

# PSYC 2230: Abnormal Psychology

## Summer 2026

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This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
  - Perspective-Taking
  - Persuasion
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## COURSE DESCRIPTION:

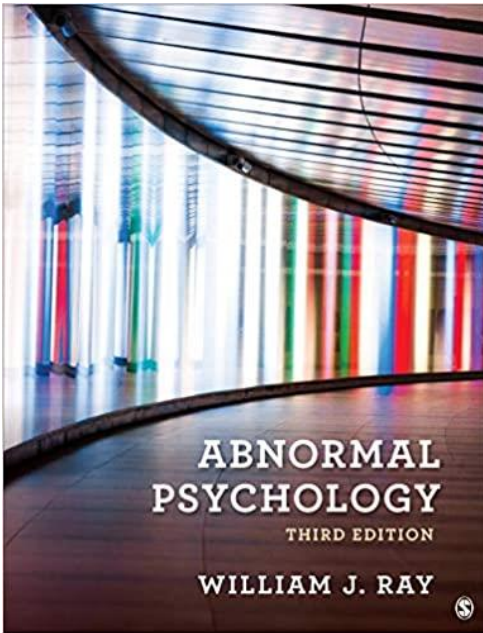
How are mental illnesses defined and diagnosed?

What types of mental disorders exist?

What contributes to the development of psychopathology?

How are these mental disorders treated?

Abnormal psychology, also known as psychopathology, mental illness, or mental disorders, is the study of the unusual or atypical patterns of behavior, emotion, and thought, often in a clinical context. As such, psychologists seek to i) classify and describe psychopathological conditions (e.g., types of mental, behavioral, neurocognitive, or personality disorders, ii) determine the underlying neurobiological and evolutionary processes that underlie these, and iii) identify and develop appropriate treatments including psychotherapeutics and cognitive and/or behavioral therapies. In this course, we will explore the different categories, classifications, and potential treatments of psychopathology. We will use concepts from psychology, neuroscience, and evolutionary biology in this exploration of mental diseases and disorders. The general goal of this course is to develop the ability to think like a psychologist, with respect to abnormal psychology



## COURSE MATERIALS AND RESOURCES:

Abnormal Psychology, 3<sup>rd</sup> Edition  
William J. Ray

Purchase via Perusall on Canvas

Laptop computer that connects to the university wifi and runs the quiz function found in Canvas.

All other materials (e.g., pre-class quizzes, case studies, additional readings, and all assignments) will be made available on Canvas.

## LEARNING OBJECTIVES:

After successfully completing this course, students should be able to:



**Identify** in context and **describe** the psychological and mental disorders



**Classify, categorize, and differentiate** psychological and mental disorders based upon their affective, behavioral, and cognitive signs and symptoms



**Explain** the etiology of psychopathology and **identify** treatments using neurobiological, evolutionary, psychological, and societal approaches



**Analyze** graphical representations of psychological data and **interpret** these data in context



Effectively **communicate** abnormal psychological information using text and graphical representations of data

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## COURSE POLICIES:

### Grading:

This course is graded on a straight scale – students are not competing against anyone else for their grades.

The most stringent scale used will be: 90-100% an A, 80-89% a B, 70-79% a C, 60-69% a D, and 59% or lower an F.

I highly recommend that students keep track of their own grades throughout the course of the semester. The grade estimates in Canvas are often inaccurate, as they reflect the students' scores on *graded and posted* assignments, not *all* of the assignments that have been submitted to date.

**Grade Repair:** Out of fairness, extra credit must be offered to all students and will not be offered on an individual basis. These grade repair options provide opportunities to add an extra 2% to the overall final semester grade. Each of the options are worth 1% point each.

Course Surveys: If  $\geq 85\%$  of students do the beginning-of-term survey and the final CIOS

Pre-and Post-Tests: Completing both the pre- and post-term quizzes

**Grade Changes:** Grades are not negotiable commodities. However, mistakes can and do occur. If a student feels an assignment or quiz has been incorrectly scored, notify the instructor by email as soon as possible. Any requests for adjustment of grades must be submitted in writing within seven (7) days of the grade posting. In all cases, the entire assignment will be re-evaluated, and a final, revised grade (higher or lower) will be assigned, if warranted.

Do not ask the instructor for additional points or "grade rounding." This type of request is asking the instructor to alter the academic grade or rating to obtain unearned academic credit, which is a violation of the Academic Honor Code.

**Attendance:** Active engagement in and reflections on the learning activities are critical for student success in this course. As part of their course grade, students will be evaluated based upon both their presence in the classroom and their active engagement in their learning experiences.

**Institute Approved Absences:** Any letter for Institute approved absences (e.g., conference presentations, athletic events or competitions, religious absences, and/or health emergencies) should be given to the instructor as soon as possible. If a student is requesting an absence due to religious observations, this request may be made informally with the instructor or via the request form submitted to the registrar. Absences for religious observations should be requested within the first two (2) weeks of the semester. Please see <https://registrar.gatech.edu/info/institute-approved-absence-form-for-students> for more information about approved absences.

**Extensions, Late-Work and Make-Ups:** No make-up exams will be administered unless the student has documented reasons of illness, family emergency, or participation in approved Institute activities. If a student needs to make up an exam, they will need to make prior arrangements to take the exam earlier, unless there is a medical emergency which prevents the prior arrangements. Please see here <https://catalog.gatech.edu/rules/12/> for more information about exam policies.

All late work will receive a 10% per day late penalty; however, students will be given one (1) late token. This late token will allow students an extra twenty-four hours (24 hr) to complete one (1) assignment without penalty. The use of the late token is not retroactive; that is, the student must notify the instructor at least 12 hours (12 hr) in advance of the assignment deadline when that they wish to use their late token.

The late token cannot be used to extend the deadline for assignments due on the last instructional day of class.

**Submitted Work Policy:** The most recent version of the submissions will be graded; if this submission is late, then the late penalty will be applied. In addition, it is the responsibility of the student to ensure that the instructor will be able to grade their work, and that the submission is complete. This means that students need to check the format of their work after it is submitted in Canvas. If the work is blank, the document converted text into symbols, the file format is corrupted or otherwise cannot be opened, etc., that work cannot be assessed and will be scored as a zero (0).

**Academic Integrity:** Georgia Tech seeks to cultivate a community based on trust, academic integrity, and honor. This Honor Code helps maintain an optimal learning environment that fosters academic and scholastic integrity. These include respecting the intellectual property of others, submitting your own individual work unless otherwise allowed by an instructor, and protecting your own academic work from misuse by others. All students are assumed to have read the GT Academic Honor Code and consented to be bound by it.

This Academic Honor Code prevents any students from gaining an unfair advantage through academic misconduct. For this class, specific examples of academic misconduct and dishonesty include:

- Plagiarism: the unattributed use of words and/or ideas of another person. Examples include, but are not limited to: words written by another person (including yourself for a previous class) or lifted from the internet with and without proper citation; ideas taken from another person without proper citation
- Unauthorized collaboration: working with someone else on graded work (e.g., assignments, quizzes, or presentations) without explicit permission from the instructor
- Use of unauthorized aids (including, but not limited to, online 'homework' help sites) during quizzes
- Unauthorized use of any previous semester course materials, such as tests, quizzes, homework, projects, and any other coursework, is prohibited in this course. Using these materials will be considered a direct violation of academic policy and will be dealt with according to the GT Academic Honor Code.

In short, students must produce their own work unless they are explicitly told otherwise. Students are more than welcome to use their notes and work with others for almost every aspect of the course except for quizzes/exams. However, students are responsible for ensuring that any writing assignments and presentations submitted are ultimately their own work.

**Policy on Use of Generative AI for Class Work:** In this class, the instructor treats AI-based assistance, such as ChatGPT and Copilot, the same way I treat collaboration with other people: for individual assignments, students are welcome to talk about their ideas and work with other people, both inside and outside the class, as well as with AI-based assistants.

However, all work students submit must be their own independent intellectual work. Students should never include in their assignments anything that was not directly written by them without proper citation (including quotation marks and in-line citation for direct quotes).

Including anything that was not written by the student or was not the student's own ideas in their assignment without proper citation will be treated as an academic misconduct case. If a student is

unsure where the line is between collaborating with AI and copying AI, I recommend the following heuristics:

***Heuristic 1:** Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment.*

Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.

***Heuristic 2:** Do not have your assignment and the AI agent open at the same time. Similar to the heuristic above, use your conversation with the AI assistant as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge.*

This heuristic includes avoiding using AI directly integrated into your composition environment: just as you should not let a classmate write content or code directly into your submission, you also should avoid using tools that directly add content to your submission.

Deviating from these heuristics does not automatically qualify as academic misconduct; however, following these heuristics essentially guarantees your collaboration will not cross the line into misconduct.

**Learning Accommodations:** I have designed this course with principles of Universal Design for Learning in mind to try to make this course accessible for all; however, I recognize that some students may have learning needs that require additional adaptations for their success. If this is the case, please contact the [Office of Disability Services](#) on campus. I am happy to accommodate student learning needs based on their recommendations. We will need to work together to achieve certain accommodations, such as extended time on exams.

**Technology Usage:** As research on learning shows, unexpected noises and movement automatically divert and capture people’s attention, which means everyone’s learning experience is affected if a cell phone, laptop, etc. makes noise or is visually distracting during class. The literature also demonstrates that students recall information better if they take notes by hand. Therefore, it is highly encouraged that students put electronic devices away and take notes using pen and paper.

However, there will be times in which students will need electronic devices to take quizzes, answer poll questions, or conduct some research on the internet, so please bring your laptop, phone, iPad, or other electronic devices to class. I will let you know when we will be using the devices and provide sufficient time for students to get started.

**Recordings of Class Sessions and Required Permissions:** Classes may not be recorded by students without the express consent of the instructor unless it is pursuant to an accommodation granted by the Office of Disability services. Students **may not record or share the materials** or recordings, including screen capturing or automated bots, unless the instructor gives permission.

Class recordings, lectures, presentations, and other materials posted on Canvas are for the sole purpose of educating the students currently enrolled in the course. Students who participate with their cameras engaged or utilize profile images are agreeing to have their video or image recorded.

## **STUDENT-FACULTY EXPECTATIONS:**

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. See <http://www.catalog.gatech.edu/rules/22/> [Links to an external site.](#) for an articulation of some basic expectation that you can have of me and that I have of you. In addition, we see diversity of backgrounds and perspectives as essential to learning, discovery, and creation. We strive to remove barriers to access and success, and to build an inclusive community where people of all backgrounds have the opportunity to learn and contribute to our mission. As outlined in our strategic plan (<https://strategicplan.gatech.edu/values>), we want to create an environment of holistic learning where all individuals can grow and learn to lead healthy, purposeful, impactful lives.

Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class. In the end, simple respect for knowledge, hard work, and cordial and professional interactions that assume best intentions of each other will help build a learning community and environment in which we handle the stressors of a semester with tolerance, compassion, and mutual respect.

## **TOLERANCE, COMPASSION, AND ASSUMING THE BEST:**

I have worked hard to be transparent as to why I have created the assessments and when they are due, as well as the expectations and criteria for success are for this course. However, I am sure that we will have issues with Canvas throughout the course, such as when it doesn't factor any manually scored items into the grades. In addition, we will not always have the same infrastructure as the course housed at the Atlanta campus.

I am also confident that we will be a community of learners, growing together along the way. When there are challenges, our collective tolerance, compassion, and assuming the best of each other will help us meet these challenges with grace and perhaps even humor.

## **ON ACADEMIC & PERSONAL SUPPORT:**

Even though this course is taught abroad, all Georgia Tech student resources are still available to you. Please see the module in Canvas for further details.