Science of Psychopathology

PSYS 632 001
Fall 2026
Course #15068 - 3 credits

Instructor information:
Tayla T.C. Lee, PhD, HSPP
(she/her/hers)
Office: Health Professions Building (HB) 450
E-mail: ttlee@bsu.edu

Class Meeting Times:
August 24 – December 11, 2026 (Fall Semester)
Tuesdays & Thursdays; 12:30 PM - 1:45 PM

Office Hours:
Tuesdays – 2:00 PM to 3:00 PM
Thursdays - 2:00 PM to 3:00 PM
By appointment
(Schedule via https://Dr.Lee.Scheduling.Page)

Class Meeting Location:
North Quad
Room 123

Course Website:
https://bsu.instructure.com

Final Exam Period:
December 8, 2026
12:00 – 2 :00 PM

Course Materials:

Required readings for the course include one core textbook and a set of peer-reviewed articles and book chapters, all of which are available electronically through Canvas. A complete list of readings for each topic is posted in the "Syllabus" tab of the Canvas page. You are expected to complete the assigned readings for each topic before the class session in which they will be discussed.

Core Course Textbook/Materials

1. Craighead, W. E., Miklowitz, D. J., & Craighead, L. W. (2017). *Psychopathology: History, diagnosis, and empirical foundations* (3rd ed.). John Wiley & Sons.
   * *Note.* For assigned chapters, focus on the background and etiological sections. Assessment and treatment sections are optional and will not be discussed in class.
2. Selected peer-reviewed articles and book chapters.

Optional Course Textbooks/Materials

1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders (DSM-5-TR)* (5th ed., Text Revision). Author.
   **Note.* Several course readings are drawn from the DSM-5-TR, which is available electronically at no cost through Ball State University Libraries. Purchasing a personal copy is optional, but many students choose to do so for convenience or professional preparation. Despite its limitations, the DSM-5-TR remains the primary reference for psychiatric diagnosis in the United States, and familiarity with it may be valuable for future clinical practice.

Course Overview:

Course Description from Catalog: Advanced introduction to psychopathology from a clinical science perspective. Course includes focus on descriptive psychopathology, theoretical and etiological models of psychopathological syndromes, and methodological issues.

University Required Pre-requisites: Prerequisite: PSYS 284 (Research Methods) or equivalent and PSYS 318 (Psychopathology) or equivalent or permission of the department chairperson.

Please note that the content of this course is intended to be an advanced introduction to psychopathology. You may struggle if you have not previously completed an undergraduate psychopathology (or abnormal psychology) course. If you want to review an undergraduate textbook on this topic, I recommend the following book: Kring, A. M. & Johnson, S. L. (2024). *The science and treatment of psychological disorders* (16th ed.). John Wiley & Sons, Inc.

Course Objectives: This is a graduate level course in psychopathology, which is the scientific study of mental dysfunctions. The course will provide an overview of psychopathological syndromes from a clinical science perspective and is intended to provide you an introduction to descriptive psychopathology (i.e., phenomenology, epidemiology, risk factors, and course of a disorder). However, the course will emphasize theoretical and etiological models of psychopathological syndromes, as well as the methodological issues that accompany these models. This emphasis is intended to assist you develop your understanding of the conceptual underpinnings of psychopathology, as well as increase your ability to think clearly about and critically evaluate contemporary issues in the field. By emphasizing these factors my hope is that you will be well prepared to act in two complementary, yet ideally inseparable roles: clinical scientist and practitioner. Mastery of concepts in this course will allow you to be informed and critical user of current diagnostic systems, as well as develop frameworks you can use to scientifically investigate various psychopathological phenomena.

Notably, the topics covered in this course will be *selective* rather than exhaustive. We will cover a limited number of topics and directly discuss only a fraction of the mental dysfunctions that are described in current nosological systems. We will focus primarily on internalizing, externalizing, and psychotic disorders. Due to time limitations, important topics such as dissociative, somatic, cognitive, neurological, and sexual disorders will not be discussed. This limitation in content is so that we can develop an appreciation for the complexity of various psychopathological syndromes, rather than focusing on memorizing diagnostic criteria (which you can do by reading the DSM-5-TR). Finally, please note that this course is focused on psychopathology, not the assessment and treatment of mental dysfunction. These topics are covered in other courses.

Specific objectives for this course include:

1. You will know and understand classical and contemporary approaches to psychopathology classification and the controversies inherent in these.

2. You will develop a broad base of knowledge regarding etiological models for varying mental disorders, as well as complex models that encompass multiple types of psychopathological syndromes.

3. You will acquire a working knowledge of and basic skills for diagnosis. This includes generating questions associated with a case vignette or real client, locating and critically evaluating the best, up-to-date empirical evidence available in the scientific literature regarding potential diagnosis and etiology, and integrating evidence with the individual's circumstances, culture, and values when making a diagnosis.

4. You will become informed consumers of psychopathology research, develop a base of knowledge and skills for critically evaluating clinical research methods and findings, and develop broad conceptualizations of psychopathology that integrate current psychopathology models and various research literatures.

Class Structure: We will meet as a class two times a week. For the most part, each class will cover a new topic. Each topic we cover will include two components: 1) a brief formal lecture (which I will provide) and 2) discussion and identification of critical issues raised by the assigned readings (which you participate in). Because at least half of the class will consist of discussion, it is essential that you complete all readings prior to the class for which they are assigned. Reading for this course will necessitate a serious commitment on your part. I expect that some of the readings will be challenging for those without an extensive background in the topic we are covering. Please do not be discouraged by the difficulties you may encounter or try to understand every detail. Your ability to complete the readings and learn from them will be best achieved by focusing on identifying their core concepts and overall implications.

Evaluation of Student Learning: Having an advanced degree in clinical psychology, whether you practice or conduct research, requires you have skills in synthesizing information, as well as communicating respectfully and concisely in spoken and written language. Your development of these skills will be assessed using the following set of measures:

1. Class Participation (2 points per class; 56 points total): You should be prepared to contribute to class discussions. To help you prepare for discussions, you are expected to participate in the Canvas Discussion Board for each class by 12:00 p.m. the days we meet. By this time, you must have posted your own response and replied to at least two peers, so do not wait until the last minute! Each discussion board will include prompts, typically asking you to reflect on concepts from the readings, to consider how a disorder conceptualized categorically could be understood dimensionally or through transdiagnostic models (e.g., HiTOP or RDoC), or to identify limitations of theory or research methods. You may also raise other ideas or questions that the readings brought to mind. For each topic, you can earn up to two participation points: one for your online discussion contributions and one for your participation in face-to-face class discussion. Partial points are possible. Your contributions will be evaluated on both the quality of your ideas and the respectfulness with which you engage with your classmates and the professor.

2. What is a Mental Disorder? - Article Summaries (4 points): For the topic, "What is a Mental Disorder?" you will read two articles reflecting opinions about the nature of mental illness. Because it would be unrealistic to ask you to read all the important articles on this topic, we will create a "shared notes" page to ensure everyone has access to information about the different perspectives. For the shared notes page, you will write an outline/summary of the key points the authors of your assigned articles made regarding the nature of mental illness. Once complete, you will share this summary with your peers. Information about the specific articles assigned to you and when/where to submit your summaries is available in the guidelines for this activity posted on Canvas in the "What is a Mental Disorder?" module. Your summary will be worth four points. Partial points are possible, and your contribution will be evaluated on the quality and timeliness of your contribution.

3. RDoC Mechanism Video Summaries (10 points): Developing a working knowledge of the six Research Domain Criteria (RDoC) domains is essential for understanding contemporary approaches to psychopathology. RDoC also plays a central role in shaping current research and funding priorities, making it important to be able to think about psychopathology not only in traditional categorical terms but also through RDoC's transdiagnostic, mechanism-based lens. This assignment gives you the opportunity to build fluency with a specific RDoC domain, practice explaining it clearly to others, and consider how ideas from categorical models can be translated into this newer framework. You will create

a 5-minute video explaining your assigned RDoC domain and share it with your peers on Canvas. Your peers will then have the opportunity to ask questions about your domain, which you and I will help address. Information about your assigned domain, submission instructions, and expectations for responding to peer questions is available in the guidelines for this activity posted on Canvas in the "Classifying and Understanding Psychopathology – RDoC" module. Your video will be worth five points, your responses to peer questions will be worth three points, and posing questions to your peers about their videos will be worth two points. Partial points are possible, and contributions will be evaluated on quality and timeliness.

4. Etiological Mechanism Presentation (40 points): Being able to discuss complex ideas in a comprehensive, yet concise, manner is an important skill to develop as a psychologist. As such, you will be assigned one etiological topic to present to the class. In preparation for this presentation, you will be provided with a reading list and be asked to locate at least three additional references regarding the assigned topic. Based on the reading and your review of the literature, you will then prepare a presentation that provides a critical appraisal of the etiological mechanism for explaining psychopathology as well as an overview of the methodological and practical limitations of the mechanism. On the assigned day you will provide a 15-minute presentation to the class about the assigned topic, followed by a 5-minute Q&A session. Additional information about this assignment is available in the guidelines and grading rubric posted on Canvas. I have also posted example presentations for your use.

5. Section 1 Reaction Paper (60 points): Integration and conceptualization are key skills to develop as psychological researchers and clinicians. As such, at the conclusion of Section 1 of the course you will be expected to write a 4- to 5-page reaction paper. This paper may include methodological or substantive critiques of studies we discussed, suggestions for additional or improved studies that would address a gap in knowledge, questions and interesting points about the topics covered, integration of various readings, relation of the readings to topics in other courses, clinical implications or limitations of the studies, or any other original thoughts. The best papers are those that integrate information across sources (e.g., between basic theory, experimental findings, psychopathology, and outcome). This paper should not be a summary of the readings. Additional information about this assignment is available in the guidelines and grading rubric posted on Canvas. I have also posted an example paper for your use.

6. Differential Paper Assignments (10 points each; 20 points total): Differential diagnosis and case conceptualization are complex tasks that require integration of ideographic information about a person and nomothetic information about psychopathological phenomena. Over the course of the semester, you will write two (2) papers intended to assist you in developing your skills in clinical diagnosis and conceptualization. These papers are intended to be brief and should be between 2 and 3 pages in length. You will read about an individual and their difficulties and discuss 1) diagnostic impressions, 2) potential differential diagnoses and how they were ruled out, and 3) issues concerning etiology based on course readings. Additional information about these assignments is available in the guidelines and grading rubric posted on Canvas. I have also posted an example paper for your use.

7. Final Exam (60 points): Two of the central skills this course is designed to build are the ability to understand a given form of psychopathology through more than one model of classification and the ability to reason carefully through diagnosis and case conceptualization. The final exam assesses both, and it has two parts. In the first part, you will conceptualize a disorder I specify from two perspectives: the categorical approach represented by the DSM-5-TR and the dimensional approach represented by HiTOP. You will describe how each framework characterizes the disorder, what each approach captures and what it obscures, and the conceptual, empirical, and practical implications of viewing the disorder through each lens. This part of the exam will be worth 40 points. In the second part, you will complete a third and final Differential Diagnosis assignment. As with the earlier Differential papers, you will read about an

individual and their difficulties and then discuss your diagnostic impressions, the differential diagnoses you considered and how you ruled them out, and issues concerning etiology based on course readings. This part of the exam will be worth 20 points. The exam will be take home and additional information, including detailed instructions and a grading rubric, will be made available to you on Canvas one week before the exam is due.

Grading: There are 250 possible points in this class. Your grades will be maintained using the Canvas Gradebook.

Grading Scale: Grades for this course will be based on the following scale:

Grade	Percent		Grade	Percent
A	98 -100%		C	72 – 77%
A-	90 – 97%		C-	70 – 71%
B+	88 – 89%		D+	68 – 69%
B	82 – 87%		D	62 – 67%
B-	80 – 81%		D-	60 – 61%
C+	78 – 79%		F	≤ 59%

Course & University Polices and Statements:

Class Attendance: Class attendance is not mandatory, rather is *strongly recommended*. However, as noted above, you receive points most days for participating in class. As such, it is to your benefit to make every effort to attend. Please note I am required to record attendance regardless of whether you are required to attend class or not. Further, if you miss a class, you are responsible for obtaining missed notes, as well as obtaining information about any changes in the schedule announced in class.

Class Participation: Active participation is an important part of this course. This includes asking questions, engaging with the readings, and contributing to class discussions and activities. Because course activities occur in both in-person and online settings, you will need to be ready to participate and communicate regularly with me and your classmates in a variety of ways. To stay on track, I recommend logging into the course website on Canvas three to four times per week and enabling email notifications for course updates. This will ensure you can see announcements, take part in activities, and stay prepared for assignments and other assessments.

Appropriate Behavior & Classroom Etiquette: Students are expected to follow the Ball State University Code of Student Rights and Responsibilities. Our class should be a space where everyone feels respected and heard. Please engage with kindness, thoughtfulness, and openness to others' perspectives. Disruptive or disrespectful behavior will be addressed in accordance with university policies.

Technology in the Classroom: Research shows that using electronic devices during class can distract both you and your peers (Sana et al., 2010). Please limit the use of laptops and tablets to course-related activities. Cell phones should be silenced and put away.

Recording: Recording of lectures, discussions, or any classroom activity (audio, video, or photos) is not permitted without my prior written permission. Materials I share or record are for the personal use of students enrolled in this course only and may not be distributed further. I may occasionally record class sessions to support student learning. If you have concerns about being included in these recordings, please notify me as soon as possible. Otherwise, I will assume you consent to being recorded.

Assignment Submission Policy: Unless otherwise specified, all assignments must be submitted through Canvas using the designated assignment link. Submit your work as a Word document (i.e., .docx) unless the assignment instructions indicate otherwise.

Late Assignment Policy: You are expected to complete assignments and class activities by the due dates listed in Canvas. Unless otherwise noted (e.g., discussion posts), all assignments are due at 11:59 p.m. (EST/EDT) on the specified date. Late assignments will be accepted if submitted within 24 hours of the class period in which they were due but will receive a 25% deduction from the total points available. Assignments not submitted within this 24-hour window will not be accepted and will receive a grade of zero. Because internet connectivity or other technical issues may occasionally occur, I encourage you to turn in work early when possible and to develop a back-up plan (e.g., using a library computer or borrowing a peer's device). To allow for unexpected circumstances, you may submit one assignment up to 24 hours late without penalty; beyond this one exception, the late policy described above applies.

Grading Policy: Evaluation of your academic performance is an important part of your learning experience. I will be the key decision-maker on the assignment of grades. If you disagree with a grade on an assignment (or your final grade), I encourage you to contact me directly so we can discuss your performance and clarify expectations. Additionally, if you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within 5 school days after final grades are posted by the Office of the Registrar.

Feedback Policy: I aim to provide timely and useful feedback. I read all discussion posts, though I may not respond individually to each one. Feedback on most formative assignments and class activities will typically be provided within five business days of submission. Feedback on larger, summative assignments may take longer, and I will communicate expected timelines in advance. Contact me directly if you have questions or concerns about your performance in class.

Extra Credit Opportunities: Occasional extra credit may be offered during the semester, and these will be announced in class or on Canvas. Please do not ask about additional extra credit opportunities in class or by email.

Communication Plans: I will share routine class information (weekly plans, upcoming due dates, clarifications) at the start of each class and through Canvas. To avoid missing important updates, I recommend attending class regularly and enabling Canvas notifications. You can monitor your progress in this course through the Canvas Gradebook, where you will find assignment scores and individualized feedback. Feedback may appear as comments on your uploaded file, in a new document, or in the assignment sidebar. Be sure to check all three when reviewing graded work.

For individual communication, quick questions are welcome before or after class, though these times may not allow for private or detailed conversations. For more complex matters, please schedule a meeting or attend office hours. Meetings may take place in person or via video conferencing. My preferred method of contact is email. I also use email to share quick updates or request meetings when more in-depth discussion is needed. Please note that I generally do not respond to messages sent by phone or through the Canvas Inbox. In emergencies, you can leave a message with the Psychological Sciences Main Office at 765-285-1609.

E-mailing the Instructor: When emailing me, please follow these guidelines: 1) use your Ball State email account; 2) include the course name and a clear subject in the subject line; 3) format your message like a professional letter, with a greeting, a clear body, and a closing; 4) avoid using email for questions requiring lengthy explanations (e.g., full recaps of lectures or assignments); and 5) allow up to 48 business hours for a

response. Emails received over the weekend will be answered during the following work week. Communicating this way not only ensures a more helpful reply, but also gives you practice with professional communication skills that are valuable in both academic and workplace settings.

Record Keeping: At times, I may save examples of student work to support teaching, assessment, or professional development. This could include using anonymized assignments in a teaching portfolio, as artifacts in a departmental review, or as examples in future courses. All identifying information will be removed before anything is shared. Unless you notify me in writing, I will assume you grant permission for your work to be used in these ways.

Registration Requirement: The official registration deadline for this course is **Sunday, August 30, 2026**. University policy requires that all students be officially registered in the courses they attend. If you are not registered by the published deadline, you may not continue attending and will not receive credit or a grade. Please verify your registration and resolve any issues before the deadline.

Withdraw Deadlines: The deadline to withdraw from a course is the 45th day of the semester. Withdrawals completed during the official withdrawal period will result in a grade of "W" on your transcript and can be processed through Banner in your MyBallState dashboard. If you are considering withdrawal from this course, review the university's deadlines and policies, and consult your academic advisor to understand the potential academic and financial implications. Late withdrawals are rarely approved and require documented, extenuating circumstances. Retroactive withdrawals after the semester ends are not permitted.

Academic Integrity: Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation, and to equitably assign evaluations of scholastic and creative performance, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. In this course, integrity violations on any course-related task will be addressed seriously and in accordance with Ball State University policies. At a minimum, violations will result in a grade of "0" for the assignment and may lead to additional sanctions.

For the reasons just described, you are expected to exhibit honesty in all academic endeavors. Academic dishonesty includes but is not limited to 1) *cheating* (i.e., using or attempting to use unauthorized materials or tools), 2) *plagiarism* (i.e., presenting someone else's work or the output of a generative Artificial Intelligence [AI] tool as your own without proper attribution), 3) *fabrication* (i.e., falsifying or inventing information, data, or references), and 4) *misrepresentation* (i.e., altering or misstating the contents of documents or other materials). Examples of academic integrity violations include but are not limited to:

- Using resources not authorized by the instructor (including devices, AI tools, hidden notes, and open books).
- Using a generative AI system or a person to complete academic assignments such as response papers, discussion posts, essays, or any other assignment when such use is not explicitly permitted by the assignment instructions or the instructor.
- Utilizing another person or a generative AI system to take a quiz, examination, or similar evaluation in place of oneself.
- Using a generative AI system for research, creative work, theses/dissertations, grant proposals, IRB-regulated work, or publication-bound work in violation of university AI policies, funder/publisher rules, IRB requirements, or discipline-specific standards.
- Presenting as one's own work the ideas, representations or words of another person or of a GenAI system without customary and proper acknowledgment of sources or of the AI tool(s) used.

- Using generative AI systems to analyze data, conduct research, or generate content that is included in an assignment (images, graphs, charts, tables, etc.) without proper documentation, citation, and attribution of this AI use.
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).
- Without the instructor's written permission, giving away, buying, or selling graded assignments class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

If you are unsure whether something constitutes academic dishonesty or have questions, please consult with me. You can also visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. More information can also be found in The Plagiarism Tutorial from UNC Libraries. To learn about BSU's academic integrity expectations and students' rights, please read the University Student Academic Ethics Policy.

A Note on Generative AI. As stated above, using generative AI tools (such as ChatGPT, DALL·E, or similar technologies) to complete assignments in full and submitting that work as your own is considered academic dishonesty. You may use AI to support your work in limited ways, such as brainstorming, organizing ideas, or checking grammar. However, any material generated by an AI tool must be clearly cited, just like any other source. There are also several important cautions you should consider when using AI. First, AI often produces material that is inaccurate, incomplete, biased, or misleading. These programs also often "hallucinate," meaning they fabricate information and references. Second, relying too heavily on AI can stifle independent, critical, and creative thinking. As such, using AI may not be in your best interest. If you choose to use AI in completing your work, you are responsible for vetting the information and citing AI-generated content appropriately. You can find out more about AI technologies available at Ball State at this website and the University's AI related policies at this website.

Plagiarism Detection: The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. You may indicate in writing to me that you refuse to participate in the plagiarism detection process, in which case I am allowed by the University's policies to use other electronic means to verify the originality of your work.

University Statement on Respect & Civil Discourse: We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse.

Disability Accommodations: If you need course adaptations or accommodations because of a disability, please contact me (the instructor of record) as soon as possible. Ball State's **Disability Services** office coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or **dsd@bsu.edu**.

Freedom of Expression: Ball State University affirms the importance of intellectual diversity and freedom of expression and inquiry in academic settings. As members of the Ball State Community, we treat each person in the Ball State community with civility, courtesy, compassion, and dignity and respect and learn from differences in people, ideas, and opinions. For more information, please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

In alignment with Ball State University's commitment, I encourage you to engage thoughtfully with a variety of scholarly viewpoints throughout the course. Course readings, discussions, and assignments regularly ask you to engage with differing viewpoints, including those related to historical foundations, modern critiques, and alternative approaches within the field of psychology. Supplemental materials, which I will usually share via Canvas, offer you additional opportunities to explore contrasting ideas. You are also always welcome to share alternative, peer-reviewed perspectives in meetings with me, in class discussions, and in assignments.

You are also encouraged to explore a range of perspectives outside of class through events such as Constitution Day programs and talks by visiting scholars offered by the University and its associated organizations and departments. You can get information about events hosted by Ball State delivered to your email via Ball State's Communication Center. Additional resources and opportunities may also be available through the University's libraries and Multicultural Center.

Cultural holiday(s): If you anticipate missing class due to a religious holy day or cultural holiday, please inform me as early as possible so we can make appropriate arrangements.

Title IX: Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment, including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit www.bsu.edu/titleix or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu.

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations. After I make a report to the Title IX office, the Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant chooses to meet with the Title IX Coordinator, the Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward. If a complaint is filed by the complainant or the University, an investigation will begin following University policy. If you wish to speak with someone confidentially, you may contact the Counseling Center or the Center for Survivor Support.

Pregnancy and Related Conditions: Ball State University provides reasonable modifications for students affected by pregnancy, childbirth, or related medical conditions. Students seeking academic, housing, or other modifications are encouraged to contact the Title IX Office as early as possible to discuss available options and support. For assistance, contact the Title IX Office at 765-285-1545 or titleix@bsu.edu.

Canvas Accessibility: Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind

granted Canvas the Gold Level Web Certification in 2010. Find more information by visiting the Canvas Voluntary Product Accessibility Template (VPAT).

FERPA and Privacy Statement: Under the Family Educational Rights and Privacy Act (FERPA), your student records are confidential and protected. In most cases, information from your records will not be released without your written consent. To learn more about your privacy rights as a student, visit Ball State's FERPA and Privacy and Protection page.

Subject to Change: This syllabus is subject to change in the event of extenuating circumstances.

Student Resources and Support Services:

PSYS Social Media: If you want to stay up to date on Psychological Science department news, events, scholarships, and accomplishments, I suggest you follow the Department of Psychological Science on:

- X at @BSUPsychScience
- Facebook at @ballstatepsychology
- Instagram at BSU_Dept_of_Psych_Science

Learning Center: The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit **MyBallState** and select "Navigate" or just go directly to **https://bsu.navigate.eab.com**. Testing accommodations are available for students with disabilities who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center. For more information about Learning Center programming, visit **bsu.edu/learningcenter** or call 765-285-1006. Follow them on Instagram: BallStateLC.

Writing Center: All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center to get additional feedback on your writing. The Writing Center can help you at any stage of the writing process, whether you're just getting started and need help brainstorming or when you're wrapping up a project and just want a second set of eyes. They work with writers from all disciplines and with all kinds of writing, including essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. When meeting with the Writing Center, you can choose from three appointment types: getting started on a new project (Planning appointment), discussing an existing draft (Feedback appointment), or scheduling time to work, with a tutor on hand to keep you motivated (Accountability appointment). To schedule a free appointment, go to bsu.edu/writingcenter. They offer online appointments any time we're open, or you can meet a tutor face-to-face in Robert Bell 295 during weekdays and Bracken Library First Floor West in the evenings. Make sure you plan ahead, because appointments book quickly!

Speaking Center: The Speaking Center is a free resource available to all members of the BSU community wanting to improve their public speaking abilities. The Speaking Center offers personalized coaching designed to help you become a more confident and effective speaker. Their trained coaches provide constructive feedback and support throughout the entire speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts, or you need to practice your delivery and refine your message. The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access the Center through your Navigate app or use this direct link to sign up for a time. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

Basic Needs Hub: If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, or are experiencing an emergency or crisis, help is available through the **Basic Needs Hub**. The Basic

Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one on one assistance, or learn more about resources, you can submit a **Basic Needs Assistance Form**.

Mental Health Services: The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact them at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm or suicide.

The Ball State Counseling Center sees students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. They assist students with getting connected to therapy at the Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All these resources, including a direct link to our website, can be found **here**.

There are other resources on campus available to address mental health needs. Psychological, academic, and neuropsychological evaluations are available for a small fee at the Psychoeducational and Diagnostic Intervention Clinic in the Department of Educational Psychology. The Counseling Practicum Clinic in the College of Health also offers counseling services for a small fee.

*PSYS 632 Revised Schedule * (8-25-26)*

DATE	TOPIC	ASSIGNMENT DUE
8/25/26	Introduction to Psychopathology	
8/27/26	What is a Mental Disorder?	Disorder Readings Summary Due Etiology Preference Survey Due
9/1/26	Classifying and Understanding Psychopathology – DSM	
9/3/26	Classifying and Understanding Psychopathology - HiTOP	
9/8/26	Classifying and Understanding Psychopathology – HiTOP	
9/10/26	Classifying and Understanding Psychopathology – RDoC	RDoC Video Due
9/15/26	Classifying and Understanding Psychopathology – Wrap Up	RDoC Discussion Due
9/17/26	*-- DR. LEE OUT -- Etiology Presentation Workday –*	
9/22/26	Etiological Theories	
9/24/26	Etiological Theories (continued)	Etiology Presentation Slides Due
9/29/26	Student Presentations (#1, 2, & 3)	
10/1/26	Student Presentations (#4, 5, & 6)	
10/6/26	Student Presentations (#7); Section 1 Wrap Up	
10/8/26	Overview: The Internalizing Spectrum	
10/13/26	*-- NO CLASS - FALL BREAK --*	
10/15/26	Distress Disorders: Unipolar Depressive Disorders	Section 1 Paper Due
10/20/26	Distress Disorders: Generalized Anxiety Disorder	
10/22/26	Distress Disorders: Posttraumatic Stress Disorder	
10/27/26	Fear Disorders: Panic Disorder	
10/29/26	*-- DR. LEE OUT -- Differential Paper Workday –*	Differential Paper 1 Due
11/3/26	Fear Disorders: Social Phobia and Specific Phobias	
11/5/26	Fear Disorders: Obsessive Compulsive Disorder	
11/10/26	Differential #1 Feedback; Overview: The Externalizing Spectrum	
11/12/26	Addictive Disorders	
11/17/26	Antisocial Behavior Disorders	
11/19/26	Expansions to the Structure of Psychopathology	Differential Paper 2 Due
11/24/26	Psychosis Spectrum Disorders	
11/26/26	*-- NO CLASS - THANKSGIVING BREAK --*	
12/1/26	Bipolar Mood Disorders	Final Exam Released
12/3/26	Section 2 Wrap Up	
12/8/26	Final Exam Due by end of Exam Period (2 P.M.)	Final Exam Due

Note. *This schedule is a rough outline for the semester, and topics may be added, removed, or adjusted to support the needs, interests, and pace of our class community. Exact amounts of time for each topic cannot be estimated, and changes may occur throughout the semester. The most current version of the schedule will always be available on Canvas, and any updates to readings or activities will be announced in class and on Canvas. Assignment due dates and exams will remain as scheduled unless otherwise announced in class. I encourage you to check Canvas regularly for updates and to contact me if you have any questions.