Instructor: Leigh T. Kirby, Ph.D., LPC  
Office: Human Services Building, Room 229  
Cell Phone: 214-417-9780

Course Time: Tuesday 7:15 pm to 9:45 pm  
Location: Class meetings will be face to face in  
HTSC Room 318

Office Phone: 936-468-1250  
Email: leigh.kirby@sfasu.edu  
Office Hours: Wednesday, 9:30 am to 11:30 am  
Thursday, 1:00 pm to 4:00 pm  
Credits: 3 hours

Course Description: PCOU 5310 Survey of Abnormalities includes an introduction to behavioral disorders. Psychological, biological, and social factors in the development, diagnosis, and treatment of psychopathology are studied. The course will cover the most important groups of behavioral disorders, and students will practice diagnosing some of these disorders and writing case conceptualizations. PCOU 5310 Survey of Abnormalities does not have prerequisites.

Course Format:  
This course will use a variety of teaching methods including readings, discussions, class activities, experiential groups, and case conceptualizations. Students are expected to be prepared for discussion by completing the reading assignments BEFORE coming to class. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities, and assignments.

Required Texts:  


Face-to-Face Lecture  
Typically meets once each week in 150-minute segments for 15 weeks, but the format could possibly change because of COVID-19 restrictions for class capacity. Students have significant weekly reading assignments, are expected to take regular reading quizzes and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.

Diversity Statement  
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility,
faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionality, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

**COVID-19 MASK POLICY**
Masks (cloth face coverings) are encouraged to be worn over the nose and mouth in this class and appropriate physical distancing should be observed.

**Program Learning Outcomes**

**Professional Orientation and Ethical Practice (CACREP 2.F.1)**
Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

**Social and Cultural Diversity (CACREP 2.F.2)**
Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

**Human Growth and Development (CACREP 2.F.3)**
Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

**Career Development (CACREP 2.F.4)**
Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

**Counseling and Helping Relationships (CACREP 2.F.5)**
Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

**Group Counseling and Group Work (CACREP 2.F.6)**
Students demonstrate competency in preparing and facilitation of group counseling.

**Assessment and Treatment Planning (CACREP 2.F.7)**
Students identify effective assessment strategies in order to facilitate treatment planning.

**Research and Program Evaluation (CACREP 2.F.8)**
Students evaluate research methods to inform evidence-based practice.

The mission of the Perkins College of Education (PCOE) is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. As such, the Masters of Arts degree in Professional Counseling located in the Department of Human Services in the PCOE supports this mission. Specifically, as described in this syllabus, PCOU 5310 follows the mission, vision, and core values of the PCOE as they align with the counseling curriculum, clinical experiences, and assessments.

**Objectives/Learning Outcomes:**
Through the activities and objectives of PCOU 5310 students will become competent, successful, caring, and enthusiastic counseling professionals dedicated to responsible service, leadership, social justice and continued, lifelong professional and intellectual development in an interconnected global society. Through regular attendance, assignments, and discussions related to the discipline, students will strive for academic excellence through critical, reflective, and creative thinking. Students will also be given the opportunity for collaboration and shared decision making. By means of classroom interactions and course content, students will develop openness to new ideas, to
culturally diverse people, and to innovation and change. As described in this syllabus, COU 5310 follows the mission, vision, and core values of the Perkins College of Education and Stephen F. Austin State University. Additional information on the Perkins College of Education’s Conceptual Framework and Vision, Mission, Goals, and Core Values can be found on the PCOE webpage.

**COMPETENCIES/STANDARDS/GOALS**

Student will demonstrate understanding of the following:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Activities</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes and identifies etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</td>
<td>Textbook, lecture, class discussions</td>
<td>Quizzes and Case Conceptualizations</td>
<td>CACREP CMHC 5.C.2.b</td>
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<td>Understands and utilizes the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and The International Classifications of Diseases (ICD)</td>
<td>Textbook, lecture, class discussions</td>
<td>Quizzes and Case Conceptualizations</td>
<td>CACREP CMHC 5.C.2.d CRC 5.D.2.f</td>
</tr>
<tr>
<td>School counselors to help identify characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</td>
<td>Lecture and Class Discussions</td>
<td>Case Conceptualizations</td>
<td>CACREP SC 5.G.2.g</td>
</tr>
<tr>
<td>Students will evaluate biological, neurological, and physiological factors that affect human development, functioning, and behavior</td>
<td>Textbook, Lecture, Class Discussions, Case Evaluations</td>
<td>Case Conceptualizations and Quizzes</td>
<td>CACREP 2.F.3.e</td>
</tr>
<tr>
<td>Demonstrates ethical and culturally relevant strategies for promoting resilience and optimum development and wellness for individuals with mental illness.</td>
<td>Lecture, Class Discussion</td>
<td>Case Conceptualizations and Quizzes</td>
<td>CACREP CMHC C.2.j CACREP 2.F.3.i</td>
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<td></td>
<td></td>
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<td>CACREP Sect 2.F.5.D</td>
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<tr>
<td>COURSE REQUIREMENTS:</td>
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<tr>
<td>Grades will be assigned based on the quality of each student’s fulfillment of the following requirements. Rubrics will be provided for all activities in which students receive points.</td>
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</table>

**Professionalism**

Part of your success in this class and in college is related to sharing your ideas in class, collaborating, and working equitably with peers, and treating your peers and the instructor with respect both in and out of class. Professionalism also includes appropriate behaviors during lectures and presentations. When someone is speaking to the class or making a presentation, professionals do not engage in conversations, read the paper, check their email, or participate in other distracting behaviors that detract from the audiences’ attention to the speaker. Question to consider: Based on the expectations described, how well did I demonstrate professionalism throughout the course?

Students are expected to respect one another in the classroom. This includes not talking while other students or the instructor are talking and being courteous and non-judgmental regarding the comments of other students. If you feel uncomfortable with what someone is saying (or the course content), pause and try to see the world from their perspective. Ask yourself, why am I feeling uncomfortable? It may be an opportunity for personal growth.

**Basic Ground Rules for Participation**

You will be treated and respected as a professional. Due to the nature of discussions involved in this class, it is important that we respect each other’s opinions and values. Likewise, there should be empathy and understanding for the personal impact that can occur in those with whom we interact or discuss in class. You are expected to participate in classroom activities and discussions in such a manner as to maximize learning for yourself and your classmates. The following basic ground rules apply to this class:

- Value differences.
- One person speaks at a time.
- Laugh with each other – not at each other.
- Maintain confidentiality.
- Have consideration for opinions other than your own.
- No one dominates – everyone participates.
- Keep an open mind – seek to understand others’ viewpoints.

**Participation:**

Each student is expected to actively participate and contribute to the learning process within the course (discussion of text/topics, demonstration, and experiential activities). Participation occurs through questions, discussions, and other contributions. Students should be very active in the class discussions and are expected to read all specified materials BEFORE coming to class. Interaction is a significant part of the class, and every student is expected to contribute as appropriate. Students are responsible for obtaining class notes if they missed a class. Students also listen to others and never display disruptive behavior in class. In-class participation is required to earn points.

**Case Conceptualizations:**

Three case conceptualization papers will be completed during the semester. The focus will be on case conceptualization, diagnosis, and proposed evidence-based treatment. The DSM-5 criteria and amendments to the DSM-5 will be used for the diagnosis. Each paper is worth 100 points. They must be submitted to both D2L and Livetext by the deadline.
Midterm Exam:
The Midterm Exam will consist of a multiple-choice quiz that is worth 40 points and a written case conceptualization that includes diagnosis and differential diagnosis and is worth 80 points. The exam will require students to apply what they have learned to this point.

Final Exam:
The Final Exam will consist of a multiple-choice quiz that is worth 40 points and a written comprehensive case conceptualization that includes diagnosis and differential diagnosis and is worth 80 points. The exam will require students to apply what they have learned to this point.

APA Style:
All written assignments should be typed, double spaced, and follow the APA 7th Style guidelines and submitted to the dropbox by the date and time noted on the timeline. Late assignments will not be accepted unless arrangements are made in advance with the instructor. Late assignments may lose 10 points per day.

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<th>Grading Criteria</th>
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<tbody>
<tr>
<td>A = 89.5% or above</td>
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<td>B = 79.5 % to 89.4%</td>
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<tr>
<td>C = 69.5% to 79.4%</td>
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<tr>
<td>D = 59.5% to 69.4%</td>
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<tr>
<td>F = 59.4% or below</td>
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Evaluation and Assessments
Grades will be assigned based upon the quality of each student's fulfillment of the course requirements. No additional assignments will be given or accepted for “extra credit.” There are no late assignments in this class. All assignments are due by the date indicated in the syllabus and on D2L. D2L and Livetext will cut off at the designated times, and students will not be able to submit assignments after those times. Technology problems that occur within the last hour an assignment is open will not be accepted as justification for further consideration.

Assessment Points
Getting Started Quiz 10 Participation 50 Case Conceptualization 1 100 Case Conceptualization 2 100 Case Conceptualization 3 100 Midterm Case Conceptualization 80 Midterm Quiz 40 Final Exam Case Conceptualization 80 Final Exam Quiz 40 Total Points

GRADING
Video Clip Review (Completed in class) 10
Attendance/Participation in class 50
Case Conceptualization 1 100
Case Conceptualization 2 100
Case Conceptualization 3 100
Midterm Quiz 40
Midterm Case Conceptualization 80
Final Exam Quiz 40
Final Exam Case Conceptualization 80

TOTAL 600
LiveText/Watermark Statement: This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

FEM Statement: FEM is used for field experiences, practicum, and internships in a way to document the offsite experiences.

Course Evaluations: Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Student Ethics and Other Policy Information

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12-day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Graduate Students are expected to be in class, but I understand life happens. Notify professor in an e-mail about absences from class. Do not provide personal information but inform professor of absence. I would like to you to attend all classes but understand if that is not possible. Two absences from class are permissible, but three absences will result in letter grade drop. Four or more absences will result in possible failure of the class.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the
accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

**Academic Integrity (A-9.1)**
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Most students who plagiarize do so unintentionally. However, that does not lessen the consequences.**
The following websites have excellent information regarding plagiarism and proper citation methods.
I strongly recommend that you review this information.
http://www.msresource.com/format.html
http://owl.english.purdue.edu/owl/printable/589/

*Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points.*

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Even if plagiarism is accidental you will still receive consequences in my class. Consequences could be a zero for the assignment, a failing grade in the course, written up remediation plan to address academic integrity concerns, or removal from the Professional Counseling Program.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades: Policy 5.5**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service...
(6.14). If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Student Code of Conduct: Policy 10.4**
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**ACA Code of Ethics**
All students are expected to adhere to the ACA Code of Ethics and the Texas LPC Rules throughout the program. School Counseling students are expected to also adhere to the Code of Ethics for the Texas Educator. A violation of any applicable code or professional rules may result in the assignment of a failing grade for the course and removal from the program. Violations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.  
https://www.counseling.org/resources/aca-code-of-ethics.pdf

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:**

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

   A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

   You are eligible to request a Preliminary Criminal History Evaluation if:

   - You enrolled or planning to enroll in an educator preparation program or
• You are planning to take a certification exam for initial educator certification, and
• You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TEES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu

Counseling and Mental Health Services
SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741
***RUBRICS will be provided for all assignments in D2L

Course Outline/Calendar (Homework assignments will be announced in class the week before they are due)  
*****All dates and assignments subject to change depending on course needs and circumstances. Notices will be provided in advance.

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPTERS and CLASS DISCUSSION</th>
<th>Readings/Assignments</th>
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| Aug 24 | Introduction/Orientation  
Syllabus Review  
Schedule  
Review APA Style |                                                                         |
| Aug 31 | Chapter 1: Abnormal Behavior in Historical Context                                           |                                                                         |
| Sept 7 | Chapter 2: An Integrative Approach to Psychopathology  
Chapter 3: Clinical Assessment and Diagnoses                                                 | Video Clip Case Conceptualization                          |
| Sept 14| Chapter 4: Research Methods  
Practice Case                                                                                       |                                                                         |
| Sept 21| Chapter 5: Anxiety, Trauma, Stressor-Related, and Obsessive-Compulsive and Related Disorders  
DSM-5 Obsessive-Compulsive and Related Disorders                                              |                                                                         |
| Sept 28| Chapter 7: Mood Disorders and Suicide  
DSM-5: Bipolar and Related Disorders                                                             |                                                                         |
| Oct 5  | Attending Conference in Atlanta – Guest Speaker?  
Chapter 6 & DSM-5: Somatic Symptom & Related Disorders  
DSM-5: Depressive Disorders                                                                     | Case Conceptualization 1 Due by Sunday at 11:59pm          |
| Oct 12 | Chapter 8: Eating and Sleep-Wake Disorders  
DSM-5: Feeding and Eating Disorders                                                               |                                                                         |
| Oct 19 | Chapter 8: Eating and Sleep-Wake Disorders  
DSM-5: Feeding and Eating Disorders                                                               |                                                                         |
<p>| Oct 26 | Midterm                                                                                      | Case Conceptualization 2 is Due by Sunday at Midnight      |
| Nov 2  | Chapter 10: Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria                  |                                                                         |
|        | DSM-5: Sexual Dysfunctions &amp; Gender Dysphoria                                                  |                                                                         |</p>
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<thead>
<tr>
<th>Date</th>
<th>Chapter</th>
<th>DSM-5</th>
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<tbody>
<tr>
<td>Nov 9</td>
<td>Chapter 12: Personality Disorders</td>
<td>DSM-5: Personality Disorders</td>
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<tr>
<td>Nov 16</td>
<td>Chapter 11: Substance-Related, Addictive, and Impulse-Control Disorders</td>
<td>DSM-5: Substance-Related, Addictive, and Impulse-Control Disorders</td>
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<tr>
<td>Nov 23</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>Nov 30</td>
<td>Chapter 13: Schizophrenia Spectrum and Other Psychotic Disorders</td>
<td>DSM – 5: Schizophrenia Spectrum and Other Psychotic Disorders</td>
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<td></td>
<td>Review for Final Exam</td>
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<tr>
<td>Dec 7</td>
<td>Final Exam</td>
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