

ADULT PSYCHOPATHOLOGY - SYLLABUS

PSYC 220/221

FALL 2018, 3 CREDITS (PSYC 220) OR 4 CREDITS (PSYC 221)

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Earlham
COLLEGE

INSTRUCTOR INFORMATION

Name: Dr. Rachael Reavis

Office Location: LBC 305

Go to rachaelreavis.youcanbook.me to schedule an appointment. If none of the times work or you need to schedule something farther out, please email me with multiple available times so we can quickly schedule something that works for both of us.

Email: reavira@earlham.edu

TEACHING ASSISTANTS

Name: Lillian McDevitt-Bayless

Email: lrncdev15@earlham.edu

Office hour: Tuesdays, 7-9, 1st floor Lilly

TEXTBOOKS AND MATERIALS

1. DSM-5 (Diagnostic & Statistical Manual of Mental Disorders, 5th Edition)
 - a. American Psychiatric Association (2013). *DSM-5 (Diagnostic and Statistical Manual of Mental Disorders, 5th Edition)*. Washington, DC: American Psychiatric Publishing. ISBN: 0890425558
 - OR**
 - b. American Psychiatric Association (2013). *Desk reference to the diagnostic criteria from DSM-5*. Washington, DC: American Psychiatric Publishing. ISBN: 0890425566
2. Beidel, D., Bulik, C., & Stanley, M. (2014). *Abnormal psychology, 3rd edition*. Upper Saddle River, NJ: Pearson. ISBN: 0-205-96654-3
3. Hazzard, V., & Picot, I. (Eds.) *The color of hope: People of color mental health narratives*. CreateSpace Independent Publishing Platform. ISBN: 978-1514273487

***You must have your own copy of the DSM-5. It is required for tests and cannot be shared. You can get the full version or the desk reference, whichever is cheaper/easier to locate.**

One of the following is also required. They are not available in the bookstore – you can get them online. They are also available on [2-hour reserve in the library or through ebrary](#). **Do not purchase your book until you have signed up to present a specific memoir.**

Ben Behind His Voices by Randye Kaye

The Buddha and the Borderline by Kiera Van Gelder

The Flock by Joan Frances Casey

Girl, Interrupted by Susanna Kaysen

The Man Who Couldn't Stop by David Adam

Monkey Mind by Daniel Smith

This Fragile Life by Charlotte Pierce-Baker

An Unquiet Mind by Kay Redfield Jamison

The Quiet Room by Lori Schiller

Willow Weep for Me by Meri Nana-Ama

Danquah

Course documents and additional readings (listed on schedule) can be found on Moodle.

COURSE DESCRIPTION

In this course, we will work towards developing a sophisticated understanding of psychological disorders, their causes, their treatments, and the human suffering they entail, while acknowledging what remains to be known. We will be scientists, practitioners, and regular folk as we seek to understand the science and experience of psychopathology and the needs of those who live with psychopathology.

“ALTHOUGH THE WORLD IS FULL OF SUFFERING, IT IS ALSO FULL OF THE OVERCOMING OF IT.”
-HELEN KELLER, 1903

TOPICS **NOT** COVERED IN THIS CLASS:

The psychology department also offers *Developmental Psychopathology* (PSYC 363). That course covers disorders that are more typically diagnosed the first time in childhood and adolescence, including autism, AD/HD, oppositional defiant disorder, learning disorders, intellectual disability/mental retardation, and conduct disorder. Thus, we won't be covering those topics in this class.

CLASS OPTIONS

Adult Psychopathology is offered with one of two options. Adult Psychopathology is required for the psychology major, and either option is acceptable. **You must choose before the end of add/drop.**

OPTION A (PSYC 220):

You may take the lecture class for three credits. The expectation of credit hours is [defined federally](#). For the 3-credit class, you attend class for three hours per week and work/prepare (readings, papers, videos, etc.) for a minimum of six hours per week. This may be a better option for athletes playing a fall sport. However, athletes have successfully completed a placement in the past. Come talk to me if you have scheduling concerns, whether or not an athlete.

OPTION B (PSYC 221):

You may take the lecture class plus service-learning placement for four credits. Students will volunteer in the community for 2 hours per week for 10 weeks. Placements are with adults (in some cases, adolescents) dealing with addiction, mental illness, intense stress (e.g. homelessness and/or domestic violence), dementia, or some combination. Students will respond to journal prompts, which will take about one hour per week. Students will also complete a short (5-7 page) final paper integrating the placement with class material. Participating in the service-learning placement helps students understand the complexity of class material in way that is difficult without interaction with real people in the community.

CLASS FORMAT & EXPECTATIONS

LECTURE + ACTIVE ENGAGEMENT

This course is primarily a lecture course, but you will learn more if you come to class **prepared** to **ask questions**, **comment**, and **engage in discussion**.

We will have several discussions and small-group activities throughout the semester. In both small-group and large-class discussions and activities, you should strive to strike a balance between **active** and **thoughtful** participation and ensuring that you **leave space** for your classmates to engage.

RESPECT

A healthy learning environment requires respect among all parties (from instructor to student; student to instructor; and student to student). Please assume when discussing psychopathology that someone in the room either deals with these issues personally or has someone close to them who does. It is certainly acceptable to ask questions and expand your understanding, but please be aware that each topic may be personally sensitive for your classmates.

During this course, you may see videos of behaviors you aren't used to, hear stories from other students, or witness such behaviors at your placement. Please remember to **respect the dignity and humanity** of those around you. Refrain from laughing or gossiping about others and work on **building empathy** for those who struggle with mental health issues.

You can expect me to come prepared to class, take the time to answer your questions if I do not know the answers, respond to your concerns, and return graded material in a reasonable amount of time. If you have a complaint, grievance or concern, you may address it with me directly (in person or via email) or you may [file a formal complaint](#). I view either method as an opportunity to listen to, respond to, and address your concerns. I ask that you make every effort to turn your assignments in on time, arrive to class on time, refrain from using your cellphones during class, and give your attention to me, your classmates, and the material when we are together.

PRIVACY

Everyone has a right to privacy. If you are serving in a placement, please be sure to respect the privacy of the clients you serve by not gossiping about them to others and by using pseudonyms whenever you discuss them in the context of this course (in discussions and journal entries). There are some times when it may seem appropriate and a student may feel called to share a personal story. These stories should be respected and not shared without the student's permission. However, students **should not** ever feel compelled or pressured to reveal personal information.

LEARNING GOALS

By the end of the semester, students should be able to demonstrate the following Course-Specific Goals:

1. Critically evaluate assumptions underlying definitions of abnormality/disorder.
2. Differentiate disorders and be able to discuss possible causes and risk factors.
3. Describe and evaluate current knowledge of treatments and outcomes.
4. Discuss their potential career pathways and understand how their experiences can contribute to career discernment and preparation. (Particularly for PSYC 221 students)
5. More fully empathize with individuals suffering from and coping with psychological disorders, as well as better appreciate the stresses of family members and caregivers.

During the semester, students will have the opportunity to work on skills emphasized by the Earlham College Learning Goals, including:

- Communicate
 - Students will communicate their knowledge and understanding through class discussions, exams, videos, and papers. They will also learn to communicate with their memoir team.
- Create
 - Students will create a short video that conveys the main themes from a memoir in a way that allows classmate to engage in effective and substantive discussion.
- Apply
 - Students will apply what they have learned about psychopathology to specific cases in their reading and exams (and placement experiences for students in PSYC 221)
- Integrate
 - Students will integrate their field/service-learning experience (PSYC 221) or their memoir (PSYC 220) with class material and readings.
- Investigate (PSYC 221)
 - Students will investigate a topic of their choosing related to their placement and class material.
- Diversify (PSYC 221)
 - Students will have the opportunity to push themselves out of their comfort zones, either by working with populations with which they are unfamiliar and/or by taking on responsibilities in the placement. Students must take it upon themselves to expand their experiences through the service-learning placement.
- Reflect (PSYC 221)
 - Students will reflect on their experiences in the service-learning placement, including reflecting on their own values, goals, and assumptions.

ASSIGNMENTS

MEMOIR PROJECT

One of the goals of the course is to better understand how mental illness affects people in their actual lives. One way we will address this goal is to read and discuss memoirs of individuals who have lived with various psychological disorders. We will discuss ten memoirs (listed above as well as in the schedule) over the course of the semester. ***You only have to read one of them.***

- Approximately five students will sign up for the same memoir.
- Groups will create a roughly 5-minute video that portrays the main themes from the memoir. **The video will account for 10% of your grade.**
- Group members will assess one another, which will be considered during grading.
- On their presentation day, students will participate in a panel discussion, answering questions posed by the instructor. They will also lead small discussion groups. **These will account for 5% of your grade.**
- Students in PSYC 220 will write a short paper at the end of the semester responding to a prompt that will help them connect the memoir to class material. (PSYC 220 students can also write the alternative paper.) **The paper will account for 10% of your grade (PSYC 220 students).**

Course-Specific Goals: 1 & 5; Earlham Goals: communicate, integrate, create. Click [link](#) for a detailed description or see Moodle. Each group will also receive a specific project description with due dates for their assigned memoir.

EXAMS

To help you master the material we will be studying in this course, we will have 5 noncumulative exams. **The lowest of these will be dropped.** The exams will be a combination of multiple choice & case study questions. For students in PSYC 220 (no service-learning placement), exams will account for **60% of your final grade.** (Each exam = 15% of your grade.) For students in PSYC 221 (service-learning students), the exams will account for **45% of your final grade.** (Each exam = 11.25% of your grade.)

Course-Specific Goals: 1, 2, & 3; Earlham Goals: communicate, integrate, apply

* During a semester, things can come up. You might get sick, a relative might get sick, or you might need to attend a funeral. So that you do not have to worry about making up an exam due to these issues and so that I do not have to decide who has “valid” reasons for missing an exam, I drop one exam. Therefore, make-ups are allowed **only** for very specific reasons: participation in an official college event, death of an immediate family member (parent, sibling, spouse, or child), or if your presence is required by the government (court dates, military service, etc.). **As I drop one exam,** no other excuses will be permitted, including for personal illness or death of an extended family member. For exams missed due to participation in an official university event or court dates, you must contact me **before** the missed exam and exams **must be taken before the test day you will be missing.** (Special arrangements will be made for students who experience the death of an immediate family member, including the option of taking an Incomplete.) If you choose to take a test while sick, please let me know so that you can take it in a quiet, private place.

CLASS PARTICIPATION & ATTENDANCE

Students who are on their phones or decline to participate in small group discussions will not receive credit for that day. Attendance will be taken every day. However, I **do not want you to come to class sick**. Therefore, you may still get attendance/participation credit by watching the recorded lecture and writing a three-paragraph, well-thought-out reaction to the day's lecture. Any day that there is an activity or worksheet, you will have to complete those and show me or send me a scanned copy. The lecture summary and any missed worksheets are due within five days of the missed class. Discussions can only be made up by completing the discussion sheet with thoughtful answers and coming to a TA office hour and discussing your answers with the TA for at least 15 minutes. Discussion make-ups, including meeting with a TA must be completed within one week of the missed discussion. Your attendance/participation grade is the percentage of attendance points you earn. Students with average participation will receive their attendance grade. Students with below average participation will have their attendance grade lowered. Students with above average participation may earn a small bump in their attendance grade.

Your attendance and class participation will account for **5% of your final grade**.

Course-Specific Goals: 1, 2, 3, & 5; Earlham Goals: communicate, reflect, apply.

QUIZZES & ASSIGNMENTS

You will have some homework assignments throughout the semester. Some of these will be listed on the syllabus schedule and some will be assigned during the semester. You will also be quizzed on assigned case readings. The quizzes will happen at the beginning of class on the day the reading is listed on the syllabus. **Quizzes cannot be taken after the class**, but you can take them early. One quiz will be dropped. You may also have quizzes on textbook and/or lecture material after it is presented. Your total quiz/assignment grade will account for **10% of your final grade**.

Course-Specific Goals: (1), 2, & 5; Earlham Goals: communicate, reflect, apply

FINAL PAPER (PSYC 221)

To integrate your fieldwork and your coursework, you will write a final paper that is based on both. Your 5- to 7- page paper will apply one or more theoretical frameworks discussed in class to some aspect of your fieldwork. The paper should include reference to class materials, your placement, and additional research on your chosen topic. See [link](#) (or Moodle) for an assignment description and rubric. You will tell me your general topic on **11/13**. Your paper (**with APA style references**) is due by 11:59pm on **12/13**. Your final paper will account for **10% of your grade** if you choose the service learning option (PSYC 221).

Course-Specific Goals: 1, 2, 3, & 5; Earlham Goals: communicate, investigate, integrate, reflect, apply.

FIELD PLACEMENT (PSYC 221)

To enhance your understanding of adult psychopathology you will spend ***two hours per week for 10 weeks*** as a volunteer in a local agency serving adolescents or adults with mental or cognitive health problems. Click [link](#) to read the service learning expectations or find the document on Moodle. If you choose the service-learning option, **you need to make first contact (not first attempt – actual contact) by 8/31, and have your placement finalized by 9/7.**

You will also keep weekly journals of your experience, which you will turn in at five points during the semester. Journal entries should reflect your reactions to the treatment setting and the patients/clients/individuals you encounter (**while preserving confidentiality**) and should demonstrate your ***efforts to integrate your field experience with what you have learned in class each week***. Most weeks, you will have [prompts](#) that you should respond to **in addition to observations** you are making. Due dates are on the syllabus schedule and can be found on Moodle. Your field placement and journal writing will account for **15% of your grade**, if you choose the service learning option (PSYC 221).

Course-Specific Goals: 1, 4, & 5;

Earlham College Goals: communicate, investigate, integrate, diversify, reflect, apply

INFORMAL DISCUSSION (PRIMARILY PYSC 221)

A few times during the semester, you will get an opportunity to share your service-learning experiences with your classmates. The class will divide into smaller groups with at least one service-learning student per group. I will provide some structure (discussion questions, etc.) You will tell your classmates a little bit about your placement, some reactions you've had, what it's made you think about, questions it has brought up for you, etc. There will also be opportunities for your classmates to ask you questions about your experience. You do not need to prepare material for these days, but you will need to be in class and engaged to receive credit. These are opportunities for you to share your experiences and for other students to learn from you.

Course-Specific Goals: 4 & 5; Earlham Goals: communicate, reflect.

EXTRA CREDIT

You may earn **1 point on your test grade** for each research participation credit you earn. After the add/drop period, you will be registered in Sona Systems. If you have been in Sona Systems before, you will still have to re-register. You will receive an email with instructions. There is a document on Moodle that explains how Sona Systems works. Be aware that demerits will be assigned for failure to show up to an experiment for which you registered. **If you don't show up, you are wasting the researchers time and you may make it difficult for students to complete their research projects in a timely fashion.** If you get several demerits, you will be blocked from Sona Systems and will not be able to earn extra credit. Make sure you keep track of your credits on Sona Systems and contact your researcher if you have not received credit within two days. If you are in another class that grants credit for participation, make sure that you allocate your credits to the class you want them to count toward. **You can earn a maximum of 10 points through research participation.** There are also **sandbox assignments**, which can be found on Moodle. They are worth up to 4 points on a test. The maximum extra credit a student can earn is 15 points applied to their test grade, earned through a combination of research participation and extra credit assignments.

GRADING

<u>Assignment</u>	<u>220 Students</u>	<u>221 Students</u>	<u>Grading Scale</u>
Memoir video =	10%	10%	A: 94%+
Memoir panel discussion =	5%	5%	A-: 90%-93.9%
Memoir paper =	10%	--	B+: 88%-89.9%
Peer report of group work =	[can alter grade]	[can alter grade]	B: 84%-87.9%
Attendance/Participation =	5%	5%	B-: 80%-83.9%
Quizzes/Assignments =	10%	10%	C+: 78%-79.9%
Exams (4 best grades) =	60% (4x15%)	45% (4x11.25%)	C: 74%-77.9%
Journals/Placement =	--	15%	C-: 70%-73.9%
Integrative paper =	--	10%	D: 65%-69.9%
Total =	100%	100%	F: < 65%

Please note that I do not round grades. Review the grading scale, as it may differ from other classes you have taken.

LATE POLICY

HOMEWORK/JOURNALS/PAPERS

Learning to meet deadlines is critical to your future success and your timeliness allows me to provide prompt feedback. If you do not turn in your homework, journals, or papers on time, you will lose a letter grade for the first 24 hours that it is late, and another letter grade for each part of 12 hours thereafter. Thus, the best grade that can be received on a paper turned in 2 hours late is a B, a C for a paper turned in 25 hours late, and a D for a paper turned in 37 hours late. You will have ample time to complete your written assignments. If you choose to wait until the last minute you run the risk that your computer dies, you catch the flu, or you have a death in your extended family. ***These will not be excuses for late assignments and you will be penalized, so do not procrastinate.*** Most assignments will be uploaded on Moodle, and the times and dates are listed on the syllabus. ***Failure to attach files or attaching corrupted files is not an excuse for late work.*** You can log out of Moodle, log back in, download, and open the file you attached to ensure that it opens properly. You are responsible for backing up your work.

IN-CLASS QUIZZES

These cannot be made up after the fact. If you are going to miss class, make arrangements to take early.

TESTS

These cannot be made up after the fact. Please see policy above.

ETIQUETTE & TECHNOLOGY GUIDELINES

OFFICE HOUR ETIQUETTE

I am happy to schedule times to meet with you outside of class, as are your TAs. You are welcome to drop in. Please be understanding if I am in my office, but preparing something else. We can pick a time then for you to come back, if that is the case. You can also make appointments with me using rachaelreavis.youcanbook.me. Please be courteous and arrive on time for your meeting. If you arrive late or do not come (without informing me well in advance), then this takes away from time I could be spending with other students. If you cannot make it to your scheduled appointments, then we may have to limit our meetings to class time and via email. This goes for out-of-class meetings with the TAs as well. My schedule will also be posted on my door. You can examine it for likely times that I may be in my office. Directly before classes I teach is generally not a good time for meetings.

EMAIL ETIQUETTE

You are encouraged to contact me via e-mail with any questions that you may have, but I ask that you make sure you have looked for the answer yourself first (on Moodle, in course documents) and that you correspond professionally.

Please be aware that people outside Earlham may view the use of a first name without invitation to be rude. If you are communicating with someone from your placement, use Ms., Mr., or Dr. and their last name until they tell you otherwise. If you are not sure of the prefix (Ms. vs. Dr.), ask Rachael or select the prefix that denotes higher education (Dr.) Until you are told otherwise, you should address women by “Ms.” and not “Mrs.,” because a woman’s marital status is not relevant to her profession (unless, of course, the woman has a PhD or other doctorate, in which case, use “Dr.”) To confirm that you have read the syllabus, please email me a picture of a dragon fly by August 27.

TECHNOLOGY PREPARATION¹

You need to protect yourself against technology problems. You need to develop work habits that take potential technological problems into account. **These habits will serve you in your career.** Technological problems are a fact of life, and are not considered unforeseen issues. (Your dorm falling into a sinkhole would qualify as “unforeseen”.) Start early and save often. Always keep a backup of your work. Carbonite and Backblaze are two services that will automatically back your work up into a cloud. Or you can invest in an external hard drive. Or you can email yourself your work.

Computer viruses, lost flash drives, corrupted files, incompatible formats, WiFi connectivity problems – none of these unfortunate events should be considered an emergency. Take the proper steps to ensure that your work will not be lost forever. Learn the locations and operating hours of all the computer labs on campus. Do not procrastinate. The Help Desk is also available (helpdesk@earlham.edu).

¹ Drawn from material from George H. Williams.

RESOURCES

TUTORING

Tutoring services are recommended for any student who receives lower than a C on an exam, or whose overall GPA is a 2.7 or lower. There is sometimes a stigma against tutors, and I very much wish this were not the case. Intelligent students benefit from the services of a tutor, and getting a tutor is not a commentary on your ability or worth as a student (except to the extent that it demonstrates your effort and willingness to seek out & take advantage of resources). Two of the main benefits of a tutor are time management (which is an issue for many students!) and study strategies. Tutoring is a **free resource** available to all students. Students should **first take advantage of TA office hours**, but are also encouraged to sign up for a tutor here: www.earlham.edu/academic-enrichment-center

WRITING CENTER

The writing center is available to you at any point in the writing process, from idea generation to final proofing & editing. I encourage the use of the writing center for memoir papers (220 students) and final placement papers (221 students). www.earlham.edu/writing-center

COUNSELING SERVICES

College can be a stressful time, and can exacerbate existing issues or bring new ones up. Please do not hesitate to reach out for help and make an appointment with counseling services:

<http://www.earlham.edu/counseling-services/>

STUDENTS WITH DISABILITIES

Students with a documented disability (e.g., physical, learning, psychiatric, visual, hearing, etc.) who need to arrange reasonable classroom accommodations should request accommodation memos from the Academic Enrichment Center and contact their instructors each semester. For greater success, students are strongly encouraged to visit the Academic Enrichment Center within the first two weeks of each semester to begin the process. <http://www.earlham.edu/policies-and-handbooks/academic/policy-on-student-learning-disabilities/>

Students in PSYC 220/221 **do not need** documented accommodations to request the following:

- A quiet place to take an exam
- Extended and uninterrupted time on exams
 - Students *do* need accommodations if they intend to take the test, go to another class, and return to take it later. In these documented cases, I will work with the student to find a time on the test day when the exam can be completed uninterrupted.
- Using a smart pen or other device that records lecture

ACADEMIC INTEGRITY

All students are expected to conduct themselves with honesty and integrity in this course. The honor code is both a privilege and a responsibility, and you are expected to take it seriously. **Suspected infractions, such as plagiarism, fabrication of reports, incorrect reporting of placement hours, violating client confidentiality, and cheating will be treated seriously and will be reported.** Furthermore, if you are aware of a violation of academic integrity, it is your responsibility to take action. Violations may result in a 0 for the assignment, a 0 for the class portion (such as the service-learning placement), or failure of the course.

Learning to think for yourself, assess information judiciously, and speak and write effectively in your own voice is at the heart of a liberal arts education and global citizenship. Treasure and cultivate these skills. Papers and other work, including digital creations, downloaded or copied from other sources, or in which words or ideas belonging to others have been deliberately misrepresented as your own, will receive an automatic F, as they thwart your learning process and damage the integrity of knowledge-discovery. If you have questions about how to find, integrate, and properly cite sources, never hesitate to ask for help.

An excellent place to find help in knowing when and how to cite others' work appropriately can be found on the Libraries page: http://library.earlham.edu/friendly.php?s=academic_integrity. The site also includes Earlham's full statement on academic integrity and procedures for addressing academic violations of the Student Code of Conduct.

SCHEDULE OF TOPICS & ASSIGNMENTS

PLEASE NOTE THAT THIS SCHEDULE IS TENTATIVE AND MAY CHANGE AS CIRCUMSTANCES REQUIRE.

**Readings are due the day they are listed.*

8/24, F-Day 1, Week 1	Topic: Syllabus, Service Placement, Perspectives on Psychopathology
8/28, Tu-Day 2, Week 2	Topic: Perspectives on Psychopathology Textbook Reading: Chapter 1, Chapter 15 (p. 530 – top of 536) <i>Make first contact (not first attempt) for placement before class on 8/31 (PSYC 221)</i>
8/31, F-Day 3, Week 2	Topic: Perspectives on Psychopathology Textbook Reading: Chapter 1, Chapter 15 (p. 530 – top of 536) Required Reading: <i>The Americanization of Mental Illness</i> Case Reading: Berman Case Study *Reading quiz will cover the article & the case study Video Project Tutorial
9/4, Tu-Day 4, Week 3	Topic: Research Methods in Abnormal Psychology Textbook Reading: Chapter 2, Chapter 15 (p. 551-557)
9/7, F-Day 5, Week 3	Topic: Assessment & Diagnosis Textbook Reading: Chapter 3 Case Reading: <i>The Color of Hope</i> , pp. vi-vii <i>Placement should be finalized by class time & visits should begin no later than next week.</i> <i>Journal Entries 1 & 2 due 9/10 by 11:59 pm</i>
9/11, Tu-Day 6, Week 4	Topic: Assessment & Diagnosis Case Reading: Tyson History (1 page); Tyson Case <i>Tyson Case Assignment due by class time on Moodle.</i>
9/14, F-Day 7, Week 4	Topic: Deinstitutionalization Textbook Reading: Chapter 15 (p. 536-550)
9/18, Tu-Day 8, Week 5	Test Review
9/21, F-Day 9, Week 5	<i>Test #1: Chapters 1, 2, 3, & 15 (pages listed above)</i>
<i>[no date; complete before Test 2]</i>	<i>Watch Sexual Dysfunction lecture on YouTube</i> *You will be responsible for this information!* Textbook Reading: Chapter 8
9/25, Tu-Day 10, Week 6	Topic: Gender Dysphoria Textbook Reading: Chapter 8 <i>Gender writing assignment due via Moodle by class time</i> <i>Placement Discussion</i>
9/28, F-Day 11, Week 6	Topic: Substance Use Disorder Textbook Reading: Chapter 9 Case Reading: Case 10, Kirk, Alcohol Use Disorder (on Moodle) <i>Journal Entries #3, 4, & 5 due 10/1 by 11:59pm</i> <i>Career Scavenger Hunt (extra credit) due 10/1 by 11:59pm</i>

10/2, Tu-Day 12, Week 7	Topic: Substance Use Disorder Textbook Reading: Chapter 9
10/5, F-Day 13, Week 7	Topic: Substance Use Disorder
10/9, Tu-Day 14, Week 8	Test #2: Chapters 8 & 9
10/12	No Class, Mid-Semester Break
10/16, Tu-Day 15, Week 9	Topic: Aging & Cognitive Disorders Textbook Reading: Chapter 13 Case Reading: Case 2, Cognitive Decline, Jim (on Moodle)
	Journal Entries 6 & 7 due by 11:59pm
10/19, F-Day 16, Week 9	Topic: Anxiety Disorders Textbook Reading: Chapter 4
10/23, Tu-Day 17, Week 10	Topic: Anxiety Disorders Textbook Reading: Chapter 4 Case Reading: <i>Color of Hope</i> , pp. 32-34, PTSD, Vanessa (includes detailed description of self-harm/cutting) Alternative Case Reading: Case 4, PTSD, Elaine
10/26, F-Day 18, Week 10	Topic: Obsessive Compulsive Disorders Optional Reading: <i>Monkey Mind</i> , <i>The Man Who Couldn't Stop</i> <i>Student Video Presentations & Discussion</i>
10/30, Tu-Day 19, Week 11	Test #3: Chapters 4 & 13
11/2, F-Day 20, Week 11	Topic: Mood Disorders Textbook Reading: Chapter 6 Case Reading: <i>Color of Hope</i> , pp. 13-14, Bipolar, Nichole (references cutting) <i>Color of Hope</i> , pp. 35-38, Bipolar, Rosa (discusses suicide) Alternative Case Reading: Case 7, Bipolar, George
	Journal Entries 8, 9, & 10 due 11/4 by 11:59pm
11/6, Tu-Day 21, Week 12	Topic: Mood Disorders Case Reading: <i>Color of Hope</i> , pp. 19-22, Depression, Iresha Optional Reading: <i>Willow Weep for Me</i> <i>Student Video Presentation & Discussion</i>
11/9, F-Day 22, Week 12	Topic: Mood Disorders Optional Reading: <i>Unquiet Mind</i> , <i>This Fragile Life</i> <i>Student Video Presentations & Discussion</i>

11/13, Tu-Day 23, Week 13	Topic: Factitious & Dissociative Disorders Textbook Reading: Chapter 5 (pgs. 167-169; 177-189) Case Reading: Case 31, Disability or Malingering, Allison
	Optional Readings: <i>The Flock</i> <i>Student Video Presentation & Discussion</i> <i>Placement Discussion</i>
	Final Paper Topic (PSYC 221) due by 11:59pm.
11/16, F-Day 24, Week 13	Test #4: Chapters 5 & 6
11/20, 11/23	No Class, Fall Break
11/27, Tu-Day 25, Week 14	Topic: Schizophrenia Textbook Reading: Chapter 10 Case Readings: Myers & Ziv, 2016, pp. 6-16; <i>Color of Hope</i> , pp. 6-7, Schizophrenia, Tajsha
11/30, F-Day 26, Week 14	Topic: Schizophrenia Optional Reading: <i>Ben Behind His Voices</i> , <i>The Quiet Room</i> <i>Student Video Presentation & Discussion</i> <i>Placement Discussion</i>
12/4, Tu-Day 27, Week 15	Topic: Personality Disorders Textbook Reading: Chapter 11 Case Reading: Case 20, Antisocial Personality Disorder, Bill (on Moodle) Optional Case Reading: <i>Color of Hope</i> , pp. 10-12, Borderline PD, Ev (discusses suicide) Empirical Reading: Polaschek, 2014
12/7, F-Day 28, Week 15	Topic: Personality Disorders Optional Reading: <i>Buddha & the Borderline;</i> <i>Girl, Interrupted</i> <i>Student Video Presentation & Discussion</i>
	Journal Entries 11, 12, 13, & 14 due 12/10 by 11:59pm
12/12, Wednesday, 8am	Test #5, Chapters 10 & 11
12/12	Memoir Reflection (or Alternative) Paper (PSYC 220) due by 11:59 pm <i>Students who complete student evaluations by 12/7 can turn their paper in on 12/13 without penalty.</i>
12/13	Final Paper (PSYC 221) due by 11:59pm <i>Students who complete student evaluations by 12/7 can turn their paper in on 12/14 without penalty.</i>

*Adaptation of accessible syllabus template from [The University of Colorado](http://www.colorado.edu)