

# Instructor/TA Info

## Instructor Information

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# Course Information

## Description

This course is designed to provide an introduction to the characteristics, etiology, assessment, diagnosis, and treatment of major forms of psychological disorders. Additional goals of the course include understanding the research methods which inform our understanding of psychopathology and developing critical thinking skills regarding the empirical literature concerning psychological dysfunction. Course content and procedures have been selected to assist you in (1) developing understanding of the range of human psychological experience, (2) gaining the ability to identify the major forms of psychopathology, and (3) developing an ability to appreciate multiple influences contributing to psychological disorders. If you would like additional information regarding the expected student outcomes for this course and for the psychology major as a whole, go to <http://learningoutcomes.byu.edu> and click on the College of Family, Home and Social Sciences and then on the Psychology Department.

## Materials

Item	Price (new)	Price (used)
 <u>ABNORMAL PSYCHOLOGY 7E - Required</u> by BARLOW, D	237.80	178.35

## Grading Scale

Grades	Percent
A	94%
A-	90%
B+	87%
B	84%
B-	80%
C+	77%
C	74%
C-	70%
D+	67%
D	64%
D-	60%
E	0%

## Learning Outcomes

### 1. Forms of psychological disorders and major theories

Students will identify and describe the major forms of psychological disorders and the major theories regarding the classification, etiology, and treatment of psychological disorders, and current data relevant to such theories.

*Measurement:* Multiple choice, short answer and essay exams; short writing assignments.

### 2. Service learning and exposure to psychological disorders

Students will engage in service learning by serving persons diagnosed with psychological disorders.

*Measurement:* Participation assessment/field work report

### **3. Critique concepts and theories**

Students will critically examine key concepts and theories in abnormal psychology.

*Measurement:* Essay exams, short writing assignments, in-class debates

### **4. Use sources to analyze topics regarding disorders**

Students will examine and critique a topic in abnormal psychology using the current research literature.

*Measurement:* APA style paper

### **Compassion and Empathy**

As you can see from the above, this course is designed to introduce you to the major forms of psychopathology. However, abnormal behavior is not just encountered when formally working in the field of psychology—it affects people all around us.

Therefore, another major goal of this course is to gain empathy for people suffering with psychopathology; we will spend time discussing the *human* part of psychological disorders.

### **Sean's Outcomes**

- To gain critical thinking skills as to the nature of normal and abnormal behavior, cognition, and emotion. This will involve integration of various points of view on psychopathology, including historical, scientific, sociocultural, and spiritual.
- To gain a better appreciation and empathy for what it is like to experience symptoms associated with mental disorders via class discussion and exposure at USH.

### **Objectives**

1. Understand and apply distinction between “normal” and “abnormal”.
2. Recognize psychological disorders from a description of symptoms.
3. Associate a list of symptoms that often accompany a specific disorder.
4. Become familiar with the DSM-IV-TR and how to use/reference it.
5. Develop familiarity with APA style of writing.
6. Establish critical thinking skills: *“A desire to seek, patience to doubt, fondness to meditate, slowness to assert, readiness to consider, carefulness to dispose and set in order, and hatred for every kind of imposture.”* ~Francis Bacon (1605)

### **Course Requirements:**

The instructor's goal is the student will be provided with a comprehensive perspective on abnormal psychology with a flexibility of course content. The student will learn about the history of abnormal psychology, methods used to study psychopathology, current theories and research.

### **Grading Policy**

Course requirements have been designed with Bloom's (1956) taxonomy of learning in mind. Bloom proposed that learning occurs at several different levels, beginning with knowledge about a field (i.e., “remembering”) and ascending to evaluation and synthesis of knowledge. Your exams and quizzes, along with the paper assignments, will assess your learning at a number of these levels. For example, the quizzes and exams will have some items that tap your ability to remember or recognize facts (e.g., multiple choice items). Other questions will assess your comprehension and ability to apply the information to novel situations. Whenever possible, I will attempt to use more “application” and “understanding” questions than the lower level questions. Your writing assignments will allow you to demonstrate that you can evaluate, apply, and synthesize information learned in class, from your book, and from outside resources. While this does make the course more challenging, it also increases the likelihood that the information you learn will have practical uses in the future.

#### **Examinations (70% of your final grade)**

Four examinations will make up 70% of your course grade. The final exam will contain questions from the final section of the course in addition to comprehensive questions about material covered during the entire course. Each exam will be made up of multiple-choice, true/false, or fill in the blank questions. Material from your text, lectures, and assigned outside readings will be included on each exam. Your exam scores will be available through myBYU. All exams, including the final, will be administered in the Testing Center. There will be no test make-ups except under notable conditions which require verification (e.g., doctor's note). Cheating of any kind will result in a lowered grade and in other University sanctions.

#### **Reading Quizzes (5% of your final grade)**

For each textbook chapter covered this semester, I will provide a brief (5 question) short answer quiz. The quizzes will be very straightforward, provided that you have read the chapter before the beginning of class. These quizzes require that you stay current with your reading, which will help you get more out of our class sessions together. Quizzes will also increase your familiarity with the types of questions you will encounter on exams. I will drop your lowest quiz grade.

#### **Clinical Case Presentation (2.5% of your final grade)**

To assist you in developing in-depth understanding of one psychological disorder and to provide you experience in presenting clinical case information in a public setting, you will prepare a written case description for one mental disorder and present this information orally during an assigned class meeting. Please refer to the *Assignments* tab in Learning Suite for a full description of these two assignments.

#### **Writing to Learn Assignment (2.5% of your final grade)**

One brief writing assignment will comprise 2.5% of your final grade. This paper is a “low stakes” assignment, meaning that your grade on this paper will represent a small portion of your final grade. However, completing this assignments will assist you in preparing for the final course writing assignment so I encourage you to give appropriate attention to this paper. Writing to Learn Assignments will be grade on a scale of 1-3, with 3 representing an outstanding analysis, 2 representing an average paper, and 1 representing a below-average written assignment. Please refer to the *Assignments* tab in Learning Suite for a full description of this assignment.

#### **Cumulative Writing Assignments** (15% of your final grade)

A term paper and two preparatory assignments will make up an additional 15% of your course grade. The term paper provides an opportunity for you to examine a topic of interest to you that is relevant to psychopathology. These papers will allow you to demonstrate your ability to *evaluate and synthesize* information from lecture, the text, and outside readings. To fulfill this assignment, you will complete two intermediate papers and submit a final paper. A full description of each of these three assignments is provided under the *Assignments* tab in Learning Suite.

#### **Service Learning** (5% of your final grade)

Completion of the required service learning experience will comprise 5% of your final grade. To receive full credit for service learning, you must complete 11 hours or more of volunteer work and submit a paper (at least one page double-spaced) describing your experience and how your understanding of mental illness has changed following to your volunteer work. Your paper should also briefly detail the type of work you performed and the types of mental illnesses people had where you worked. If you complete fewer than 11 hours of service, you will receive credit consistent with the number of hours you complete (i.e., you will receive 8/11 points if you complete 8 service hours).

#### **Grading Policies**

Individual exams will not be “curved.” However, I will evaluate the statistics (e.g., difficulty, reliability) for each item on each test. Items that have poor reliability or unfavorable difficulty statistics will be eliminated, and your scores will be adjusted accordingly. For example, if 2 items on a test are “unfair” (from a statistical point of view), all students will receive credit for these questions. Additionally, if test questions contain significant distractors (answers that misled students who otherwise scored well on the exam), multiple responses may be considered correct. There is a possibility of a slight curve of the final grades ( $\pm 1\%$ ). This curve is dependent on your attendance and participation in class.

#### **Participation Policy**

Your class attendance and participation is expected, and will greatly benefit your learning and your grade. It is also expected that you will remain up to date on all reading assignments. I value your input, and hope for conversation and discussion concerning the topics that we discuss in class.

#### **Service Learning**

To increase your understanding of psychological disorders, you will be given the opportunity to serve persons diagnosed with psychological disorders through the volunteer program at Utah State Hospital. You are required to participate in **12 hours** of service-learning during the semester, and to document this learning by completing and turning in the Field Work Report available on Learning Suite. It is *your responsibility* to attend the hospital orientation and arrange your volunteer schedule. The hospital has brief orientation/ training sessions at the beginning of the semester. You are required to attend *one* of these orientation sessions in order to work in the hospital. These orientation sessions are being offered at the following times:

Saturday, May 6 9:00 a.m.

Monday, May 8 3:00 p.m.

Tuesday, May 9 6:00 p.m.

Please register for a session of volunteer orientation at [ush.utah.gov/volunteers](http://ush.utah.gov/volunteers) (<http://ush.utah.gov/volunteers>) The orientations will be held in the Mark I Payne Building at the Utah State Hospital. The only you need to bring with you is your driver's license (BYU ID will not work). Please register for **only one** session, not several. If you need to change the session you want to attend, call Shawna Peterson (volunteer coordinator; 344-4254) and she can change it for you. If you register for more than one session, it keeps others from filling the extra spots. You will be have your photo taken for an ID badge at the orientation.

It is required that you provide documentation of TB testing within the last year in order to serve as a volunteer at USH. Tuberculin skin tests (PPD) can be obtained through the BYU Student Health Center or through the Utah County Health Department for a reasonable fee. You are responsible for obtaining documentation of your TB test. You will have until May 22 to turn in your documentation. You can attend the orientation and start to volunteer before turing in your TB test result, but the test documentation must be submitted before May 22.

If you are unable to volunteer at the State Hospital, an alternative volunteer experience may be arranged but must be approved by the instructor before you begin your volunteer hours.

## **Assignments**

### **Assignment Description**

#### **Chapters 3 & 4 Quiz**

May

Due: Tuesday, May 09 at 4:00 pm

09

Chapter 3 & 4 Quiz

### Journal Article Analysis Due

May  
09

Due: Tuesday, May 09 at 11:59 pm

Read and analyze Worden et al. (2017). Identify the main research findings and at least one limitation to the study. Compose a brief response (approximately 1/2 double spaced page) that summarizes the research findings and details at least one limitation to the study that may affect the confidence which can be placed in the study results. Submit this paper electronically by midnight on the listed due date.

Grading: Journal article analyses will be graded on a scale of 1-3, with 3 representing a thorough description of study findings and one relevant limitation, 2 representing a brief or superficial description of research findings without sufficient detail, and 1 representing a poor or inaccurate description of research findings.

### Chapter 5 Quiz

May  
11

Due: Thursday, May 11 at 4:00 pm

Anxiety Disorders

### Chapter 6 Quiz

May  
16

Due: Tuesday, May 16 at 4:00 pm

Chapter 6 Quiz

### Chapter 7 Quiz

May  
18

Due: Thursday, May 18 at 4:00 pm

Chapter 7 Quiz

### Term Paper: Specific Statements for Analysis Due

May  
18

Due: Thursday, May 18 at 11:59 pm

Choose a written work from the popular press that interests you and that you can critically evaluate. Review the course textbook to identify a paper topic that interests you (reviewing the table of contents is one way to approach this). Select a popular press resource that relates to your topic and you feel confident that you can evaluate (news article, etc.). Identify 2-5 themes or assertions that you plan to evaluate (e.g., electroconvulsive therapy has been shown to be effective for reducing symptoms of schizophrenia). Submit **a brief description of your popular press resource** (including a copy of or link to the resource) **along with 2-5 specific statements/themes you plan to analyze.**

### Chapter 8 Quiz

May  
25

Due: Thursday, May 25 at 4:00 pm

Chapter 8 Quiz

### Midterm Exam

May  
26

Due: Friday, May 26 at 4:00 pm

Midterm Exam

### Chapter 10 Quiz

May  
30

Due: Tuesday, May 30 at 4:00 pm

Chapter 10 Quiz

### Chapter 11 Quiz

Jun  
01

Due: Thursday, Jun 01 at 4:00 pm

Chapter 11 Quiz

### Term Paper: Thesis Statement and Description of Journal Articles

Jun  
01

Due: Thursday, Jun 01 at 11:59 pm

Submit a one page paper that includes the title of your final paper, an introductory paragraph (including your thesis statement), and a brief description of **two peer-reviewed journal articles** that you will use to evaluate **one of the claims/themes** from your popular press resource. These brief descriptions of research articles should specifically state the research findings that you will use for evidence in your final paper (e.g., Johnson and Johnson (2011) reported that electroconvulsive therapy was not only ineffective for reducing symptoms of schizophrenia but that it was associated with increased hallucinations).

### Chapter 12 Quiz

Jun  
06

Due: Tuesday, Jun 06 at 4:00 pm

Chapter 12 Quiz

### Chapter 13 Quiz

Jun  
08

Due: Thursday, Jun 08 at 4:00 pm

Chapter 1 Quiz

### Chapter 14 Quiz

Jun  
13

Due: Tuesday, Jun 13 at 4:00 pm

Chapter 14 Quiz

### Chapter 15 Quiz

Jun  
15

Due: Thursday, Jun 15 at 4:00 pm

Chapter 15 Quiz

### Student Ratings

Jun  
15

Due: Thursday, Jun 15 at 11:59 pm

Student Ratings

### Final Exam

Jun  
19

Due: Monday, Jun 19 at 11:59 pm

Final Exam

## Case Presentation Write-up Due

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Jun  
20

Due: Tuesday, Jun 20 at 11:59 pm

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Purpose: To assist you in developing in-depth understanding of one psychological disorder, including etiology, symptoms, treatment, and prognosis.

Assignment: The course teaching assistant will send you a case presentation assignment via e-mail. This assignment will simply inform you which psychological disorder you will be preparing a hypothetical case presentation for. After receiving your assignment, you will write a 1 page fictional description of a clinical case, including a description of relevant demographic and historical information, current symptoms, course and severity of symptoms, and options for treatment. This paper must be submitted through Learning Suite before class on the day you are assigned to present your case. You are encouraged to use information from your textbook but may not use a case example directly from the text.

Grading: Written case descriptions will be graded on a scale of 1-3 with 3 representing a thorough, full page description, 2 representing a brief or superficial case description without sufficient detail, and 1 representing a poor or very brief and incomplete case description.

## Oral Case Presentation

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Jun  
20

Due: Tuesday, Jun 20 at 11:59 pm

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Purpose: To provide you experience in presenting clinical case information in a public setting and responding to questions about the disorder you have been assigned.

Assignment: The course teaching assistant will send you a case presentation assignment via e-mail. This assignment will simply inform you which psychological disorder you will be preparing a hypothetical case presentation for.

After completing your written fictional case description, you will read your case example in class. You will then respond to questions from class members about your case (e.g., what differential diagnoses would you need to consider? What treatment options are available for this disorder?). You will not be expected to be an expert on the disorder or to answer all questions – you may ask for assistance from other class members or the instructor/teaching assistant in responding to questions.

Grading: If you present your mock case in class, you will receive full credit for the oral presentation. An alternative day for your presentation may be arranged if you are ill on the day of your scheduled presentation – please contact the teaching assistant as soon as you know that you will be unable to present on your assigned day. If you miss your assigned presentation day and do not contact the TA in advance, you will not receive credit for this assignment.

## Term Paper: Final Paper Submission

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Jun  
22

Due: Thursday, Jun 22 at 9:00 am

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Submit your completed paper. Your final paper should comprise at least 6 pages but no more than 8 double-spaced pages of text (excluding references). Remember, this assignment requires you to **critically analyze** the popular press article you have chosen using **at least six scientific sources** you have located on your own. For this class, only peer reviewed journal articles count as scientific sources. You are welcome to cite the course textbook but this does not count as one of your sources. Your paper should analyze approximately 2-5 specific statements or themes from your popular press article. Late papers will be assessed a 5-point deduction for each day the paper is late. "Late" means that the paper is submitted electronically after midnight on the date that it was due. A grading rubric for these papers is attached to this assignment.

## Service Learning

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Jun  
22

Due: Thursday, Jun 22 at 11:59 pm

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Service Learning Experience Report.docx [Download \(plugins/Upload/fileDownload.php?fileId=6f398bdb-1wSM-ol4U-iBO4-Nx7d63334e16&pubhash=sxtzcTN0jamxPR00KaDUMAdlVB3zCvoEDfNDEYBDQn84YWYy3yu7PAfry3VQw9UX9yr4ZEc7W8brDoNF1qplYw==\)](https://learningmanagement1.cengage.com/pluginfile.php/1000000000/course/overviewfiles/Service%20Learning%20Experience%20Report.docx?forcedownload=1)

Students who complete 11 hours of service or more will receive full credit for this assignment. Those who complete less than the 11 hours will receive a corresponding number of points (e.g., 9 hours = 9 points). Your final score for this assignment will comprise 5% of your final grade. Your **service learning report must be submitted** to receive either full or partial credit for this assignment.

### Point Breakdown

Categories	Percent of Grade
Quizzes	5%
Brief Writing Assignment	2.5%
Term Paper Assignments	15%
Case Presentation	2.5%
Service Learning	5%
Examinations	70%

### Schedule

Date	Column 1	Column 2
Week 1		
T May 02 Tuesday	<p>Introduction to Abnormal Behavior.pptx <a href="#">Download</a></p> <p>Critical thinking and writing about psychopathology</p>	<p>Chapter 1</p> <p>Brief article analysis example.docx <a href="#">Download</a></p> <p>Grading Guidelines for Psych 342 Final Papers.doc <a href="#">Download</a></p> <p>Example Popular Press Analysis.docx <a href="#">Download</a></p>
Th May 04 Thursday	<p>An Integrative Approach to Psychopathology.pptx <a href="#">Download</a></p> <p>An Integrative Approach to Psychopathology-Continued <a href="#">Download</a></p>	<p>Chapter 2</p> <p>Read Engel (1977)</p> <p>Read Worden et al. (2017)</p> <p><b>Chapters 3 &amp; 4 Quiz Opens</b></p>
Week 2		
T May 09 Tuesday	<p>Assessment and Diagnosis.pptx <a href="#">Download</a></p> <p>Assessment and Diagnosis (continued).pptx <a href="#">Download</a></p> <p>Research Methods.pptx <a href="#">Download</a></p>	<p>Chapters 3 &amp; 4</p> <p><b>Chapters 3 &amp; 4 Quiz Closes</b></p> <p>Sample Clinical Report.doc <a href="#">Download</a></p> <p><b>Journal Article Analysis Due</b></p> <p><b>Chapter 5 Quiz Opens</b></p>
Th May 11 Thursday	<p>Anxiety Disorders.pptx <a href="#">Download</a></p> <p>Anxiety Disorders - Panic Disorder and Specific Phobias.pptx <a href="#">Download</a></p> <p>Anxiety Disorders -Social Phobia and PTSD.pptx <a href="#">Download</a></p>	<p>Chapter 5</p> <p><b>Chapter 5 Quiz Closes</b></p> <p><b>Chapter 6 Quiz Opens</b></p>
Week 3		

T May 16 Tuesday	Obsessive-Compulsive Disorder.pptx <a href="#">Download</a>  Somatoform Disorders .pptx <a href="#">Download</a>  Dissociative Disorders.pptx <a href="#">Download</a>	Chapter 6 <b>Chapter 6 Quiz Closes</b> <b>Chapter 7 Quiz Opens</b>
Th May 18 Thursday	Mood Disorders - Understanding Depression and Mania.pptx <a href="#">Download</a>  Mood Disorders - Bipolar Disorders.pptx <a href="#">Download</a>	Chapter 7 <b>Term Paper: Specific Statements for Analysis Due</b> <b>Chapter 7 Quiz Closes</b>
Week 4		
T May 23 Tuesday	Mood Disorders and Suicide	Kirsch (1998) Exam 1 Practice Questions .docx <a href="#">Download</a> Midterm Exam Opens <b>Chapter 8 Quiz Opens</b>
W May 24 Wednesday		<b>Midterm Exam Opens</b>
Th May 25 Thursday	Eating and Sleep-Wake Disorders	Chapter 8 <b>Chapter 8 Quiz Closes</b> <b>Chapter 10 Quiz Opens</b> Derenne & Beresin (2006) Midterm Exam Closes
Week 5		
M May 29 Monday	<b>Memorial Day</b>	
T May 30 Tuesday	Sexual Disorders	Chapter 10 <b>Chapter 10 Quiz Closes</b> <b>Chapter 11 Quiz Opens</b> Holland (1989)
Th Jun 01 Thursday	Substance-related, Addictive, and Impulse Control Disorders	Chapter 11 <b>Chapter 11 Quiz Closes</b> <b>Chapter 12 Quiz Opens</b> <b>Term Paper: Thesis Statement and Description of Journal Articles</b>
Week 6		
T Jun 06 Tuesday	Personality Disorders	Chapter 12 <b>Chapter 12 Quiz Closes</b> <b>Chapter 13 Quiz Opens</b>
Th Jun 08 Thursday	Schizophrenia Spectrum and other Psychotic Disorders	Chapter 13 <b>Chapter 13 Quiz Closes</b> <b>Chapter 14 Quiz Opens</b>
Week 7		
T Jun 13 Tuesday	Neurodevelopmental Disorders	Chapter 14 <b>Chapter 14 Quiz Closes</b> <b>Chapter 15 Quiz Opens</b>

Th Jun 15 Thursday	Neurocognitive Disorders	Chapters 15 <b>Chapter 15 Quiz Closes</b> <b>Student Ratings</b>
Week 8		
T Jun 20 Tuesday	<b>Spring Exam Preparation (06/20/2017 - 06/20/2017)</b>	<b>Case Presentation Write-up Due</b> <b>Oral Case Presentation</b>
W Jun 21 Wednesday	<b>First Day of Spring Final Exams (06/21/2017 - 06/22/2017)</b>	
Th Jun 22 Thursday	Final Exam: 123 MARB 5:00pm - 6:50pm	Final Exam Practice Questions.docx <a href="#">Download</a> <b>Service Learning</b> <b>Term Paper: Final Paper Submission</b>

## University Policies

### Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>).

### Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

### Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no

cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## **Plagiarism**

Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law. Intentional Plagiarism-Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Inadvertent Plagiarism-Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance. Examples of plagiarism include: Direct Plagiarism-The verbatim copying of an original source without acknowledging the source. Paraphrased Plagiarism-The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own. Plagiarism Mosaic-The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source. Insufficient Acknowledgement-The partial or incomplete attribution of words, ideas, or data from an original source. Plagiarism may occur with respect to unpublished as well as published material. Copying another student's work and submitting it as one's own individual work without proper attribution is a serious form of plagiarism.

## **Respectful Environment**

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010