

Spring Semester 2022
PSY 238.001
Psychological Distress and Disorder
Syllabus

Instructor: Hannah Rose, MS, NCC, ACRPS, LCPC (she/her/hers)

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Office Location: Van Meter 219

Website: www.RoseWellnessCounseling.com

Office Hours: TBD

Zoom Links: TBD

The best form of contact is via email. I generally respond to emails within a 24-hour period (except some weekends when I am away and during scheduled holidays and breaks). If you do not receive a reply message within that time frame, please resend your message as it may have been lost in the endless abyss of the world wide web.

Course Description

This course presents different approaches to understanding and conceptualizing psychological distress and disorder. The major psychological disorders will be examined in cultural context. Different theoretical perspectives will be considered, as well as the ways in which psychological disorders have been and are currently treated. **Prerequisite: PSY 105 or PSY 111 (inactive).**

Course Schedule Begins on Page 8

This class is web-enhanced, which means that a large majority of your work will be submitted or done online. This will allow more time for us to review the material in class, lessens the impact of paper waste on the environment, and is just more convenient for us all, tbh. The PowerPoint presentations used in this class (as well as other helpful information) can be found on Canvas once the semester begins. Taking online quizzes and submitting papers must be done through the Goucher Canvas system. Failure to utilize these online systems will result in a poor grade in the course. If you have any problems or hesitations about the technology involved, please contact me as soon as possible in the beginning of the semester.

Course Goals

The primary goal of this course is to help enhance your thinking about psychological distress and disorder. Lectures, readings, discussions, and activities will focus on a broad range of psychological disorders, considered from a variety of theoretical perspectives. This course is geared toward both mastery of content and improvement/further development of critical thinking skills.

Learning Outcomes

Students who complete this course successfully will be able to:

1. Demonstrate knowledge and understanding of the diagnostic criteria for prevalent psychological disorders and an ability to apply this knowledge to conceptualize psychological disorders.
2. Articulate the strengths and limitations of the current diagnostic system.
3. Compare different models and perspectives for thinking about psychological distress and disorder.
4. Communicate effectively, sensitively, and empathically about psychological distress and disorder, both orally and in writing.
5. Understand cultural, ethical, and legal issues relevant to the conceptualization and treatment of psychological disorders.
6. Demonstrate more sophisticated critical thinking skills as the semester progresses.

Required Texts and Equipment

- Bridley, A., & Daffin, L. W. (2021). *Abnormal Psychology* (2nd ed.).
 - This text is only available online. See link below:
 - Free Online PDF found here: <https://opentext.wsu.edu/abnormal-psych/>
- A working computer with speaker/headphone, microphone, web browser, webcam, internet, Microsoft office software ---review Technology Resources for Online Classes FAQ - <https://www.goucher.edu/information-technology/technology-resources/faq-resources-for-online-classes> about Canvas, Zoom, getting a laptop, Internet access, and technical assistance.

Optional Texts

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). <https://doi.org/10.1176/appi.books.9780890425596>
- Comer, R. J. (2021). *Abnormal psychology* (11th ed.). New York: Worth Publishers
 - ISBN-10 : 1319190723
- <https://courses.lumenlearning.com/wmopen-psychology/chapter/introduction-to-psychological-disorders/>

Grading Metric

| Assignment | Date Due | Total Score | Percent of Final Grade |
|-----------------------------|---|--------------------|-------------------------------|
| Exam I | 2/25 | 35 | 9.04% |
| Exam II | 3/18 | 35 | 9.04% |
| Exam III | 4/22 | 35 | 9.04% |
| Quizzes | Throughout Course | 72 | 18.60% |
| Clinical Assignment | a. 4/11 b. 4/18 c. 4/25 d. 5/2 e. 5/6 | 110 | 28.42% |
| Class participation | Throughout Course | 100 | 25.84% |
| Total score for this course | | 387 | 100% |

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| 94 and above (A) | 73 – 76 (C) |
| 90 – 93 (A-) | 70 – 72 (C-) |
| 87 – 89 (B+) | 67 – 69 (D+) |
| 84 – 86 (B) | 63 – 66 (D) |
| 80 – 83 (B-) | 60 – 62 (D-) |
| 77 – 79 (C+) | Below 59 (F) |

Canvas

Canvas will include all lecture videos, assignments, and supplemental readings. Canvas is also the platform for you to submit worked assigned and ask clarifications/questions about course content. Other readings listed under the course schedule and that are not readily freely available via Goucher library database will be posted on Canvas. Any additional supplemental readings (not required) will also be posted.

Contacting Classmates

You can contact me by email and most of my emails for this course will be generated through Canvas. For team group purposes, please write down the names and contact information of classmates below.

| | |
|-------|--------|
| Name: | Email: |

(Or just take some time before/after class to put their contact information in your phones).

Course Assignments

Exams (105 points total; 35 points for each case exam)

Three open-book exams will be offered during the course of the semester. Each exam will consist of multiple choice questions and case vignettes for you to evaluate/diagnose/critically explore. The exams will not be cumulative. You are responsible for everything we cover in this course and everything listed on the syllabus for the exams. Make-up exams will be available only in the event of an excused absence (documentation may be requested). I reserve the right to substitute an alternate form of an exam for a make-up.

Quizzes (72 points total; 6 points for each quiz)

You will complete 12 short open-book quizzes throughout the semester covering all materials you have learned for that day (readings, lecture video, etc.).

Clinical assignment (110 points total)

This is a multi-part assignment that will deepen your understanding of mental health disorders. It allows you to demonstrate critical thinking skills in gathering, synthesizing, critiquing, and collaborating with others in your exploration of a mental health diagnosis. Please read the description of a section/part of the assignment (below) before you begin working on it.

- a. **Movie or TV Show Scene selection (10 points):** Select a scene from a movie or TV show (the scene must be 5 minutes or less) that depicts a character with a possible mental health disorder. As we all have different experiences about mental health concerns, please select a movie or show scene that is manageable for you psychologically. Submit YouTube clip on Canvas (check deadline in the course schedule below) along with the name of the show/movie, the character that you selected in the scene, and the mental disorder that this character may have (based on DSM V designation of mental disorders).
- b. **First Draft of Vignette (15 points):** In Vignette format, write a summary of your character as described in the movie/show. You will submit this vignette on Canvas to be peer-reviewed by one of your classmates. Your vignette will be one to two paragraphs (half a page single-spaced maximum) and must include the

following:

- a. The name of the movie/show character changed (an alias)
 - b. A culturally sensitive indication of the demographic information of the character (including age, race, ethnicity, gender/gender identity, sex, cultural background and any other critically relevant social identifiers)
 - c. The primary clinical symptoms of concerns with an adequate summary of frequency, duration, intensity, and type of symptomology.
 - d. Your clinical diagnosis of the character based on DSM V.
 - e. The primary clinical symptoms are aligned with each criterion of the diagnosis (review description and criteria for the diagnosis in the main textbook of this course).
 - f. An indication of potential and/or present (past and/or current) clinical risks (harm to self, harm to others, and/or suicide). State it if none of these clinical risks are present and/or past.
- c. **Peer Evaluation (20 points):** Submit your peer-review evaluation of a classmate's vignette on Canvas. Follow the instructions provided in the document Peer Review Guidelines to help in generating your review of a classmate's vignette (including accuracy in diagnosis, cultural sensitivity, and professional writing of the vignette). During your activity group meeting (or at your preferred team-determined time), in addition to accomplishing group activities based on the lecture video, you will spend time receiving feedback from the classmate that evaluated your vignette.
- d. **Final submission (35 points):** Submit the final draft of your vignette **(25 points)** and a two-page written reflection paper **(10 points)**.
- a. **Your final draft of the vignette (25 points)** (ensure to review the Successful Vignette generation document, adequate multicultural language, and parts of lecture video on vignette generation)
 - i. The name of the movie character changed (an alias) **(3 points)**
 - ii. A culturally sensitive indication of the demographic information of the character (including age, race, ethnicity, gender/gender identity, sex, cultural background and any other critically relevant social identifiers) **(4 points)**
 - iii. The primary clinical symptoms of concerns with an adequate summary of frequency, duration, intensity, and type of symptomology. **(4 points)**
 - iv. The clinical diagnosis of the character based on DSM V. **(4 points)**
 - v. The primary clinical symptoms are aligned with each criterion of the diagnosis (review description and criteria for the diagnosis in the main textbook of this course). **(6 points)**
 - vi. An indication of potential and/or present (past and/or current) clinical risks (harm to self, harm to others, and/or suicide). State it if none of these clinical risks are present and/or past. **(4 points)**
 - b. **One to two-page written reflection paper (10 points).** The written reflection will include...
 - i. Reflections on the feedback received from your peers (how you agree or disagree with it and how all of that impacted your revised and final draft of your vignette) **(4 points)**
 - ii. Thoughts/comments on your creation of your vignette and the movie or show you selected **(3 points)**
 - iii. 2-3 lessons learned about mental health diagnosis and yourself as a (potential) future mental health professional. **(3 points)**
- e. **Presentation of Scene (25 points):** Watch the full movie or episode of the show outside for class. Show

your clip in class, then verbally present your case. You may include details from the movie/show that are not in the clip itself to provide context. We will choose dates for the presentations in class. These presentations will be 10 minutes or less and will be a fun opportunity to share your scene with the class! While this is the last part of the clinical assignment, it is the most fun and easiest. Thus, we will save the last week of class for these presentations.

Class participation (100 points total)

To actively participate in the course, you will need to complete the following:

- a. **Reading/Audios/Videos (34 points):** In order to fully participate in this course, students are expected to have read any materials assigned prior to review of lecture video and/or completion of course activities scheduled in a given day. Note that additional readings (those not in your textbook) will be posted on Canvas. Most readings are listed on this syllabus; short readings may also be assigned during the course of the semester. For each of the major disorders we cover, you will be walked through the DSM diagnostic criteria via videos that use PowerPoint slides. Other content related to the etiology and treatment of the disorders will also be presented in this way. Links to these videos will be on Canvas. These videos serve as additional support in the review of each disorder covered in the course. We will engage with the readings in depth in the lecture video – it will be important for you to have the background necessary to discuss the topic of a day in a critical way. All of what you read/watched/listened to will not be all reiterated in the lecture video and any of the reading materials may still be asked in a quiz or a case exam.
- b. **Reflection Papers (24 points):** You will be asked to complete reflection papers related to either the readings/audios/videos assigned and/or the topic of the day. Most of the reflection papers apply what you have read and allow you to offer an opportunity to discern what you have grasped from the reading and what areas you need to request clarification on. They should be a few paragraphs minimum, 2 pages maximum. A total of 8 reflection papers will be given and **you must submit at least 6** (4 points per paper). Homework points are granted on a complete vs. not completed manner. The topics of the reflection papers are personal to you and will not be shared with your classmates. If you are uncomfortable answering a reflection paper question, please contact me directly. See below for the topics of the reflection papers:
 - a. 1. Why am I taking this course?
 - b. 2. Which model do I like best and why?
 - c. 3. What are my stressors, and how do I cope with stress?
 - d. 4. What is my experience of the class so far?
 - e. 5. What are ways I nurture myself and my body?
 - f. 6. Why am I a Psych (or another) major, and what do I want to do when I'm older?
 - g. 7. Have I been diagnosing myself or others throughout this class?
 - h. 8. What have been my favorite parts of the class? What would have liked to see more & less of?
- c. **Commentaries about the topic of the day (32 points):** You must submit **eight** commentaries (4 points per commentary) about readings/videos/audios assigned or the lecture video for this course. These commentaries will allow you to critique, ask clarifications, or share additional critical and relevant comments about any materials offered on a topic of this course. They should be a few paragraphs

minimum.

- a. Commentaries may be answers to the following questions:
 - i. What are you learning?
 - ii. What has been surprising?
 - iii. What themes are you taking away?
 - iv. Anything useful?
 - v. How does this help you as a developing researcher or clinician?
 - vi. What's been confusing?
 - vii. Anything you disagree with or perceive differently?
 - viii. How does the content relate with your previous learning/knowledge?

d. Comportment (10 points):

- a. Participation entails responding in a timely manner to the instructor and/or other students in this course, when necessary.
- b. Students seek the instructor's feedback as soon as possible when necessary in order to ensure timely reception of clarification and/or resolution of issues of concern.
- c. This course will present ideas and conceptualizations in alignment with the research, values, and mission of the field of counseling psychology, the instructor's degree and education. Culturally inclusive (terminology, discussions, and others) and empowering perspectives of marginalized communities will predominantly be enforced in this course. Students accept and demonstrate openness to challenges, feedback, and/or comments offered to increase their competency in any of the course materials.
- d. We all contribute creating and maintaining an inclusive environment that is conducive to learning. Keep etiquette by having relevant, thoughtful, and civil disclosures and comportment. As parts of this course will be online due to COVID restrictions, please ensure to maintain adequate e-etiquette. E-etiquette is also required for any communication you maintain with the instructor.

Not meeting any or all participation expectations and/or limited utilization of adequate communication related to this course, limited respectful and civil participatory skills, and/or faulty comportment will result in losing partial or full points. The severity of the concern and its subsequent point deduction in class participation or in the overall course grade will be at the discretion of the course instructor.

Extra Credit

Students can earn up to 5% additional points (**up to 19 points maximum**) to their total score of this course.

The extra credit opportunity is for students to read a memoir of their choice and to submit a supplemental commentary on it (1 page minimum, 2 pages maximum). This commentary must include:

- a. Why you chose this book
- b. Brief summary of the book
- c. Symptomology of the author
- d. Specific DSM-V criterion you've observed in the author's account of their experiences.

Course Schedule

| Date | Topics Covered | Required Reading/Video Before Class Begins | Homework Due Before or During Class | Homework Assigned |
|-------------------|--|--|-------------------------------------|---|
| 1/31 Monday | Course introduction, student & professor introduction, syllabus review | None 😊 | | Reflection Paper 1: Why am I taking this course? |
| 2/2 Wednesday | Introduction to Psychological Distress & Disorder | Part I – Module 1 | Reflection Paper 1 | |
| 2/4 Friday | More Introduction: Stigma, Classification, History, & Research, | | | |
| 2/7 Monday | Exploring the Different Models of Conceptualizing Disorders | Part I – Module 2 | | |
| 2/9 Wednesday | Continuation of Models | | | Reflection Paper 2: Which model do I like best and why? |
| 2/11 Friday | Clinical Assessment, Clinical Diagnosis, and Clinical Treatment | Part I – Module 3 | Reflection Paper 2 | |
| 2/14 Monday | Mood Disorders | Part II – Module 4.1 and 4.2 | | |
| 2/16 Wednesday | Mood Disorders | Part II – Module 4.3 and 4.4 | | |

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| 2/18 Friday | Mood Disorders | Part II – Module 4.5 | | |
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| 2/21 Monday | Trauma & Other Stress Related Disorders | Part II – Module 5.1 through 5.3 | | |
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| 2/23 Wednesday | Trauma & Other Stress Related Disorders | | | Reflection Paper 3: What are my stressors, and how do I cope with stress? |
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| 2/25 Friday | Trauma & Other Stress Related Disorders | Part II – Module 5.4 through 5.6 | Reflection Paper 3 & Exam 1 | |
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| 2/28 Monday | Dissociative Disorders | Part II – Module 6.1 through 6.3 | | |
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| 3/2 Wednesday | Dissociative Disorders | | | |
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| 3/4 Friday | Dissociative Disorders | Part II – Module 6.4 and 6.5 | | |
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| 3/7 Monday | Anxiety Disorders | Part III – Module 7.1 and 7.2 | | |
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| 3/9 Wednesday | Anxiety Disorders | | | Reflection Paper 4: What is my experience of the class so far? |
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| 3/11 Friday | Anxiety Disorders | Part III – Module 7.3 through 7.5 | Reflection Paper 4 | |
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| 3/14 Monday | Somatic | Part III – Module 8.1 through 8.3 | | |
| 3/16 Wednesday | Somatic & OCD | Part III – Module 8.4 through 8.6 | | |
| 3/18 Friday | OCD & Other Related Disorders | Part III – Module 9 | Exam 2 | |

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| 3/21 Monday | Spring Break! | N/A | N/A | N/A |
| 3/23 Wednesday | Spring Break! | N/A | N/A | N/A |
| 3/25 Friday | Spring Break! | N/A | N/A | N/A |

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| 3/28 Monday | Eating Disorders | Part IV – Module 10.1 and 10.2 | | |
| 3/30 Wednesday | Eating Disorders | | | Reflection Paper 5: What are ways I already/can start to nurture myself and my body? |
| 4/1 Friday | Eating Disorders & Substance Use Disorders | Part IV – Module 10.3 through 10.5 | Reflection Paper 5 | |

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| 4/4 Monday | Substance Use Disorders | Part IV – Module 11.1 and 11.2 | | |
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| 4/6 Wednesday | Substance Use Disorders | | | |
| 4/8 Friday | Substance Use Disorders | Part IV – Module 11.3 through 11.5 | | |
| 4/11 Monday | Schizophrenia & Other Psychotic Disorders | Part V – Module 12.1 and 12.2 | Clinical Assignment Part A | |
| 4/13 Wednesday | Schizophrenia & Other Psychotic Disorders | | | Reflection Paper 6: What do I hope to accomplish with a degree in Psych, and what do I want to do when I'm older? |
| 4/15 Friday | Schizophrenia & Other Psychotic Disorders | Part V – Module 12.3 through 12.5 | Reflection Paper 6 | |
| 4/18 Monday | Personality Disorders | Part V – Module 13.1 and 13.2 | Clinical Assignment Part B | |
| 4/20 Wednesday | Personality Disorders | | | Reflection Paper 7: Have I been diagnosing myself or others throughout this class? |
| 4/22 Friday | Personality Disorders | Part V – Module 13.3 through 13.5 | Reflection Paper 7 & Exam 3 | |
| 4/25 Monday | Neurocognitive Disorders | Part VI – Module 14.1 and 14.2 | Clinical Assignment Part C | Reflection Paper 8: What have been my favorite parts of the class so far? |

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| 4/27 Wednesday | Neurocognitive Disorders | Part VI – Module 14.3 and 14.4 | Reflection Paper 8 | |
| 4/29 Friday | GIG! | N/A | N/A | N/A |

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| 5/2 Monday | Contemporary Issues | Part VI – Module 15.1 and 15.2 | Clinical Assignment Part D | |
| 5/4 Wednesday | Being a Therapist 101 | Part VI – Module 15.3 and 15.4 | | |
| 5/6 Friday | Final Presentations | | Clinical Assignment Part E | |

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| 5/9 Monday | Final Presentations | | | |
| 5/11 Wednesday | Last class! | Have a | great | summer!!!!!! |
| 5/13 Friday | N/A | | | |

Course Policies

Late Work: In our pandemic times, I will attempt to be as flexible as possible when challenging circumstances related to COVID-19 emerge. I appreciate and am more inclined to grant extension when students contact me in advance or as soon as possible about the lateness of their work. If you are unable to inform me in advance, please at least let me know that your work is late. Students will lose 5% per day late for any assignment in this

course. Note that work offered 3 days after it is due (without previous agreement or communication with me), will not be accepted or graded – it will automatically receive a F.

Extra Credit: Extra credit opportunities will be offered throughout the course. Extra credits will allow you to obtain an increase of up to 5% of your final total score in this course. All extra credit opportunities must be completed by 5/11/2022.

Religious Observance Policy: If you need to request accommodation for religious observance, fill out the Religious Observation Form and submit it to your instructor as soon as possible and at least two weeks before the observance. If you communicate in a timely manner and complete any mutually agreed upon make-up work, any such absences or schedule changes will be excused and will not adversely affect your grade.

Grades of Incomplete or Pass/Fail: A student may change their grade from a letter grade to a Pass/Fail up to the 5th day of the course. A student who has completed 75% or more of the assigned work in this course and has an average of C- or above in the already completed work may request to receive an incomplete grade. A student granted an incomplete grade must submit the remaining work based on the agreement made with the instructor and in accordance with academic policies on incomplete submission deadline for a given semester.

Plagiarism and Academic Dishonesty: Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism meets the criteria of academic dishonesty and the instructor will determine students' penalty for this offense based on procedures and recommendations from the academic honor code and the provost office.

Turnitin.com and FERPA: In all classes, faculty must notify students if the Turnitin service may be used. Student papers are protected by the Family Educational Rights and Privacy Act (FERPA) as they are educational records that contain personally identifiable information. If faculty submits a paper or an excerpt from a paper on behalf of a student for evaluation by Turnitin, an alias must be used instead of the student's name and faculty will ensure that any identifiable personal information is removed before submission.

Academic Honor Code: At Goucher College, we honor freedom of expression, inquiry, and action. In return, we expect consideration of others, academic integrity, and a commitment to the value of truth. The tradition of freedom with responsibility at Goucher is fundamental to the ideals to which the life and work of the college are dedicated. The courage to challenge, the praise for honesty and effort, and the appreciation for commitment or involvement make our community open to truth and knowledge rather than to ignorance and misunderstanding. These same principles are relevant when we interact with the nonacademic world. It is important for each of us to be thoroughly familiar with the principles and procedures of the Academic Honor Code, which obliges each member of the Goucher community. Please review the academic honor code and the criteria for academic dishonesty here: <https://www.goucher.edu/learn/documents/Academic-Honor-Code.pdf>.

Participation and Attendance: Attendance will be interwoven with participation, which means that your daily

engagement in course content (i.e. activities, commentaries, and homework completion) will serve as evidence of your attendance and participation in this course. Check the Absence Due to Personal Medical Emergency document in case they have to be absent from the class for a longer period of time than your attendance policy allows: <https://www.goucher.edu/learn/provost/associate-provost-for-undergraduate-studies>

When engaging in activities in a group on Zoom, whenever possible, turn your camera so that your peers will be able to see you. I recommend that you do your best to find a quiet location where you will not be disturbed to work with your peers on activities. In this virtual environment, I understand that the occasional interruption or technological issues will happen (including on my end in the recorded lecture videos). If you do not have a camera or if you cannot turn it on for personal reasons, please email me privately on Canvas.

Recording Policy: I will audiovisually record my lecture videos when we are on Zoom. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute themselves and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded for course activities, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The content of this group chat will also be captured as part of the recording.

E2 Campus Emergency Notification System: In an ongoing effort to better disseminate information during emergencies and campus closings, Goucher has implemented the e2Campus Notification System. The notification system will only send information regarding emergencies and campus closings as text messages to your mobile phone. To receive these messages, you must be registered in the system. Click the following link for information about how to create your E2Campus account.

Navigate

Important information is available to you through Navigate. Throughout the term (and especially during the 5th and 9th weeks of the semester), you will receive feedback regarding your academic performance. You can view all of this feedback by logging into the desktop version of Navigate at <https://goucher.campus.eab.com/>. You will be sent an email if your professor is concerned about your performance in this class. (Positive feedback is found solely on the Navigate website.) These emails are intended to help you be successful in your Goucher courses. Please open the emails and follow the recommendations!

Navigate allows me to (1) request that you schedule an appointment by going to Navigate, (2) share information regarding your course progress with your advisors (faculty and staff) or other support offices, and (3) recommend that you contact a specific campus resource, such as ACE, the Writing Center, QR center, etc. You may also be contacted directly by one of these services.

Support Services for Students

Academic Center for Excellence (ACE):

The Academic Center for Excellence (ACE) is an academic and advising support center that includes Academic Success Coaching, the Office of Accessibility Services, and Success Advising.

Academic Success Coaching

ACE's Academic Success Coaching program provides individual academic success coaching sessions and academic skills workshops to all Goucher students on various topics, including time management, organizational skills, research-based study strategies, and reading and note-taking skills

<http://www.goucher.edu/learn/academic-support-and-resources/ace/>

Academic Advising

All first-year students will have a pre-major academic advisor to assist you with academic planning. Your advisor will assist you in navigating the resources, expectations, and challenges of being a new Goucher student.

<https://www.goucher.edu/learn/academic-support-and-resources/academic-advising/advising-resources>

Accessibility Services:

Goucher College seeks to provide equal educational opportunities for qualified students with disabilities. This is consistent with our Community Principle of Inclusion, which states that we will acknowledge and embrace the unique gifts and differences of our community members. We are committed to compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA), and other relevant state and federal legislation.

The Office of Accessibility Services (OAS) works with faculty, staff and students to provide appropriate accommodations so that students have an equal opportunity to participate inside the classroom and in college programs and activities.

If you have not yet established services through OAS, but have a disability that requires accommodations or temporary impairment (conditions include but are not limited to; mental health, attention-related, learning, vision, hearing, physical or health impacts), please visit the Accommodations and Services section on the Accessibility Services webpage to make a request and submit documentation:

<https://www.goucher.edu/accessibility-services/accommodations-and-services/>.

The Coordinator of Accessibility Services, Amanda Freeman, is available by appointment to answer questions and discuss any implementation issues you may have. Please address general inquiries to access@goucher.edu.

Center for Race, Equity and Identity

The Center for Race, Equity and Identity (CREI) invites all students to engage in educational and co-curricular opportunities dealing with social justice, intersectionality and Critical Race Theory (CRT). CREI seeks to foster an

environment in which marginalized and oppressed community members feel affirmed and comfortable exploring and expressing their identities. From individual advising to group support and workshops open to the public, many services are offered to help build community and support your success. Learn more at www.goucher.edu/experience/equity-and-identity/center-for-race-equity-and-identity/

Library

Our librarians help students through the entire research process: from choosing a research topic to publishing that senior thesis, and everything in between. There is a lot of information out there and librarians can help you find, organize, and contextualize it. Get started with your research by visiting the library homepage at <https://www.goucher.edu/library/> or get help from librarians at [goucher.libanswers.com/](https://www.goucher.edu/libanswers.com/). You can text your question to 410-609-5539, request a research appointment, or email a librarian at library@goucher.edu.

Quantitative Reasoning Center

The Quantitative Reasoning (QR) Center supports students in mathematics, science, social science, and other courses with a QR emphasis with programming for student development of quantitative literacy and applications of mathematics and math-based skills to real-life situations. Check out the QR Center website for more information. Please contact qrcenter@goucher.edu if you have questions.

Student Counseling Center

The Student Counseling Center offers a variety of services to support the emotional wellness and academic success of students. In addition to psychoeducational outreach, workshops, and groups, confidential individual psychotherapy services (typically 1-12 sessions) are available at no charge, as well as referral to community providers for students needing longer term or specialized services. Students also have free, 24/7 phone access to licensed mental health clinicians by calling 855-236-4278. For more info or to schedule an appointment, call 410-337-6481.

<http://www.goucher.edu/experience/staying-healthy/counseling-services/>

Title IX Office

Goucher College seeks to provide an environment that is free of bias, discrimination, and harassment. If you have been the victim of discrimination/sexual harassment/misconduct/assault, we encourage you to report this. If you report this to a faculty member, they must notify our Title IX coordinator about the basic facts of the incident including your name. For more information about your options at Goucher visit: <https://www.goucher.edu/title-ix/>.

Additionally, there are confidential resources available to you on campus who do not have to share your disclosure with the college:

- a. Health and Counseling Services: 410-337-6050 for Health Center appointments; 410-337-6481 for Counseling Center appointments,
- b. Chaplain Maeba Jonas: chaplain@goucher.edu
- c. Rabbi Josh Snyder: 410-337-6545
- d. Peer listeners: extensively trained students, to listen about whatever students need to talk about; contact information will be available soon
- e. Survivor Advocates: Post Bac students (preparing for med school) survivor.listening@goucher.edu

Writing Center

The Writing Center serves the Goucher community by offering one-on-one consultations on any issue related to writing, from brainstorming ideas to polishing drafts. We believe that all writers need readers; therefore, each one of our tutoring sessions is a collaboration between the student and the tutor, individually designed to help meet their particular needs. In addition to writing support, we offer speaking sessions for English language learners, and we can be a practice audience for oral and group presentations. Drawing from the strengths of our curriculum, our tutors represent a variety of disciplines and receive extensive training in both the theoretical and practical aspects of tutoring and learning. While the Center mainly operates on an appointment-based schedule, we also offer walk-in hours.

We look forward to working with you! Please reach out to us if you have any questions or need help scheduling your appointment.

Contact: gwctutor@gmail.com

Website: <https://blogs.goucher.edu/writingcenter>

Schedule: <https://goucher.mywconline.com>

Social Media: Twitter (GoucherWritingCenter) | Facebook (Goucher College Writing Center) | Instagram (GoucherWritingCenter)