**INTRODUCTION TO CLINICAL PSYCHOLOGY**

PSYC 412 – Fall 2020

**Instructor:** Katherine (Katie) Judd, Ph.D.

**Office:**  Barnett Hall 2400I

**Virtual Office Hours (**[Zoom](https://zoom.us/j/664446250))**:** Monday & Wednesday 9:00-10:20 & 12:30-1:20

Tuesday 10:30-1:00

Or by appointment

**Meeting Time:** Sec 1: MWF 10:30 - 11:20AM

Sec 2: MWF 11:30 - 12:20AM

**Meeting Location:** [Blackboard](http://blackboard.truman.edu/) OR [Zoom](https://zoom.us/j/664446250)

**Office Phone:** 660-785-4660

**Email (Preferred Contact):** kjudd@truman.edu

**This course syllabus is our contract for this class; however, it is subject to modifications and additions at the instructor’s discretion. Any additions or changes will be posted to Blackboard.**

**Course Description:** This course provides an overview of the major topics in the ever-changing field of clinical psychology. Students will learn about the history of the field and be introduced to the various roles of clinical psychologists. Topics covered include: assessment, research, and approaches to treatment, intervention, and prevention. This course will utilize an evidenced-based approach, and ethics and multicultural issues will be incorporated throughout the major topics.

*Catalog Description:* The study and beginning applications of the science, art and techniques of the professional clinical psychologist, including psychodiagnosis and psychotherapy.

**Prerequisite Courses**: Enrolled students should have earned a grade of C or better in BOTH General Psychology (PSYC 166) AND Experimental Psychology (PSYC 266).

**Required Texts:**

* Pomerantz, A.M. (2017). *Clinical Psychology: Science, practice, and culture.* (4th ed.) Los Angeles, CA: SAGE Publications, Inc.
* Additional readings may be posted on Blackboard throughout the course.
* **Bookstore Website**: <https://www.bkstr.com/trumanstatestore/home>
* **Truman Library Website**: <http://library.truman.edu/>

**Course Objectives:**

* The course will cover selected topics in the field of clinical psychology
* Students will demonstrate understanding of the development of the field, and the activities of a clinical psychologist.
* Students will demonstrate a working knowledge of controversies in the field of clinical psychology.
* Students will be able to describe issues surrounding the classification and diagnosis of mental disorders.
* Students will become familiar with research methods relevant to clinical psychology.
* Students will gain exposure to the multicultural considerations most common in clinical psychology.
* Students will explore the ways in which clinical psychology addresses the needs of diverse populations.
* Students will be able to describe the various assessment strategies and assessment measures used in the field.
* Students will be able to describe intervention strategies used in clinical psychology across various populations.

***TECHNOLOGY REQUIREMENTS AND SKILLS***

**Minimum Technology Requirements**

In order to participate fully and effectively in an online course, students should have a reliable broadband connection (Cable Modem, DSL, Satellite). Note that Windows is ending technical support and security updates for Windows 7. Students should have a relatively new operating system (Windows 7 or newer; Mac OSX, etc.) and employ a compatible browser such as Chrome, Firefox, or Safari. Courses use Blackboard Learn. For a list of compatible systems and browser types, visit [Blackboard](http://blackboard.truman.edu/).

This course does use audio and video. Videos are close-captioned to the best of the instructors ability. To benefit from the audio you will need a computer equipped with speakers. Students may also benefit from headphone usage. This course also involves assignments requiring audio/video communications. Thus, your computer will need to be equipped with a camera and microphone.

In order to complete your assignments in this course you will need a word processor, such as Microsoft Word. If you compose your documents in software other than Microsoft Word (such as Mac’s Pages, or Google Docs), you need to be able to export the document in .doc, .docx, or .pdf format so that it can be readable when submitted.

**Minimum Technical Skills**

To be successful in this class you will need to be able to:

* Access the Internet and be able to comfortably navigate websites using a web browser.
* Use common word processing software to complete writing assignments.
* Know how to use your computer microphone, video camera, speakers, and Zoom software.
  + Zoom may be downloaded as an app on your phone or computer: <https://www.zoom.us/download>
* Send and receive email
* Access and use online library resources, including databases of scholarly articles curated by the library such as Ebscohost, PsycINFO, and PSYCArticles.

**Technical Expectations for Completing Assignments and Exams**

To successfully complete this course you will need access to a reliable broadband Internet connection. You should be confident that your connection is sufficiently stable that your access will not be interrupted when taking examinations, participating in video chats, or viewing streaming video or audio. Virtual Private Networks (VPNs) will typically slow your Internet connection and you should be certain the connection is fast enough if you will be relying on such a network. If you are uncertain about a reliable connection, you are advised to not take this course.

**Availability of Course Content & Proctoring**

Course content units will be posted weekly on Saturday mornings by 8:00 am. Quizzes, group discussion boards, and activities for each week will be due the **following Friday by 10:00 p.m**. Exams will be available for 24 hours from the time they are posted. Exams will be timed, but students may take the exam at any time during that 24-hour period. Availability for all assignments and exams will be clearly indicated on the relevant page in Blackboard which introduces the assignment or examination.  
  
Exam dates and assignment due dates will also be indicated in the course calendar included in this syllabus.  
  
This course does not require proctored examinations.

***COURSE POLICIES***

**Mask Policy**

Consistent with guidance from the Centers for Disease Control regarding COVID-19, when this class meets, or you attend office hours, you will be required to wear a face covering that completely covers your nose and mouth. You will be expected to keep the covering on at all times while we are meeting. In the event you arrive to class without a face covering, I will ask you to leave until you are able to obtain one and return. Thank you for your help in containing this virus and helping to protect your peers.

**Communications**

* I will generally communicate with students using Blackboard and Truman’s student email. As such, you are expected to log on to Blackboard AND your Truman e-mail regularly. I will also communicate with students through Zoom, but these meetings will typically occur during office hours or other designated times as indicated on Blackboard.
* Please note that I will use your official Truman email for all school-related communications. As a general rule, **I try to avoid discussing points and letter grades over email in order to protect your privacy**. Telephone and Zoom communications are likely to be slightly more secure, but I will discuss grades over email so long as you give me **explicit permission to do so**.
* Email is generally the quickest, easiest way to reach me. I am something of an “email junkie,” and I try to respond to emails within 24-hours if possible. If you ask a complex question over email, I may ask you to make an appointment to discuss it with me.

**Attendance and Participation**:

It is in your best interest to develop the habit of logging into Blackboard **daily –** if for no other reason than to ensure that you do not miss any announcements. Additionally, accessing course material daily and working through the assignments at a consistent pace supports learning and memory.   
As largely asynchronous online course, attendance in this class is not defined by your physical presence in the classroom. That being said, this course will include periodic synchronous Zoom meetings for which you can earn “attendance/participation” points (See course calendar and grading guidelines). Beyond actual earned points, attendance is a function of your capacity to complete tasks in a timely manner and engage with your peers when required to do so. Particularly where discussion boards or other peer-to-peer interactions are concerned, there is an expectation that you will meet the published deadlines and engage with your peers with respect for the fact that they must meet deadlines as well.

If for any reason you are unable to meet a deadline in this course, please contact me immediately. While the deadlines in this course are firm, there are occasionally extenuating circumstances (such as illness, a death in the family, etc.) that may warrant special consideration.

If you miss a synchronous class meeting for any reason**, it is your responsibility to contact a classmate regarding any discussion content you missed**. I will ensure that all students have contact information for at least one other student, but I will not be able to record small group discussions on Zoom, so it would behoove you to attend these meetings in real time. If you reach out to a fellow student and you do not receive a response (or the response is inadequate), you are absolutely welcome to contact me.

The University-wide attendance policy can be viewed [here](https://policies.truman.edu/policylibrary/attendance-policy/).

**“Netiquette,” Course Atmosphere, & Civil Discussion:**

As you may infer from the spelling, “Netiquette” describes the decorum and social rules that should ideally govern positive online communication. Etiquette for the net is important in an online or blended online course because of the significant amount of communication taking place in an environment that is not face-to-face (though much of what we discuss here has its applicability in face-to-face settings as well).

A few good rules to keep in mind include:

1. Avoid communication strategies that could easily lead to misunderstanding. Avoid using slang and jargon. Avoid jokes and sarcasm. Don’t use ALL CAPS or lots of exclamation points!!! These can seem like yelling or incorrectly convey the intensity of emotion.
2. Write to communicate with clarity. Avoid using emojis, texting abbreviations, and technical terms that do not apply to the course. Include a clear subject line in email and discussion board communications. Write in a manner that conveys professionalism, as if you were writing a formal letter or a research paper. Make responses in discussion boards substantive by avoiding short responses that do not add to the conversation (e.g. “I agree!” “Good point.”)
3. Be considerate of your legal and ethical obligations. Be sure to avoid posting content that would constitute plagiarism or violate copyright law. This would include unattributed quotations, posting copies of print articles, sharing photos you do not have permission to share, etc. Do not engage in behavior that would be considered discriminatory or harassing. There may be concrete repercussions for behavior that would violate the Academic Honesty or Discrimination policies articulated elsewhere in this syllabus.

With regard to both discussion board posts and Zoom class meetings, showing respect for your classmates is an important part of your responsibility as a student. This class involves some controversial, emotionally-charged topics. You are welcome to provide opinions and viewpoints that contrast those of other students. However, it is also important to maintain a civil, respectful atmosphere during Zoom discussions or when engaging with discussion boards to ensure that everyone feels comfortable participating. This includes an appropriate balance between listening and speaking during discussions, and avoiding disrespectful or disparaging comments.

Likewise, students should remember that disagreement and debate can further conceptual understanding and are an important piece of scholarly discussion. Respectful disagreement and argument are encouraged in this course and everyone is expected to provide space for these arguments to be evaluated. This means that arguments should be well-reasoned and supported by evidence and arguments should be rebutted or critiqued based on the data, not based on the person making them. In other words, the evaluation of arguments should be depersonalized whenever possible. Any student who is disrespectful to classmates during discussion may be asked to leave the chat. If, at any time, you find a discussion too offensive for appropriate participation, you may quietly excuse yourself without penalty, but you should discuss the situation with the instructor later. If your behavior is offensive to others, you may be asked to meet with the instructor. Persistent unprofessional or unethical conduct may result in a reduction of your grade, up to and including a failing grade.

**Student Engagement:**

*Response Time and Feedback* - Whenever you submit a question by email or phone, you can expect feedback within 24 hours on a weekday and with 72 hours on a weekend. Queries received on the last day of a weekend or a holiday break will generally be answered by the end of the day immediately following. You can expect feedback on most small assignments within 3-4 days, and assignments will be graded before the next assignment is due. For longer papers or exams, please allow a minimum of two weeks for grading and feedback.

*Learner Interaction* - You are strongly encouraged to take advantage of posted virtual office hours. If you cannot meet during the posted hours, additional appointments can be arranged. I will create a Zoom meeting space for virtual office hours and post this information in Announcements on Blackboard. Individuals needing to consult privately may do so by phone or arrange a time to conference separately.

**Academic Integrity:**

Plagiarism is the use of another person’s words or ideas without crediting that person. It is expected that all work you produce is your own work, and not plagiarized, borrowed, or otherwise obtained from another party. Likewise, students are expected to fully and appropriately credit all sources on written assignments. Students are encouraged to help each other study, but copying work or cheating on exams will not be tolerated. Plagiarism and cheating of any type may lead to failure or dismissal.

Some examples of academic dishonesty include copying from another student, copying from a book or class notes during an exam, submitting materials written by another person but presented as the student’s own work, copying a part of a text without citing, and taking a test for another student. The bottom line is… ALWAYS (on papers, on projects, on presentations) do your own, original work, give credit to others for their ideas, and if in doubt, please ask me! Please see the Truman State University Code of Conduct for further information and guidance:

<http://www.truman.edu/wp-content/uploads/2014/02/CHAPTER-8-REVISED-April-8-2017-1.pdf>

**Students with Disabilities**

Truman State University is committed to making every possible effort to comply with the Americans with Disabilities Act (ADA). If you have a disability for which you are or may be requesting an accommodation, please contact BOTH your instructor and the Disability Services office (660-785-4478; McKinney Center) as soon as possible. More detailed information can be found in the **University Policies and Procedures** section.

**SafeAssign**

Truman State University subscribes to SafeAssign via Blackboard. Papers and essay exams written for this course will be submitted through SafeAssign to ensure Academic Integrity is maintained. Papers submitted through SafeAssign are shared with the University and Global database of SafeAssign whereby the content of your submissions will be compared to other future submissions.

***GRADES & EVALUATION (450 points total):***

**Syllabus Quiz (15 points):**

I know, I know, this probably seems unnecessary… I promise, it serves a purpose. 😊 This is more or less to make sure we’re all on the same page. The quiz allows you to review the most important parts of the syllabus and hopefully reduce headaches for everyone down the road. Plus, it gives you a chance to start off the semester with some easy points. You’ll be expected to complete the syllabus quiz by the end of the second week of classes, and you may take it as many times as you like.

**Attendance/Participation During Zoom Meetings (16 points total):**

In order to foster community in an online classroom environment, we will have 10 synchronous Zoom meetings over the course of the semester. These meetings will be held during class time, typically on Mondays, and they will be devoted to activities and discussion rather than lecture. ***Each Zoom meeting will be worth 2 points, and you are only required to attend 8 of these meetings in order to earn full points.*** During these meetings, you are expected to be attentive and engaged.

Similar to face-to-face classes, you are not expected to attend Zoom meetings if you are ill, if you have a family obligation (wedding, funeral, etc.), or if you are involved in a university sanctioned event. Because students can miss 2 Zoom meetings with no penalty, students should not have a problem earning full points. If you have extenuating circumstances that may impede your ability to participate in multiple Zoom meetings, please contact me as soon as you become aware of the potential conflicts. Similar to face-to-face classes, you are not expected to attend Zoom meetings if you are ill or if you are involved in a university sanctioned event, but because you can miss two Zoom meetings with no penalty, students should not have a problem earning full points. Additionally, please be advised that, for a 3-credit course, state regulations suggest that students are expected to invest roughly 9 hours of time each week in order to be successful.

**Quizzes (5 points/each x 10 = 50 points total)**:

Quizzes are low-stakes assessments designed to test your basic knowledge on key concepts as we move through the course. Quizzes will be primarily composed of multiple choice, fill-in-the-blank, and matching questions with approximately one short-answer question per quiz. You will be directed to the quizzes via links in the applicable units on Blackboard.   
  
I will only count your top 10 quiz scores toward your grade. Because you could miss up to 5 quizzes without losing points from your total grade, **quizzes cannot be made up if the deadline is missed**. If you have extenuating circumstances that require you to miss multiple quizzes, please make an appointment to discuss the situation with me. If you complete fewer than 10 quizzes, you will receive zero points for the ones you missed.

**Exams (3 Exams, 300 points total):**

There will be three non-cumulative exams over the course of the semester. Each exam will include both multiple choice questions and short answer questions. The first two exams will be worth 95 points each. Given that the psychotherapy chapters included in the final part of the course comprise some of the most important material, the final exam will be worth 110 points. The final exam will also include some semi-cumulative questions that address key points from the semester, but these items will make up no more than 15% of the exam.

**Discussion Boards & Responses (39 points total)**

During 10 of the 15 units this semester, you will receive a prompt to which you are expected to post a response in your designated discussion board group. Some of these prompts will require you to complete an assignment or activity before constructing your initial post. See the Discussion Board Rubric in our Blackboard course to see how you will be evaluated.   
  
Initial Discussion Posts (30 points): Students will be expected to complete initial discussion prompts by the corresponding module’s due date (See course calendar). Each discussion post will be worth 3 points, so students have the opportunity to earn 30 total points over the course of 10 discussion board posts.

Responses to Peers (9 points): Additionally, students are expected to post 1 response to a classmate’s post **per unit,** and responses for each unit **will be due by the day before the exam date for that unit.** So, for Unit 1 (Chapters 1-5), students should respond to at least one other student’s discussion board post by **Sunday, December 6 @ 10:00 p.m.** Due dates for these responses are noted on Blackboard and on the course calendar included in this syllabus.

**Treatment Options Evaluation Paper** **(30 points)**:

Given that clinical psychology often requires evaluating evidence before making decisions, this assignment will ask you to read a client description, select a treatment for the client, and explain why you selected this treatment. You should find at least TWO scholarly articles that support your decision. You should also explain any potential issues or caveats associated with this treatment and offer a way to potentially circumvent these issues. Detailed instructions will be posted on Blackboard.

**Research Participation and Extra Credit (Up to 10 points):**

ALL available extra credit opportunities are already incorporated into the course. As such, no other individual extra credit will be granted. If you are concerned about your grade, please contact me BEFORE the “last ditch extra credit” effort becomes necessary. Though it is not included in the points listed below, it is also likely that you will find a point or two of extra credit available on your exams.

Up to 10 points can be earned by participating in research conducted by other students or faculty in the psychology department. Each half hour of study participation counts for 1 point. In SONA, 1 “credit” is the equivalent of 1 extra credit point. *Alternative assignments are available if you do not feel comfortable participating in research (See instructor for details).* **NOTE THAT ALL RESEARCH STUDIES FOR FALL 2020 WILL BE ADMINISTERED ONLINE!**

If you do not complete the studies you sign up for, **I will be deducting equal amount of points from your grade**. Keep your own records of participation by either saving the debriefing form or screenshotting the last “Thank you/Completion” page of an on-line study as verification that you participated. This is your responsibility as a research participant, and if there is a verification issue at the end of the semester, you may not receive extra credit for a particular study if you cannot provide me with documentation. If you cannot complete the study, notify the researcher as soon as possible.

**Late Policy/Missed Exams:**

Late assignments will be penalized by 10 percent (one letter grade) for each day past the due date. If you must miss an exam day due to a required university-sponsored activity or a graduate school or employment interview, you must contact me ahead of time to arrange a time for you to take the exam prior to your departure. Otherwise, exams must be taken when scheduled except for extreme emergencies (e.g. severe illness, hospitalization), and I reserve the right to require documentation of said emergency. Any makeup exam may be in a different format than the original exam.

**A QUICK NOTE ABOUT FINAL GRADES:** I already round up (89.5% becomes a 90%). I will ONLY consider further rounding if students 1) have completed at least 75% of the available extra credit, 2) have completed ALL assignments, 3) have shown strong work ethic, and 4) are within 1% of the next grade. Consider these pre-reqs before requesting a grade bump.

**Point Breakdown: Grading Scale:**

Syllabus Quiz 15 A = 403-450 A = 89.5% and up

Zoom Attendance 16 B = 358-402 B = 79.5% - 89.4%

Quizzes (10) 50 C = 313-357 C = 69.5% - 79.4%

Short Critical Paper 30 D = 268-312 D = 59.5% - 69.4%

Discussion Board Posts (10) 30 F = 0 – 267 F = 0 – 59.4%

Peer Discussion Responses (3) 9

First Two Exams 190

Final Exam 110

**Instructor Bio:**

I received my Bachelor’s degree in psychology here at Truman in 2011, and I received my Masters and PhD in Clinical Psychology from the University of Missouri-St. Louis. I am most interested in the overlap between psychology and religion, but I also have sub-specialties in complicated grief and existential issues. My thesis focused on the relationship between religious beliefs, stigma, and perceived psychopathology, and my dissertation research involved the importance of recognizing, respecting, and in some cases, incorporating client religious beliefs in therapeutic settings. Now I’m looking to expand some of this research into developing scales for measuring various religious constructs. Sometimes, I am also a real person who enjoys horror novels, Indian food, red wine, and binge-watching Netflix (I highly recommend Black Mirror, Stranger Things, Queer Eye, and The Great British Baking Show). 😊

ANNNNNND last thing… I have a bit of a pet peeve regarding email etiquette:

Since we’ll be emailing a lot this semester, it would be awesome if you could start your email with a greeting (Dear Dr. Judd, Hi Katie, Hey Dr. J, etc…), use polite and respectful language in the body of the email, and end with some sort of closing line (Sincerely, Thanks, Peace out, etc…). In return, I will show you the same respect.

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|  | | | **TENTATIVE COURSE CALENDAR** | | |
| **WK** | **Date** | **Module Topics** | | **Zoom Meeting** | **Assignments Due** |
| 1 | 8/17 – 8/21 | Course Introduction Clinical Psychology – The Basics | | **Monday, Aug 17th –** Class Welcome | *Quiz 1 – Ch. 1*  *Discussion Board 1* |
| 2 | 8/24 – 8/28 | Evolution and History of Clinical Psychology | |  | *Quiz 2 – Ch. 2*  *Syllabus Quiz* |
| 3 | 8/31 – 9/4 | Current Controversies | | **Monday, Aug 31st –** Prescription Privileges: Pros and Cons? | *Quiz 3 – Ch. 3*  *Discussion Board 2* |
| 4 | 9/7 – 9/11 | Cultural Issues | | **Wednesday, Sept 9th –** Culture in the Therapy Room Exercise | *Quiz 4 – Ch. 4 Discussion Board 3* |
| 5 | 9/14 – 9/18 | Ethics | | **Monday, Sept 14th** – What would you do? | *Quiz 5 – Ch. 5*  *Discussion Board 4* |
| **UNIT 1 PEER RESPONSE DUE BY SUNDAY SEPTEMBER 20 @ 10:00pm** | | | | | |
| 6 | 9-21 | **EXAM 1 (Ch. 1, 2, 3, 4, 5)** | |  | **EXAM 1** |
| 9/23 – 9/25 | Research Methods | |  | *Quiz 6 – Ch. 6* |
| 7 | 9/28 – 10/2 | Diagnosis and Classification | | **Monday, Sept 28th** – Normal or Abnormal? | *Quiz 7 – Ch. 7*  *Discussion Board 5* |
| 8 | 10/5 – 10/9 | Clinical Interview | | **Monday, Oct 5th** – Clinical Interview Demo | *Quiz 8 – Ch. 8* |
| 9 | 10/12 - 10/14 | Assessment: Intelligence/Neuropsych | | **Monday, Oct 11th** – Intelligence is a Construct | *Quiz 9 – Ch. 9*  *Discussion Board 6* |
|  | 10/16 | **NO CLASS (Midterm Break)** | | | |
| 10 | 10/19 – 10/23 | Assessment: Personality/Behavioral | |  | *Quiz 10 – Ch. 10*  *Discussion Board 7* |
| **UNIT 2 PEER RESPONSE DUE BY SUNDAY OCTOBER 25 @ 10:00pm** | | | | | |
| 11 | 10/26 | **EXAM 2 (Ch. 6, 7, 8, 9, 10)** | |  | **EXAM 2** |
| 10/28 – 10/30 | General Issues in Psychotherapy | | **Wednesday, Oct 28th** – Are all therapies created equal? | *Quiz 11 – Ch. 11* |
| 12 | 11/2 – 11/6 | Psychodynamic Psychotherapy | |  | *Quiz 12 – Ch. 12*  *Discussion Board 8* |
| 13 | 11/9 – 11/13 | Humanistic Psychotherapy | | **Monday, Nov 9th –** Humanism – All the Warm Fuzzies | *Quiz 13 – Ch. 13*  *Discussion Board 9* |
| 14 | 11/16 – 11/20 | Behavioral/Cognitive & Mindfulness | | **Monday, Nov 16th –** CBT/Relaxation Skills Demo | *Quiz 14 – Pg. 321-331, 338 & Ch. 15*  *Discussion Board 10* |
| 15 | 11/23- 11/25 | Group Therapy &  Course Wrap-Up | |  | *Quiz 15 – Pg. 375-384* |
|  | 11/27 | **NO CLASS – Thanksgiving** | |  |  |
| 16 | 11/30-  12/4 | NO CLASS | | Use this week to work on your papers and study for finals! |  |
| **UNIT 3 PEER RESPONSE DUE SUNDAY DECEMBER 6 @ 10:00pm *Treatment Options Critical Paper – Due by Tuesday, December 8th @ 10:00pm*** | | | | | |
| Finals Wk | | **FINAL EXAM (Ch. 11-16 + Cumulative Material)** | | Sec 1 (10:30) – Thursday, December 10th Sec 2 (11:30) – Monday, December 7th | |

**Last Day to Drop Course without a fee:** Friday, August 21st

**Last Day to Drop Course without a “W” grade:** Friday, September 11th

**Last Day to Change to Credit/No Credit:** Friday, October 23rd

**Last Day to Drop Course:** Friday, November 6th

THIS SYLLABUS IS SUBJECT TO CHANGE AT THE DISCRETION OF THE INSTRUCTOR TO ACCOMMODATE INSTRUCTIONAL AND/OR STUDENT NEEDS.

***UNIVERSITY POLICIES AND PROCEDURES***

**Credit Hour Definition**

This course is worth three credit hours. During a week you should expect to do an average of 450 minutes of work on this course. This may include, but is not limited to, viewing video lectures, reading, written assignments, essays, discussion boards, study for examinations and quizzes, and other tasks as described in this syllabus. The time to complete these tasks is an average that represents the typical amount of time a student can expect to commit. Times may vary by the student.

**Non-Discrimination**

Truman State University, in compliance with applicable laws and recognizing its deeper commitment to equity, diversity and inclusion which enhances accessibility and promotes excellence in all aspects of the Truman Experience, does not discriminate on the basis of age, color, disability, national origin, race, religion, retaliation, sex (including pregnancy), sexual orientation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities.   Faculty and staff are considered “mandated reporters” and therefore are required to report potential violations of the University’s Anti-Discrimination Policies to the Institutional Compliance Officer.

Title IX prohibits sex harassment, sexual assault, intimate partner violence, stalking and retaliation.  Truman State University encourages individuals who believe they may have been impacted by sexual or gender-based discrimination to consult with the Title IX Coordinator who is available to speak in depth about the resources and options.  Faculty and staff are considered “mandated reporters” and therefore are required to report potential incidents of sexual misconduct that they become aware of to the Title IX Coordinator.

For more information on discrimination or Title IX, or to file a complaint contact:

**Dr. Lauri Millot**, Institutional Compliance Officer, Title IX and Section 504 Coordinator

Office of Institutional Compliance  
Violette Hall, Room 1308  
100 E. Normal Ave  
Kirksville, MO  63501  
Phone: (660) 785-4354  
[titleix@truman.edu](mailto:titleix@truman.edu)

The institution’s complaint procedure can be  viewed at <http://titleix.truman.edu/files/2015/08/University-Complaint-Reporting-Resolution-Procedure.pdf> and the complaint form is accessible at <http://titleix.truman.edu/make-a-report/>

**Emergency Procedures**

In each classroom on campus, there is a poster of emergency procedures explaining best practices in the event of an active shooter/hostile intruder, fire, severe weather, bomb threat, power outage, and medical emergency. This poster is also available as a pdf at this link: <https://police.truman.edu/files/2015/12/Emergency-Procedures.pdf>

Students should be aware of the classroom environment and note the exits for the room and building. For more detailed information about emergency procedures, please consult the Guide for Academic Buildings, available at the QR code shown, or at the following link: <https://police.truman.edu/emergency-procedures/academic-buildings/>

This six-minute video provides some basic information on how to react in the event that there is an active shooter in your location: <https://police.truman.edu/emergency-procedures/active-shooter/active-shooter-preparedness-video/>

Truman students, faculty, and staff can sign up for the TruAlert emergency text messaging service via TruView. TruAlert sends a text message to all enrolled cell phones in the event of an emergency at the University. To register, sign into Truview and click on the “Truman” tab. Click on the registration link in the lower right of the page under the “Update and View My Personal Information” channel on the “Update Emergency Text Messaging Information” link. During a campus emergency, information will also be posted on the TruAlert website: <http://trualert.truman.edu>

**IMPORTANT CONTACTS**

Various offices that provide services to online students are identified at the One Stop Services page on online.truman.edu. Should you need to consult with administrators that oversee this department and course, here is the contact information for those individuals:

**Psychology Department Chair:** Dr. Rob Tigner

Barnett Hall 2400A

Phone: (660) 785-4611

Email: [rtigner@truman.edu](mailto:rtigner@truman.edu)

**Dean, School of Social and Cultural Studies:** Dr. Elizabeth Clark

214 McClain Hall

Phone: (660) 785-7200

Email: [eclark@truman.edu](mailto:eclark@truman.edu)

Hopefully your experience with this class is positive. When and if you feel a complaint about this or another course is required, however, the procedure for lodging a complaint can be found on the University’s [Report a Complaint](http://wp-internal.truman.edu/complaints/) page. Students taking an online course from outside of the state of Missouri should follow the complaint procedure [offered here](http://online.truman.edu/#tabs-4). **Students are always asked to address their complaint to the professor of the course first when possible, then take their concerns to the Department Chair if the matter cannot be resolved with the faculty member.**

**LEARNER SUPPORT**

The University provides a range of both academic and student support services to ensure your success. These offices can advise you on learning strategies, point you toward valuable services, and help you troubleshoot technical problems as they arise.

**Center for Academic Excellence**

[The Center for Academic Excellence](http://excellence.truman.edu/) provides advising services for students in their first year for most departments, as well as tutoring services. The Center is located in Pickler Memorial Library 109 and it may be reached at 660-785-7403.

**Counseling Services**

[Counseling Services](http://ucs.truman.edu/) are available on campus at McKinney Center. Appointments may be scheduled by calling (660) 785-4014. An after-hours crisis line is also available at 660-665-5621.

**IT Help Desk**

The [IT Service Center](http://its.truman.edu/get-help/) has combined the IT Call Center, Help Desk and Telephone Services into a one-stop location to serve you. You will find the following services and more when you stop by Pickler Library 203 or call 660-785-4544. You may submit a customer support ticket at [this web address](https://otrs.truman.edu/otrs/customer.pl).

**Office of Student Access and Disability Services**

To obtain disability-related academic accommodations students with documented disabilities must contact the course instructor and the Office of Student Access and Disability Services (OSA) as soon as possible. Truman complies with ADA requirements. For additional information, refer to the Office of Student Access and Disability Services website at [**http://disabilityservices.truman.edu/**](http://disabilityservices.truman.edu/)

You may also contact OSA by phone at (660) 785-4478 or email [**studentaccess@truman.edu**](mailto:studentaccess@truman.edu)

**Writing Center**

I encourage you to use the University’s [Writing Center](http://writingcenter.truman.edu/) for your writing projects.  It is not a proofreading service.  The writing consultants will read your work and give you feedback, letting you know what is working well (and why) and what might not be working so well (and why).  They can help you understand and better your writing craft.  They can also do brainstorming if you’re having a hard time getting started.  And they have an online scheduler, so making an appointment is easy.  The Writing Center is located in Kirk Building 120.

**Student Survey of Instruction**

You will be asked to complete a survey regarding my instruction in this course at the end of the term. The survey is anonymous and I will not see the results until after grades have been completed. It is very important that I receive this feedback as it helps me to continuously improve this class. It also helps the University make decisions about our overall curriculum. Please be sure to participate in this survey opportunity.