

PSY 395 – Mental Health Disorders
Tuesday / Thursdays 12:30 – 1:50 PM

Instructor **Kevin M. Antshel, PhD.** Phone 315-443-9450
Office 514 Huntington Hall E-mail Kmantshe@syr.edu
Student
Support Thursdays 2 – 3 PM and by appointment
Hours

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**** My goal is to be a partner in your learning. Office hours are not just for questions about exams. Office hours are a space for conversation. You are welcome to stop by to talk through course material, review assignments, brainstorm study strategies, or explore your interests in psychology. I am also happy to chat about career plans, graduate school, or anything else connected to your academic journey. If the posted time does not work for you, we can find a time that does.**

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Course Description: The course provides an overview of mental health disorders, including scientific and theoretical perspectives on the origins and treatment of these conditions.

Additional Course Description: This course is about understanding the science of mental health and why it matters in everyday life. We will explore questions like:

- Why do some people experience persistent sadness, anxiety, or fear even when no danger is present?
- How do cultural expectations shape the way we understand mental health?
- Why do certain disorders emerge during specific life stages?
- How do we know which treatments work and for whom?

Deleted: You are encouraged to stop by during office hours or email myself to make an appointment to discuss the course material, review your assignments, or discuss study strategies. I enjoy speaking with students about their questions, interests, or opinions, as our goal is to help students master and optimally apply the material in this course. I am also happy to consult with students about their interests in psychology or career plans.

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You will learn about mental health disorders from three perspectives: biological, psychological, and sociocultural. Together, we will connect these ideas to real-world situations. We will examine research, challenge stereotypes, and discuss how society can better support all our mental health.

By the end of the course, you will be able to:

- Explain core concepts of mental health in clear, everyday language
- Apply diagnostic frameworks to real and hypothetical cases
- Evaluate evidence for different treatments
- Recognize how culture and context influence mental health
- Discuss sensitive topics with empathy and respect

Deleted: **Abnormal Psychology is concerned with identifying, understanding, and treating psychological disorders. Why do people have difficulties enjoying life and why do they experience sustained sadness which may even result in attempts to end their own lives? Why do war veterans who return from Iraq experience panic attacks in the middle of a supermarket even though they are out of harm's way? Why do young girls starve themselves to death pursuing unrealistic ideals of thinness? Why do people hear voices and see things that are not there? When do these problems typically start, how can we understand factors that increase the risk of experiencing psychological problems, and what options exist for treatment? These topics and questions surround us every day and this course will try to answer some of these questions, providing an overview of the scientific study of abnormal thought, emotion, and behavior.** ¶
PSY 395 will explore psychological disorders from a variety of theoretical frameworks including psychological, biological, and sociocultural perspectives. After reviewing current diagnostic approaches, and classification systems, the course will discuss specific disorders including mood and anxiety disorders, psychotic disorders, substance-related disorders, personality disorders, eating disorders and neurodevelopmental disorders. The course will focus on current empirical studies that examine underlying factors as well as on empirically based treatments. Finally, we will review legal aspects of psychological disorders and other timely topics related to Abnormal Psychology. ...

This is not solely a lecture course; your voice matters here. Through discussions, case studies, and interactive activities, you will have the chance to think critically, explore diverse viewpoints, and make connections between what we learn in class and the world around you.

Prerequisite / Co-requisite: PSY 205 or PSY 209

Audience: Undergraduate students

Credits: 3

Shared Competencies: PSY 395 fosters one Shared Competencies, Syracuse University's university-wide learning goals for undergraduate students: *Critical and Creative Thinking*.

Course Fees and/or Costs: REVEL ebook purchase

Learning Objectives:

- See mental health from multiple perspectives – Explain mental health disorders using biological, psychological, and sociocultural frameworks, and consider how each shapes our understanding.
- Think like a scientist – Analyze research findings on mental health and evaluate their strengths, limitations, and real-world implications.
- Connect causes to consequences – Identify factors that may contribute to mental health challenges and explain how they interact across the lifespan.
- Understand diagnosis as both a tool and a challenge – Describe how diagnostic systems work, discuss their benefits and limitations, and explore their impact on individuals and communities.
- Recognize the role of culture – Discuss how cultural values, stigma, and access to care influence the prevalence and treatment of disorders.
- Evaluate treatment approaches – Compare evidence-based interventions and how to match treatments to individual needs.
- Engage with sensitive topics respectfully – Practice having informed, empathetic conversations about mental health that respect diverse perspectives and lived experiences.

Required Texts / Supplies:

REVEL for Hooley, J., & Nock, M. (2024). *Psychopathology: A Clinical Science Approach* (19th edition). Boston: Pearson. ISBN-13: 9780138054274

You will purchase and access the text in Blackboard. **MAKE SURE TO USE GOOGLE CHROME OR FIREFOX.**

For PSY395, your course materials will be provided through **Orange Instant Access (OIA)**. To access your materials, go to your Blackboard course site and then click the "Orange Instant Access" link for the courseware link. You will have until **XXXX, 2026** to decide if you would like to remain enrolled in OIA. If you would like to opt-out of participation in this program, you may do so through the "Orange Instant Access" link in Blackboard. If you opt out, you are still responsible for obtaining the materials elsewhere.

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Deleted: Review contemporary biological, psychological and sociocultural perspectives on psychological disorders ¶

Examine multiple probable causes and correlates of abnormal human behavior ¶

Learn about etiological considerations, descriptions, and theories underlying diagnostic classification of psychological disorders ¶

Review current empirical findings and trends relative to the development and description of abnormal behavior ¶

Learn about cultural influences on the prevalence of disorders ¶

Learn and understand benefits, critiques, limitations, and implications of diagnosis and classification ¶

Provide an overview of current evidence-based treatments. ¶

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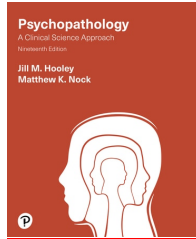
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In OIA, navigate to REVEL and click "Acquire Access Code." Write down your access code or copy & paste it into a separate word/text file. After acquiring your access code, navigate back to the Assignments tab and click on the Pearson link to begin the registration process. When prompted, type in the Access Code you copied/saved and complete your registration process.

Once registered, you will always access REVEL through the **Assignments** tab by clicking the individual assignment. The assignments are listed in chronological order and have the due date in their title.

Texts / Supplies – Additional: N/A

Course Requirements and Expectations:

There are 6 course grades in PSY 395: REVEL, 7 application papers and 4 exams. All 6 are worth 100 points each.

REVEL: REVEL is the interactive digital learning platform that is replacing a traditional textbook for this class. REVEL is the full text of the hardcover textbook that is accessible online. REVEL includes:

- Digital textbook content — the full text of the assigned Pearson book, accessible online.
- Embedded multimedia — videos, animations, and audio clips that explain concepts in more engaging ways.
- Interactive activities — quizzes, flashcards, drag-and-drop exercises, and practice problems built into the reading.

In PSY 395, I will use REVEL for:

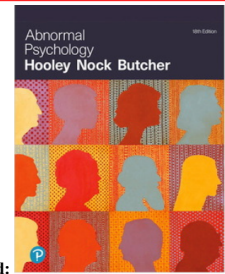
- Assigning chapter readings with built-in comprehension checks.
- Assigning low-stakes formative assessments that can count toward your course grade.
- Keeping you engaged with content before/after class.

APPLICATION PAPERS: Throughout the semester, you can write 5 or more 500–750-word application papers that give you a chance to connect what we are learning to real people, real situations, and real conversations about mental health. Each paper will focus on a different theme. These are meant to be a forum for applying ideas and sharing your own informed take. Think of them as practice for "thinking like a psychologist," where you use evidence, consider different viewpoints, and explain your ideas clearly to others. Before the first application paper, we will devote a portion of class time to practice how to complete the application paper.

Each application paper will be graded using the same rubric, focusing on: (1) how accurately and deeply you understand the topic, (2) how well you analyze and connect ideas, (3) how clearly you apply concepts to the specific case or task, and (4) how clearly and logically you communicate your ideas. Strong papers show thoughtfulness, curiosity, and clear connections to course concepts.

Each application paper is aligned with one of the 7 course objectives.

Objective #1: See mental health from multiple perspectives – Explain mental health disorders using biological, psychological, and sociocultural frameworks, and consider how each shapes our understanding.



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Application papers are scaffolded (start low in complexity and increase gradually)

- You will be provided with a detailed case study of an individual with a mental health disorder. You will be asked to write a structured analysis explaining the disorder through the biological, psychological and sociocultural frameworks, noting what each framework highlights, overlooks, or interprets differently.

Objective #2: Think like a scientist – Analyze research findings on mental health and evaluate their strengths, limitations, and real-world implications.

- You will be asked to take a set of research findings and write a press release for the public which highlights the findings, their reliability, and practical implications.

Objective #3: Connect causes to consequences – Identify factors that may contribute to mental health challenges and explain how they interact across the lifespan.

- You will be provided a case and asked to:
 - Identify biological, psychological, and sociocultural factors that may contribute to the mental health challenge.
 - Explain how these factors interact (e.g., risk/resilience processes, feedback loops).
 - Show how the challenge evolves or changes from childhood to older adulthood.

Objective #4: Understand diagnosis as both a tool and a challenge – Describe how diagnostic systems work, discuss their benefits and limitations, and explore their impact on individuals and communities.

- You will be provided a case and asked to:
 - Diagnose the case using two systems (e.g., DSM-5 and ICD-11).
 - Compare the processes and note any differences in classification.
 - Reflect on how the diagnosis might help or hinder the person's well-being and social experience.

Objective #5: Recognize the role of culture – Discuss how cultural values, stigma, and access to care influence the prevalence and treatment of disorders.

- You will be asked to take World Health Organization data showing cross-national prevalence and treatment rates of a mental health disorder. You will be asked to interpret patterns and connect them to cultural and systemic factors.

Objective #6: Evaluate treatment approaches – Compare evidence-based interventions and how to match treatments to individual needs.

- You will be provided several client vignettes (different diagnoses, symptom severity, comorbidities, cultural backgrounds, personal preferences) and asked to:
 - Identify at least two evidence-based treatments for each case.
 - Compare the treatments' strengths, limitations, and research support.
 - Justify what treatment you would recommend and why.

Objective #7: Engage with sensitive topics respectfully – Practice having informed, empathetic conversations about mental health that respect diverse perspectives and lived experiences.

- You will select a mental health-related media piece or social media thread and review for language, tone, and respectfulness. You will provide opinions about what was done well or poorly and suggest how to improve respectful engagement.

Here is the rubric that I will use when considering your application papers (4 criteria x 25 points each criterion = 100 points possible per reaction paper):

Criteria	Exemplary (23–25 pts)	Proficient (18–22pts)	Developing (14–18 pts)	Needs Improvement (≤13 pts)
1. Depth & Accuracy of Content	Demonstrates thorough, accurate understanding of mental health concepts; integrates biological, psychological, and sociocultural perspectives (or other relevant frameworks); all claims are well-supported.	Mostly accurate understanding; integrates most relevant frameworks; some minor gaps or simplifications in evidence use.	Partial or inconsistent understanding; frameworks applied unevenly; limited or generalized evidence.	Major inaccuracies; minimal or incorrect use of frameworks; little to no supporting evidence.
2. Critical Thinking & Analysis	Insightfully evaluates research, diagnoses, cultural factors, or treatments; recognizes complexity, limitations, and multiple interpretations; makes strong, well-reasoned connections between causes, consequences, and implications.	Adequate evaluation with some recognition of limitations and multiple viewpoints; connections are reasonable but occasionally surface-level.	Limited analysis; tends toward description over evaluation; connections between ideas are underdeveloped or unclear.	Lacks analysis; presents information without evaluation or connection to broader issues.
3. Application to Topic	Fully addresses all aspects of the prompt (e.g., case analysis, treatment comparison, cultural interpretation); applies concepts accurately to the specific context; recommendations or interpretations are feasible and well-justified.	Addresses most aspects of the prompt; applies concepts mostly accurately; recommendations or interpretations are plausible but may lack full justification.	Addresses only part of the prompt or applies concepts inconsistently; recommendations are underdeveloped or not well-supported.	Fails to address the prompt; application of concepts is inaccurate, incomplete, or absent.
4. Writing & Organization	Writing is clear, concise, and logically organized; arguments flow coherently; appropriate tone and vocabulary for intended audience (e.g., policymakers, practitioners, academic).	Generally clear and organized; minor lapses in flow or tone; vocabulary mostly appropriate for audience.	Some clarity issues; organization is inconsistent; tone occasionally inappropriate or mismatched to audience.	Writing is unclear or disorganized; tone is inappropriate; language interferes with understanding.

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EXAMS: There are 4 non-cumulative exams in PSY 395. Depending upon your decision (see below), it is *possible* to only have your 2 or 3 highest exam scores count towards your final grade; in other words, assuming you are satisfied with your REVEL performance or application papers, you could elect to drop your lowest two exam scores. That means that if you are satisfied with your first 2 exam scores AND your REVEL and application paper performances, you can elect to not take Exam IV (held during finals week).

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The dates and material to be covered for each exam are indicated on your course calendar below. Exams will consist of 50 multiple-choice questions and each exam covers 3 – 4 chapters. Each exam will cover material presented in lecture, textbook, video and other in-class activities. Students who are going to miss an exam need to notify me before the exam or within 24 hours after the exam. A make-up exam will be allowed only if you have a medical excuse or there exists a truly serious circumstance (e.g., a death in the family).

Students often ask what material from the course is the most important for the exams. The order of priority is: (1) Material covered in both the lectures and readings will be the most emphasized; (2) material in the lectures only is the second most important; (3) material that appears in the readings only will be less emphasized, but there will be some questions on the exams from the readings. Some exam questions will require recall of information, while other questions will require students to solve problems using concepts from the course.

Determination of Final Grade

Exam I 100 points
Exam II 100 points
Exam III 100 points
Exam IV 100 points

Application Paper Average 100 points (Your 2 lowest application paper grades are dropped)
REVEL Average 100 points (Your 3 lowest REVEL percentage assignments are dropped)

(Lowest two scores of the above 6 will be dropped)

FINAL GRADE = (XX achieved / 400 possible points = YY x 100)

Grading Table

Grades	Grade points/credit*	Percentage Range	Total Points
A	4.0	93.0 – 100	372 – 400
A-	3.66	90.0 – 92.9	360 – 371
B+	3.33	87.0 – 89.9	348 – 359
B	3.0	83.0 – 86.9	332 – 347
B-	2.66	80.0 – 82.9	320 – 331
C+	2.33	77.0 – 79.9	308 – 319
C	2.0	73.0 – 76.9	292 – 307
C-	1.66	70.0 – 72.9	280 – 291
D	1.00	60.0 – 69.9	240 – 279
F	0	< 60	< 240

* source: <http://www.syr.edu/registrar/students/grades/faq.html>

IMPORTANT NOTE: The numbers you see on Blackboard are influenced heavily by the REVEL points (22 REVEL assignments = ~ 2400 total points). REVEL is only one of the 6 grades in the course. The other five grades are your exams and application papers (500 points total). **THUS, ANY COURSE GRADE YOU SEE LISTED IN BLACKBOARD IS NOT ACCURATE.**

** There may be extra credit opportunities available. Please monitor the Announcements page on Blackboard for further information.

Course Schedule:

Week/Lecture	Topic	Required Reading and Assignment
January 13	Learning Community and Course Introduction	
January 15	Abnormal Psychology: Overview and Research Approaches	

Week/Lecture	Topic	Required Reading and Assignment
January 20	Abnormal Psychology: Overview and Research Approaches (cont'd)	Complete REVEL for Chapter 1
January 22	Causal Factors and Viewpoints	Complete REVEL 3.0 – 3.3
January 27	Causal Factors and Viewpoints (cont'd)	Complete REVEL 3.4 – end of chapter
January 29	Clinical Assessment and Diagnosis	Complete REVEL 4.0 – 4.3
February 2	Academic / Financial deadline to drop PSY 395	Academic Drop Deadline and Financial Drop Deadline is today.
February 3	Clinical Assessment and Diagnosis (cont'd)	Complete REVEL 4.4 – end of chapter
February 5	EXAM I	Complete course feedback survey
February 10	Stress and Physical and Mental Health	Complete REVEL for Chapter 5
February 12	Panic, Anxiety, Obsessions, and Their Disorders	Complete REVEL 6.0 – 6.4
February 17	Panic, Anxiety, Obsessions, and Their Disorders (cont'd)	Complete REVEL 6.5 – end of chapter
February 19	Mood Disorders and Suicide	Complete REVEL 7.0 – 7.5
February 24	Mood Disorders and Suicide (cont'd)	Complete REVEL 7.6 – end of chapter
February 26	EXAM II	
March 3	Somatic Symptom and Dissociative Disorders	Complete REVEL for Chapter 8
March 5	Eating Disorders and Obesity	Complete REVEL 9.0 – 9.3
March 10 & 12	Spring Break – No Class	
March 17	Eating Disorders and Obesity (cont'd)	Complete REVEL 9.4 – end of chapter
March 19	Personality Disorders	Complete REVEL for Chapter 10
March 24	Substance-Related Disorders	Complete REVEL 11.0 – 11.4
March 26	Substance-Related Disorders (cont'd)	Complete REVEL 11.5 – end of chapter
March 31	EXAM III	
April 2	Mental Health Appreciation Day – No Class	
April 7	Schizophrenia and Other Psychotic Disorders	Complete REVEL 13.0 – 13.4
April 9	Schizophrenia and Other Psychotic Disorders (cont'd)	Complete REVEL 13.5 – end of chapter
April 14	Disorders of Childhood and Adolescence (Neurodevelopmental Disorders)	Complete REVEL 15.0 – 15.4
April 16	Disorders of Childhood and Adolescence (Neurodevelopmental Disorders) (cont'd)	Complete REVEL 15.5 – end of chapter
April 22	Psychological Treatment	Complete REVEL for Chapter 16
April 23	Contemporary and Legal Issues in Abnormal Psychology	Complete REVEL for Chapter 17
XXXX	EXAM IV	

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Course Policies

In-Class Discussions: In this course, we will dive into meaningful and sometimes sensitive topics. In addition, during many classes, we will have *Turn to Your Neighbor (TTYN)* exercises. These TTYN exercises are brief (3-5 minutes) and are a way for you to engage with your fellow classmates in our learning community. You are always in control of what you choose to share. Please only contribute what you feel comfortable discussing. Together, we will create a space where everyone feels safe, included, and respected. The goal is to listen to understand, speak to connect, and learn from the richness of each other's perspectives.

Here's how we'll make that happen:

- **Listen with care.** Give your full attention when someone is speaking—please have no side conversations, interruptions, or technology distractions. Use open, respectful body language.
- **Value our diversity.** We come from different backgrounds, with unique experiences, skills, and perspectives. Let us approach each other with curiosity and a willingness to learn.
- **Speak with kindness.** Avoid language or actions that demean, dismiss, or devalue someone's experience (or their lack of a particular experience).
- **Disagree respectfully.** It is okay to challenge ideas; it is not okay to attack the person. Focus your feedback on the idea, not the individual.

Our shared responsibility is to help each other feel heard, supported, and encouraged to contribute.

Trigger Warning: Because of the nature of some of the topics covered in this class, the course readings or class discussions may generate intellectual *and/or* emotional discomfort. These responses are natural parts of intellectual growth. If, however, your emotional response becomes acute psychological distress (triggering), please communicate with me. I invite you to contact me if you have concerns in this regard.

Well-being and mental health are significant predictors of academic success. It is critical to take care of yourself physically and emotionally and to effectively navigate stress, anxiety, and depression. Please familiarize yourself with the range of resources the Barnes Center provides (<https://ese.syr.edu/bewell/>) and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days, at 315-443-8000.

Attendance: Although not directly considered in determining grades, class attendance generally helps *you* perform well in this class. Some material will be presented in class only. Therefore, I encourage you to *regularly attend class*.

If you are not feeling well, please do not attend class. Rather, please plan with a trusted classmate to obtain a copy of the class notes.

Taking Notes: It is highly recommended that you take detailed notes during lectures, because *most* exam questions and application paper topics will be based on lecture material.

Blackboard: PowerPoint slides will be available on Blackboard before each class. REVEL readings and application paper assignments are available and accessible on Blackboard. Finally, important announcements will be made on Blackboard throughout the course, including announcements related to exams.

Academic Integrity: All generative-AI tools are prohibited in PSY 395 because their use inhibits achievement of the course learning objectives. This policy applies to all stages of project and writing processes including researching, brainstorming, outlining, organizing, and polishing. Do not use Generative-AI tools to create any content (i.e., images and video, audio, text, code, etc.). If you have any questions about a feature and whether it is considered Generative-AI, ask me.

Before you turn in any application paper, make sure you can answer both questions with a 'yes':

Question	Why It Matters
Is this my own work?	Your application paper should reflect your thinking and skills.
Did I avoid using AI to write, solve, or edit my work?	AI limits your learning and is considered academic dishonesty in this course.

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Deleted: This course will include in-depth discussion on sensitive topics. Students should only share what they are able to comfortably. It is therefore critical for the environment of this classroom to be safe, inclusive, respectful, and courteous. The following discussion guidelines are provided as expectations for how you will communicate with others in this class.¶ Listen respectfully. Don't interrupt, engage in private conversations, or turn to technology while others are speaking. Use attentive, courteous body language.¶ Be committed to learn from each other while acknowledging differences in backgrounds, skills, interests, and values.¶

Do not demean, devalue, or "put down" people for their experiences, lack of experiences, or difference in interpretation of those experiences.¶ Respect others' rights to hold opinions and beliefs that differ from your own. When you disagree, challenge or criticize the idea, not the person.¶

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Deleted: Successful people seek support when necessary, and they pay attention to their physical and mental health. Mental health and overall well-being are critical predictors of academic success. As such it is essential that during your college experience you develop the skills and resources to effectively navigate stress, anxiety, depression, and other mental health concerns. Please familiarize yourself with the range of resources the Barnes Center (<https://ese.syr.edu/bewell/>) provides and seek out support for mental health concerns as needed. Counseling services are available 24/7, 365 days, 315-443-8000.¶

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Using AI on an application paper may result in a zero on the application paper and possible university-level academic integrity consequences.

Syracuse University Policies

Syracuse University has a variety of policies designed to guarantee that students live and study in a community respectful of their needs and those of fellow students. Some of the most important of these concern: Diversity and Disability (ensuring that students are aware of their rights and responsibilities in a diverse, inclusive, accessible, bias-free campus community) can be found here, at: <https://www.syracuse.edu/life/accessibilitydiversity/>.

Attendance: Attendance in classes is expected in all courses at Syracuse University. Students are expected to arrive on campus in time to attend the first meeting of all classes for which they are registered. Students who do not attend classes starting with the first scheduled meeting may be academically withdrawn as not making progress toward degree by failure to attend. Instructors set course-specific policies for absences from scheduled class meetings in their syllabi.

It is a federal requirement that students who do not attend or cease to attend a class to be reported at the time of determination by the faculty. Facilitators will use "ESPR" and "MSPR" in Orange Success to alert the Office of the Registrar and the Office of Financial Aid. A grade of NA will be posted to any student for whom the Never Attended flag is raised in Orange Success. More information regarding Orange Success can be found here, at <http://orangesuccess.syr.edu/getting-started-2/>.

Disability-Related Accommodations: Syracuse University values access and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be necessary to ensure equitable access, and to collaborate with the Center for Disability Resources (CDR) in this process.

If you would like to discuss disability-related accommodations or register with CDR, please visit [Center for Disability Resources](#). Please call (315) 443-4498 or email CDRspecialist@syr.edu for more detailed information.

CDR is responsible for coordinating disability-related academic accommodations and will work with the student to develop an access plan. Since academic accommodations are generally not provided retroactively, please contact CDR as soon as possible to initiate this process.

Academic Integrity Policy: As a pre-eminent and inclusive student-focused research institution, Syracuse University considers academic integrity at the forefront of learning, serving as a core value and guiding pillar of education. Syracuse University's Academic Integrity Policy provides students with the necessary guidelines to complete academic work with integrity throughout their studies. Students are required to uphold both course-specific and university-wide academic integrity expectations such as crediting your sources, doing your own work, communicating honestly, and supporting academic integrity. The full Syracuse University Academic Integrity Policy can be viewed by visiting the Syracuse University Policies website.

Upholding Academic Integrity includes the protection of faculty's intellectual property. Students should not upload, distribute, or share instructors' course materials, including presentations, assignments, exams, or other evaluative materials without permission. Using websites that charge fees or require uploading of course material (e.g., Chegg, Course Hero) to obtain exam solutions or assignments completed by others, which are then presented as your own violates academic integrity expectations in this course and may be classified as a Level 3 violation. All academic integrity expectations that apply to in-person assignments, quizzes, and exams also apply online.

Deleted: Students should also review the **University's religious observance policy** and make the required arrangements at the beginning of each semester. Religious Observances Notification and Policy (steps to follow to request accommodations for the observance of religious holidays) can be found here, at: <https://policies.syr.edu/policies/> ¶

Deleted: Syracuse University values diversity and inclusion; we are committed to a climate of mutual respect and full participation. There may be aspects of the instruction or design of this course that result in barriers to your inclusion and full participation in this course. I invite any student to contact me to discuss strategies and/or accommodations (academic adjustments) that may be essential to your success and to collaborate with the Center for Disability Resources (CDR) in this process. If you would like to discuss disability accommodations or register with CDR, please visit Center for Disability Resources (<https://disabilityservices.syr.edu/>). Please call (315) 443-4498 or email disabilityresources@syr.edu for more detailed information.¶

Students found in violation of the policy are subject to grade sanctions determined by the course instructor and non-grade sanctions determined by the School or College where the course is offered. Students may not drop or withdraw from courses in which they face a suspected violation. Any established violation in this course may result in course failure regardless of violation level.

Blackboard: This class will use the Blackboard Learning Management to house the syllabus, course content, links to external course materials, assignments, quizzes, exams, feedback, and grades. Due dates and times in Blackboard are stored in Coordinated Universal Time (UTC) and displayed for each user based on the time zone setting of their computer and data from their internet browser. The system will always display the time zone being used. If I set a due date of 11pm Eastern time, a student in the Pacific time zone will see a due date of 8pm.

Information about Blackboard is available on [Answers Blackboard](#); alternatively, you can contact Information Technology Services by sending an email to help@syr.edu, calling 315.443.2677, or in-person at the ITS Service Center, located at 1-227 CST in the Life Sciences Complex. Business hours for the Service Center can be found on the [ITS website](#).

Information about Blackboard is available on [Answers Blackboard](#); alternatively, you can contact Information Technology Services by sending an email to help@syr.edu, calling 315.443.2677, or in-person at the ITS Service Center, located at 1-227 CST in the Life Sciences Complex. Business hours for the Service Center can be found on the [ITS website](#).

Discrimination or Harassment: The University does not discriminate and prohibits harassment or discrimination related to any protected category including creed, ethnicity, citizenship, sexual orientation, national origin, sex, gender, pregnancy, disability, marital status, age, race, color, veteran status, military status, religion, sexual orientation, domestic violence status, genetic information, gender identity, gender expression or perceived gender.

Federal and state law, and University policy prohibit discrimination and harassment based on sex or gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, and sexual exploitation). If a student has been impacted by any prohibited behavior based on sex or gender, they can obtain confidential counseling support, 24-hours a day, 7 days a week, from the [Sexual and Relationship Violence Response Team](#) at the Counseling Center (315-443-8000, Barnes Center at The Arch, 150 Sims Drive, Syracuse, New York 13244). Incidents of sexual or relationship violence or harassment can be reported to the University's Title IX Coordinators (Sheila Johnson Willis, Chief Equal Opportunity Officer and Title IX Officer for Faculty and Staff, 315-443-4018, equalopp@syr.edu or Pamela Peter, Director/Coordinator of Student Title IX Case Management, 315-443-0211, titleix@syr.edu). Reports to law enforcement can be made to the University's Department of Public Safety (315-443-2224, 005 Sims Hall), the Syracuse Police Department (511 South State Street, Syracuse, New York, 911 in case of emergency or 315-435-3016 to speak with the Abused Persons Unit), or the State Police (Campus Sexual Assault Victims Unit, 844-845-7269). I will seek to keep information you share with me private to the greatest extent possible, but as a professor I have mandatory reporting responsibilities to share information regarding sexual misconduct, relationship violence, stalking, harassment, and crimes I learn about with the University's Title IX Officer to help make our campus a safer place for all and to ensure you have access to available resources.

Faith Tradition Observances: [Syracuse University's Religious Observances Policy](#) recognizes the diversity of faiths represented in the campus community and protects the rights of students, faculty, and staff to observe religious holy days according to their traditions. Under the policy, students are given an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors no later than the academic drop deadline. For observances occurring before the drop deadline, notification is required at least two academic days in advance. Students may enter their observances in MySlice under Student Services/Enrollment/My Religious Observances/Add a Notification.

Deleted: Syracuse University's [Academic Integrity Policy](#) reflects the high value that we, as a university community, place on honesty in academic work. The policy holds students accountable for upholding course-specific, as well as university-wide, academic integrity expectations for all work they submit. The policy governs citation and use of sources, the integrity of work submitted in exams and assignments, and truthfulness in all academic matters, including course attendance and participation. The policy states that any work a student submits for a course must be solely their own unless the instructor explicitly allows collaboration or editing. The policy also requires students to acknowledge their use of other people's language. These expectations extend to the realm of artificial intelligence (AI) as well as to the use of websites that charge fees or require uploading of course materials to obtain exam solutions or assignments. Students are required to ask their instructors whether use of these tools is permitted—and, if so, to what extent—before using them to complete any assignment or exam. Students are also required to seek advance permission from instructors if they wish to submit any portion of the same work in more than one course. Failure to receive this permission in advance may violate the Academic Integrity Policy. Please consult the full policy for additional information about academic integrity guidelines and processes. All students are required to read an online summary of the University's academic integrity expectations and provide an electronic signature agreeing to abide by them twice a year during pre-term check-in on MySlice. ¶

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Deleted: Any complaint of discrimination or harassment related to any of these protected bases should be reported to Sheila Johnson-Willis, the University's Chief Equal Opportunity & Title IX Officer. She is responsible for coordinating compliance efforts under various laws including Titles VI, VII, IX and Section 504 of the Rehabilitation Act. She can be contacted at Equal Opportunity, Inclusion, and Resolution Services, 005 Steele Hall, Syracuse University, Syracuse, NY 13244-1120; by email: titleix@syr.edu; or by telephone: 315-443-0211. ¶

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