuss whether the slower, more comfortable (but sometimes less effective) process of systematic desensitization is preferable to the distressing (but effective) method of flooding. Use and cite your textbook to justify your assertions.

**Complete Quiz 3 between Oct 1 and Oct 2 by 5 p.m.**

**Module 4:**
- Read Chapters 7 and 11 in the textbook.
- Review PowerPoint presentations for Chapters 7 and 11.
- Participate as required in Blackboard Discussion #4.
- Complete online quizzes by Wednesday, Oct 14.
- Submit Reflection Paper by Oct 18 to the following:

There are legal and ethical issues in providing therapy to persons who do not want to accept treatment. This is a critical issue for someone with anorexia nervosa when the individual’s life may be threatened by the disease. Because the first step in treating anorexia nervosa is weight gain, this often mean use of a feeding tube to force feed the client. Of course part of the problem with anorexia nervosa is resistance to weight gain and all strategies to promote weight gain, even in the face of permanent, lifelong physical ailments and even death. Thus, restraint might be needed to keep the individual from pulling out a feeding tube.

Do you believe someone has the right to refuse force feeding? What issues are involved? How would you handle a situation like this? If you were the anorexic client, how would you react? What if you were the anorexic client’s parent? What is the therapist’s role? What other options might be available? Use and cite your textbook to justify your assertions.

**Complete Quiz 4 between Oct 15 and Oct 16 by 5 p.m.**
Module 5: Read Chapters 8, 9 and 10 in the textbook.
Oct 19-Nov 1 Read Chapters 1-8 of *The Man Who Couldn’t Stop*.
Review PowerPoint presentations for Chapters 8, 9 and 10.
Watch assigned video, [http://www.learner.org/resources/series60.html](http://www.learner.org/resources/series60.html #8 Mood Disorders
Participate as required in Blackboard Discussions for Module #5.
Complete online quizzes by Wednesday, Oct 28.
Submit 1st Reflection Paper by Nov 1 to the following:

Here is a brief description of a new client to an outpatient treatment facility:

*Luke came to the clinic with his wife Elaine. Luke is 55, but looked much older. His hair was unkempt, and he walked slowly and with a stooped posture, as though he were carrying a heavy burden. His face showed little expression although there were tears in his eyes. His answers to questions were given in a low voice in one- or two-word sentences. His wife Elaine reported that Luke seemed forgetful and “spacy,” unable to remember even the most basic things.*

Clearly, Luke could have a mood disorder, but what kind? What information would rule in bipolar disorder? What information would rule it out? What would rule in unipolar depression? What would rule it out? What other disorders could Luke be suffering from? Your job is to think of the questions you would ask or the observations you would make as a clinician to decide which diagnosis is correct. Thus, write out the questions you would ask or the observations you would make, and how the answers/observations would aid in diagnosis.

Use and cite your textbook or other appropriate sources to justify your assertions.

Submit 2nd Reflection Paper by Nov 1 to the following:

What is the most significant event of David’s life in the first 8 chapters? Use a quote from the book to support your position, explain why you consider this event significant, and discuss the impact it has on his life.

Complete Quiz 5 between Oct 29 and Oct 30 by 5 p.m.

Module 6: Read Chapters 14 and 15 in the textbook.
Nov 2-Nov 15 Read Chapters 9-16 of *The Man Who Couldn’t Stop*.
Review PowerPoint presentations for Chapters 14 and 15.
Watch assigned videos, [http://www.learner.org/resources/series60.html](http://www.learner.org/resources/series60.html #9 The Schizophrenias
Participate as required in Blackboard Discussions for Module #6.
Complete online quizzes by Wednesday, Nov 11.
Submit 1st Reflection Paper by Nov 15 to the following:

A major stumbling block to long-term recovery from Schizophrenia is the general public’s intolerance and fear. This obstacle is particularly crucial in work settings, because discharged patients must have some way of keeping busy, as well as supporting themselves.

Suggest methods of changing the work climate of a small business (such as a fast-food restaurant or gift shop) so that coworkers and customers would be more accepting of newly discharged schizophrenic patients (let’s assume you don’t need to worry about confidentiality issues). What skills does the former patient need? What information do the coworkers need? How can work roles be designed so that former patients are successful in the workplace? Use and cite appropriate sources to justify your assertions.
Submit 2\textsuperscript{nd} Reflection Paper by Nov 15 to the following:

The textbook discusses OCD, and by this point the anxiety disorders have been covered in this course. Select examples from \textit{The Man Who Couldn’t Stop} of how David met the diagnostic criteria of OCD from the DSM-5. Use both your textbook and his autobiography as references.

**Complete Quiz 6 between Nov 12 and Nov 13 by 5 p.m.**

**Nov 5, last day to withdraw from class(es) or college for the semester.**
Please note that I will not support petitions for late withdrawal except under unusual or extraordinary circumstances.

**Module 7:**
- Read Chapters 13, 17 and 18 in the textbook.
- Review PowerPoint presentations for Chapters 13, 17 and 18.
- Watch assigned video, [http://www.learner.org/resources/series60.html](http://www.learner.org/resources/series60.html)
  - #7 Sexual Disorders
  - #10 Organic Mental Disorders
  - #11 Behavior Disorders of Childhood
- Participate as required in Blackboard Discussion #7.
- Complete online quizzes by Wednesday, Nov 25.
- Submit Reflection Paper by Nov 29 to the following:

The chapter on disorders of aging and cognition discusses several problems or difficulties that accompany aging, including declining health, decreasing support system, medication overuse, and abuse. Suggest creative solutions to deal with at least 2 of the identified difficulties. If an elder that was close to you was having one of these difficulties, what steps would you take? Use and cite appropriate sources to justify your assertions and suggestions.

**Complete Quiz 7 between Nov 30 and Dec 1 by 5 p.m.**
Please note this is the Monday and Tuesday following Thanksgiving Break, so that you can enjoy your holiday.

**Movie writing assignment due Sunday, Nov 22 by 11:59 p.m.**

**Module 8:**
- Read Chapters 16 and 19 in the textbook.
- Review PowerPoint presentations for Chapters 16 and 19.
- Watch assigned video, [http://www.learner.org/resources/series60.html](http://www.learner.org/resources/series60.html)
  - #5 Personality Disorders
- Participate as required in Blackboard Discussion #8.
- Complete online quizzes by Wednesday, Dec 9.
- Submit Reflection Paper by Dec 13 to the following:

THE INSANITY DEFENSE

For each of the situations described, decide how you would feel about the defendants being found not guilty by reason of insanity (NGBRI).

1. A woman sitting in a fast food restaurant is shot in the back and paralyzed for life. The person who fired the shot is Madelyn, a developmentally delayed young woman who says she found the loaded gun and was playing with it in the
“I just wanted to see what would happen if I pulled the trigger,” she says. Psychological assessments indicate that she is moderately cognitively delayed and did not know that what she was doing was against the law. Is Madelyn NGBRI? What should happen to Madelyn? Justify your decision with appropriate references.

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2. A woman sitting in a fast food restaurant is shot in the back and paralyzed for life. The person who fired the shot is Leticia, a chronic schizophrenic young woman who says she had seen the woman looking at her the way the devil does. “I must protect myself from demons—and she was one,” she says. Psychological assessments indicate that, at the time of the crime, Leticia’s delusions prevented her from acting in any other way. Is Leticia NGBRI? What should happen to Leticia? Justify your decision with appropriate references.

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3. A woman sitting in a fast food restaurant is shot in the back and paralyzed for life. The person who fired the shot is Patrice, a chemically dependent young woman who says she was drunk and high when she saw a woman who looked like her stepmother. “I was so out of my mind on drugs that she looked like my stepmom, who abused me terribly” she says. Psychological assessments indicate that, at the time of the crime, Patrice was suffering from a chemically induced organic brain syndrome called delirium. Is Patrice NGBRI? What should happen to Patrice? Justify your decision with appropriate references.

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Complete Quiz 8 between Dec 10 and Dec 11 by 5 p.m.

Final Exam opens 12:01 a.m. Dec 14, and closes at 5 p.m. Dec 15. Please note that access to previous quizzes and their answers will close when the final exam opens. Thus, if you are going to use previous quizzes to study for the final exam, you must do it before the final exam opens.
Consumer Information
In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at http://www.lcsc.edu/student-consumer-information/

Disability Accommodations
Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities
Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (http://webdev.lcsc.edu/catalog) and the LCSC Student Handbook (http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf) for more information.

Accidents/Student Insurance
Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance
Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty
Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing
Students using LCSC’s computers and/or computer network must comply with the college’s appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college’s technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs’ web page (http://www.lcsc.edu/student-affairs/student-code-of-conduct/).

Diversity Vision Statement
Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures
During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will
be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Updated January 2014