Abnormal Psychology
PSYC 2320.001
Tuesday & Thursdays - 12:30 pm - 1:45 pm
Mckibben 257

Instructor Info:
Name: Michael Walker, Ph.D.
E-Mail: mwalker@sfasu.edu (all emails should begin the subject line with: PSYC 2320.001…)
Phone: 936-468-6453 (If no answer leave a message)
Office: EDU 215-H

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>1:00 pm to 2:15 pm</td>
<td><a href="https://sfasu.zoom.us/j/99896891181?pwd=S2xuYTd5cjsSy9QOFprQmFDYzFTZz09">https://sfasu.zoom.us/j/99896891181?pwd=S2xuYTd5cjsSy9QOFprQmFDYzFTZz09</a></td>
</tr>
<tr>
<td>Tuesday (online only)</td>
<td>2:00 pm to 4:30 pm</td>
<td>Meeting ID: 998 9689 1181 Passcode: 710218</td>
</tr>
<tr>
<td>Wednesday</td>
<td>4:00 pm to 5:00 pm</td>
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</tr>
<tr>
<td>Thursday</td>
<td>8:30 am to 10:30 am</td>
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</table>

Appointments for other times are available by appointment.

Course Description:
As outlined in the current General Bulletin is as follows: PSY 2320 – Abnormal Psychology 3 Credits: Theories and research on the incidence, classification, etiology and management of abnormal behaviors.

Dr. Walker’s expanded course description is as follows: This course is designed to provide students with an introduction to the field of abnormal psychology as it relates to the incidence, classification, etiology and management human behavior and provide a physiological, developmental, social, cultural and historical perspectives. We will cover a variety of topics from a number of perspectives with a particular emphasis on how the field of psychology can help improve the individual and social wellbeing. Class discussions and lectures will include candid and open discussion that may run counter to your current beliefs about human behavior. Students are encouraged to think critically about the topics presented and expected to engage in relevant class discussions. Everyone is expected to be open-minded and respectful of others’ opinions. While I welcome your comments and questions during class, given the nature of the course I ask that you be mindful of self-disclosure of personal information during class discussion (live or online) as this type of participation in class discussion can be associated with an adverse effect on yourself and others. If you are not sure if you should share a piece of personal information, I recommend you discuss with me in advance.

Course Credit Hour Justification:
PSYC 2320 – Abnormal Psychology (3 credits) is designed to introduce students to the field of psychology by covering psychological concepts and principles typically including physiological, perceptual, developmental, learning, motivational, cognitive, social, historical, and methodological perspectives. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks, and also meets for a 2.5-hour final examination period. Students typically have significant weekly reading assignments, writing assignments, voluntary research participation, are expected to take regular tests, and a final examination. Typically, these activities average at a minimum 6 hours of work each week to prepare outside of 150 minutes of scheduled classroom contact hours. A general rule of thumb for planning your time commitments for this course is for every hour a student spends in a scheduled classroom contact hour or the online equivalent, students should spend at least two hours completing associated activities and assessments.
Text and Materials:

- Fundamentals of Psychological Disorders version 3.5 (July 2023) PressBooks
- Assigned Readings in Brightspace (also known as D2L, Learning Management System, or LMS)
  
  [https://opentext.wsu.edu/abnormal-psych/front-matter/title-page/](https://opentext.wsu.edu/abnormal-psych/front-matter/title-page/)

Program Learning Outcomes:

<table>
<thead>
<tr>
<th>PLO</th>
<th>Proficiency Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply basic research methods in psychology, including research design, data analysis, and interpretation.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will understand and apply psychological principles to personal, social, and organizational issues.</td>
<td>Advanced</td>
</tr>
<tr>
<td>The student will value empirical evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a science.</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

Student Learning Outcomes:

Upon completion of this course, students should be able to do the following things at a and advanced level.

- Students will be able to understand and apply psychological principles to personal, social, and organizational issues.
- Students will be able to communicate an understanding of the scientific research and theories pertaining to abnormal psychology.
- Students will be able to explain the diagnostic system utilized to classify abnormal behaviors, including an understanding of the DSM-V and multi-axial system of diagnosis.
- Students will be able to communicate an understanding of the different diagnostic categories of abnormal behavior, the incidence rate, the etiology behind these disorders, and the methods of treatments utilized.
- Students will have an understanding of how "abnormal" is defined and the ramifications of being labeled "mentally ill."
- Students will develop and improve their critical thinking skills within the domain of psychology.
- Students will learn to better communicate their knowledge and opinions effectively during classroom discussions.
- Students will have a better understanding of the impact of cultural and social factors on the understanding of mental illness and access to care.
Course Requirements:

Reading:
You are responsible for all assigned readings in the text and supplemental readings. It is essential that you stay current with the reading assignments given the length of class. Meaningful class participation requires that you read and think about the material before class. Moreover, in order to benefit from extra credit pop quizzes, you must read the material to be covered in the current class period.

Weekly Practice Quizzes 13 Points (13 @ 1 pt each):
Students will be responsible for completing online quizzes in the LMS for each chapter covered prior to the deadline posted. Prior to gaining access to the official chapter quiz students must score at least 80% correct on a practice quiz corresponding to the official quiz. Students can take practice quizzes as many times as desired and the highest score will be retained for eligibility to take the chapter quizzes. Students are encouraged to take practice quizzes until no new questions are seen prior to attempting the chapter quizzes. Chapter quizzes are closed book quizzes and must be completed independently without assistance of any form unless expressly noted in the instructions.

Weekly Official Quizzes 65 Points (13 weeks @ 5 pts each):
Students will be responsible for completing online quizzes in the LMS for each chapter covered prior to the deadline posted. Access to the official chapter quiz will appear once you have scored above 80% (0.8pts) on at least one practice quiz attempt. You will only have two (2) attempts for the official chapter quizzes and your highest grade will be retained. Students can take practice quizzes as many times as desired and the highest score will be retained for eligibility to take the chapter quizzes. Chapter quizzes are closed book quizzes and must be completed independently without assistance of any form unless expressly noted in the instructions.

Case Analysis 60 Points (2 reviews @ 30pts each):
You will be required to complete two case analyses (30 pts each) based on fictional cases provided. Details of the assignment will be discussed in class and students will be provided feedback on the first case study to allow improvement on the second assignment. Relative due dates are listed in the calendar.

Case analyses should address the following issues:
- Identify the major applied areas of psychology presented (e.g., clinical, experimental, forensic). Provide a differential diagnosis, justifying the choices you make.
- Does the case clearly represent the disorder? How or how not? Discussions of relevant diagnostic criterion should be included.
- Are there aspects of other disorders included or inappropriate symptoms included? (what are they)
- Discuss what appropriate treatment approaches may be applied in the case as presented. Do not restrict yourself to the client; think also about environmental factors that may contribute to the difficulties experienced.
- What treatments would have the most empirical evidence to support their use for this case? Were the treatments presented relevant to the current diagnosis?
- Are the treatments and the professional interactions described in the case appropriate and accurate for the specific case?
- Identify the theory/theories that best account for the problem presented (e.g., biological, cognitive, behavioral/learning, psychoanalytic). Explain how your choice applies.
- Discuss the most relevant theoretical explanation of the condition presented in the case.
- Using psychological concepts/theories, explain how we could use what we know to change society’s perspective on this person’s behavior.
• Would this case help or harm the public view of mental illness? Why or why not.

More information about case studies will be provided in class and in the LMS.

**Mental Health Prevention training (1 @ 25pts):**
Students will be able to select from a variety of mental health awareness/prevention trainings offered by the Lumberjacks Wellness Network (https://www.sfasu.edu/lwn) to complete and submit a reflection paper on your experience. Outside trainings will be considered with prior approval.

**Discussion posts 30 Points (3 @ 10 pts. each)**
You will be expected to participate in three (3) discussions during the semester on selected topics from the text book or other assigned readings. Each post should include two APA formatted references supporting a substantive and relevant point related to the topic. You can use the textbook as well, but each post must have at least one additional external scholarly source. You should learn to identify what is likely to be considered scholarly source and we will discuss this more in class. Generally, if an article is peer reviewed or from a reputable academic source it is safe to use. You are generally safe with journal articles, books, research monographs, etc. **DO NOT USE Wikipedia as a primary source**, however you often can find citations in good Wikipedia posts that would be a relevant source for this class, but you have to go to the original source. Similarly, Generative AI is not an approved source for any assignments. We will discuss the appropriate use of Generative AI on various assignments in the course.

The discussions are intended to be like a discussion in class that may start with a specific question, but then, based on the initial responses, the discussion may evolve into something entirely different from the original question. Therefore, it is critical that you read all of the posts before making your post(s). Without reviewing the collective discussion, if you post later in the discussion and you respond to the original question without the context of the subsequent comments, your post will likely not add to the discussion and can adversely impact your grade. It is also very important that you reply to the thread and not create a new thread (known as renegade posts). Renegade posts make it difficult to follow the discussion and therefore I will not grade posts created outside the thread and will delete renegade posts from the discussion to reduce confusion. I would recommend that you keep a separate document with your discussion posts for a variety of reasons but especially if you inadvertently create a renegade post, it will be easier for you to correct your post. It also allows you to proof your work in the discussion posts before submitting. Grades will be based on content and style.

To earn full points for a discussion post it must meet the following criteria:
• adds something unique to the discussion
• demonstrates your understanding and synthesis of the chapter materials including other students’ posts
• includes a well-reasoned rationale based on specific, relevant, and meaningful course materials
• follows APA formatting and style guidelines
• contains at least one substantive scholarly source (beyond the textbook)

**Exams:**

**Class Exams 300 Points (3 exams @ 100 pts each):** There will be three (3) timed exams (75 minutes) administered via the LMS covering material from the text and the lectures. Exam dates are fixed and will not change and will reflect the material that we have covered up to that point. Exams will be a mixture of multiple choice, true-false, short answer, fill in the blank, matching, and essay questions. These are closed book exams and must be completed independently without assistance of any form unless expressly noted in the instructions.
**Final exam 25 Points:** The final exam will be timed and administered via the LMS and will be cumulative in nature. The final exam will be exclusively multiple-choice and true-false items. The final will occur during the official scheduled final exam time. This is a closed book exam and must be completed independently without assistance of any form unless expressly noted in the instructions.

**Grading Policy:**

Grades will be based on the percentage of points earned relative to the total possible required points (518 points). Final grades will be based on the percentage of the total points earned including extra credit.

<table>
<thead>
<tr>
<th>Source of Class Points</th>
<th>Number</th>
<th>Points</th>
<th>Total pts.</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Quizzes</td>
<td>13</td>
<td>1</td>
<td>13</td>
<td>3%</td>
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<tr>
<td>Chapter Quizzes</td>
<td>13</td>
<td>5</td>
<td>65</td>
<td>13%</td>
</tr>
<tr>
<td>Mental Health Prevention</td>
<td>1</td>
<td>25</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>Case Analysis</td>
<td>2</td>
<td>30</td>
<td>60</td>
<td>12%</td>
</tr>
<tr>
<td>Discussion Posts</td>
<td>3</td>
<td>10</td>
<td>30</td>
<td>6%</td>
</tr>
<tr>
<td>Exams</td>
<td>3</td>
<td>100</td>
<td>300</td>
<td>58%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1</td>
<td>25</td>
<td>25</td>
<td>5%</td>
</tr>
<tr>
<td>TOTAL Points</td>
<td></td>
<td></td>
<td>518</td>
<td>100%</td>
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</table>

**Grade Distribution by total possible points:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>463.35</td>
</tr>
<tr>
<td>B</td>
<td>411.55</td>
</tr>
<tr>
<td>C</td>
<td>359.75</td>
</tr>
<tr>
<td>D</td>
<td>307.951</td>
</tr>
<tr>
<td>F</td>
<td>&lt;59.45%</td>
</tr>
</tbody>
</table>

Please note that letter grades represent rounded values.

**EXTRA CREDIT:**

**Pop Quizzes:** Pop quizzes will be given randomly throughout the semester during the live lectures. These quizzes are for extra credit and will only benefit your grade. Pop quiz points will be added to your total points for the class.

**POP QUIZZES ONLY HELP YOU!!!**

In addition to the extra credit from pop quizzes, you can participate in SONA sponsored research or the alternative. You can do any combination of participation or questions (up to four units). Participation or questions will be worth 3 points per unit for a maximum of 12 points total of extra credit.

**R-Points option 1:**

Experimental participation. Students should sign up for research participation R-Points through the Department of Psychology’s SONA Software (http://sfasu.sona-systems.com). Participants earn 1 R-point for every 30 minutes of participation. A list of available research experiments is
posted at [http://sfasu.sona-systems.com/](http://sfasu.sona-systems.com/). Experiments will be posted throughout the semester so you should check back frequently. The last day to receive credit for research is the last day of scheduled classes, **5/3/2024 by 5:00 p.m.**

**Alternative assignment option 2:**
Alternatively, you may write multiple-choice questions for an upcoming in class exam. You can write 10 multiple-choice questions from the chapters we cover. Each set of 10 questions is considered one (1) R-Point and is worth 3 points. To earn credit for the alternative you must turn questions in prior to the in-class exam that the chapters will be associated. For example, if you write questions for chapters 1-3, you will only get credit if they are turned in before the test where those chapters are assessed. The last day to turn in questions is **4/28/2024** because there is no new material on the final exam.

- There must be **10 TYPED** questions submitted.
- Questions must be multiple choice with a minimum of 4 responses.
- At least 5 questions must be applied or conceptual (not just fact based).
- You must indicate the correct answer (and it must be correct).

You can combine credit from options 1 and 2 (i.e. 2.5 hours of research participation, five -R-points and five sets of 10 questions) to complete this requirement.

**Attendance Policy:**

Regular and punctual attendance is expected. While no portion of your grade will be directly tied to your attendance, students assume all responsibility for material presented, assignments collected and examinations administered during class times. Class lectures will parallel the text but will not duplicate the text. You will be tested on both the lectures and the text. Pop quizzes will typically be given at the beginning of live lectures, thus absences and tardiness will limit opportunities for extra credit. If you miss class it is your responsibility to find out what you missed. If you miss an exam or assignment for a legitimate reason (i.e. illnesses with appropriate medical documentation, school sponsored event, death of an immediate family member, unforeseeable emergency) you must contact me as soon as reasonably possibly to make arrangements. Non-emergent issues must be addressed prior to the missed exam or assignment. **The exam dates listed are definite to provide you an opportunity to plan accordingly.**

**Institution Absences (HOP 04-110)**

An Institutional Absence may be granted to a student who participates as a representative of the University in academic (including research), extra- or cocurricular, or athletic activities. Students will be excused for institutional purposes from otherwise required academic activity only when a valid Institutional Absence is approved by the appropriate administrative unit or official and the documentation of approval is provided to the faculty member at least five (5) days in advance.

Institutional absences will not be approved for keystone events, defined as: a special or unique assignment, test, project, experience, or other academic exercise identified by the Faculty member as critical for successful completion of standards of the class and unable to be missed. These events must be identified on the syllabus at the beginning of the semester and communicated to the students. Events added to the syllabus at a later date will not qualify for Keystone Event status. Keystone Events where the date/time is changed will no longer be considered a Keystone Event. Students should make themselves aware of any Keystone Events identified in the syllabus to ensure there are no conflicts.

For keystone events where the assignment dates vary, it is incumbent upon the students to work with their faculty member to not select a conflicting date.
More information on Institutional Absences, including how to apply, can be found at https://www.sfasu.edu/deanofstudents/student-resources/institutional-absences.

**Expected Student Behavior**

I have two rules for pretty much everything: 1) Respect yourself, 2) Respect others. I find that if you are at least trying to follow both of these rules you will be in good shape in almost any situation.

**Professionalism:** While attending class, I expect you to be professional and courteous in your behavior. Although I realize that occasional tardiness cannot be avoided, late arrivals disrupt the lecture, which is not fair to those students who do arrive on time. If you must arrive late or leave early for some reason, please let me know and sit by the door so as to minimize the interruption. Other examples of professional behavior include turning off your cell phone (voice and text); using technology for class purposes only; not holding side conversations etc.

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Code of Student Conduct and Academic Integrity, HOP-04-106 ). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

**Academic Integrity**

*The Code of Student Conduct and Academic Integrity* (HOP-04-106 ) outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.

*Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.*

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.
Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

The use of Generative AI to complete assignments for submission is strictly prohibited. The use of Generative AI as a cited tool to improve the quality of an assignment is acceptable. Consider generative AI as being a friend or classmate when determining the appropriate use of generative AI. It would be appropriate to study with a friend and to get feedback from a knowledgeable peer but it would inappropriate to ask a friend to complete your assignment for you. We will discuss the appropriate use of Generative AI for each assignment and how to cite its use.

Academic dishonesty diminishes the value of your education and violates all the root principles of The SFA way.

https://sfasu.edu/4742.asp

**Sex and Gender-Based Discrimination, Violence, Harassment, and Misconduct is Prohibited.**

Stephen F. Austin State University (SFA) strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, intimate partner and dating violence, and stalking. Please be aware that all SFA employees (other than those designated as confidential resources in Section B 3. Title IX Policy Number: 01-307) are required to report any information obtained about potential policy violation including sexual harassment, sexual assault, domestic violence, and stalking to the Title IX Coordinator within 48 hours. This means that if any employee who in the course and scope of their employment at SFA witnesses or receives information regarding an incident that the employee reasonably believes constitutes prohibited behavior defined in policy 01-307, which is alleged to have been committed by or against a person who was a student enrolled at or an employee of the University at the time of the incident, that employee must report the suspected or alleged violations within two (2) business days to the Title IX coordinator. As of January 1, 2020, employees of Texas universities are subject to termination and criminal liability for failure to report violations of policy 01-307. Reports must be made even if the impacted student, staff, or faculty member requests the responsible employee not to disclose the information to the Title IX office. If you need assistance making a report, I am happy to assist you in that process. However, if you are not sure you are ready for the university to be made aware of your situation and would like to speak to a confidential resource who does not have the same reporting responsibility, you can find a list of resources on the Lumberjacks Care website www.sfasu.edu/lumberjacks-care.

**Withheld Grades Policy**

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework 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. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade
Students with Disabilities:
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, 468-3004 / 468-1004 (TDD) 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Wellness and Well-Being
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.

If you are experiencing concerns, seeking help, 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:
The Dean of Students Office (Rusk Building, 3rd floor lobby)
www.sfasu.edu/deanofstudents
936.468.7249
dos@sfasu.edu

SFA Human Services Counseling Clinic Human Services, Room 202
www.sfasu.edu/humanservices/139.asp
936.468.1041

The Health and Wellness Hub “The Hub”
Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:
- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education
www.sfasu.edu/thewhub
936.468.4008
thehub@sfasu.edu

Crisis Resources:
- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- Crisis Text Line: Text HELLO to 741-741
## Tentative Course Calendar:

<table>
<thead>
<tr>
<th>#</th>
<th>Tue</th>
<th>Thur</th>
<th>Topic (Tentative Schedule)</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/18</td>
<td></td>
<td>Welcome &amp; Introductions</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/23</td>
<td>1/25</td>
<td>Chapter 1: What is Abnormal Psychology?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>1/30</td>
<td>2/1</td>
<td>Chapter 2: Models of Abnormal Psychology</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>2/6</td>
<td>2/8</td>
<td>Chapter 3: Clinical Assessment, Diagnosis, and Treatment</td>
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<tr>
<td>5</td>
<td>2/13</td>
<td>2/15</td>
<td>Chapter 4: Mood Disorders</td>
<td>Test 1 (chpts 1-3)</td>
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<tr>
<td>6</td>
<td>2/20</td>
<td>2/22</td>
<td>Chapter 6: Dissociative Disorders</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>2/27</td>
<td>2/29</td>
<td>Chapter 8: Somatic Symptom and Related Disorders</td>
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<tr>
<td>8</td>
<td>3/5</td>
<td>3/6</td>
<td>Chapter 11: Substance-Related and Addictive Disorders</td>
<td></td>
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<tr>
<td>Holiday</td>
<td>3/12</td>
<td>3/14</td>
<td>Spring Break</td>
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<tr>
<td>9</td>
<td>3/19</td>
<td>3/21</td>
<td>Chapter 5: Trauma- and Stressor-Related Disorders</td>
<td>Test 2 (chpts 4, 6, 8, 11)</td>
</tr>
<tr>
<td>10</td>
<td>3/26</td>
<td>3/28</td>
<td>Chapter 7: Anxiety Disorders</td>
<td>Case Study 1 Due</td>
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<tr>
<td>11</td>
<td>4/2</td>
<td>4/4</td>
<td>Chapter 9: Obsessive-Compulsive and Related Disorders</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>4/9</td>
<td>4/11</td>
<td>Chapter 12: Schizophrenia Spectrum and Other Psychotic Disorders</td>
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<tr>
<td>13</td>
<td>4/16</td>
<td>4/18</td>
<td>Chapter 12: Schizophrenia Spectrum and Other Psychotic Disorders</td>
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<td>14</td>
<td>4/23</td>
<td>4/25</td>
<td>Chapter 14: Neurocognitive Disorders</td>
<td>Case Study 2 Due</td>
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<td>15</td>
<td>4/30</td>
<td>5/2</td>
<td>Chapter 16: Disorders of Childhood Overview</td>
<td>Test 3 (chpts 5, 7, 9, 12, 14 &amp; 16) Mental Health Prevention</td>
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<td>Cumulative Final Exam</td>
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