School of Social Work

SWK 510: CLINICAL PRACTICE WITH MENTAL HEALTH
Thursday 6:00-9:00 pm
CHEC Room 114

According to State of Texas HB 2504, this course syllabus must be submitted for review prior to the course's scheduled start date. Therefore, the instructor has the right to modify this syllabus and course calendar at any time between submission for publication and the first day of class. Furthermore, the instructor has the right to modify the syllabus as any time during the course provided (1) such changes do not increase expectations or requirements beyond a reasonable equivalent and (2) students must be given ample notice of any changes

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Overview of Course

COURSE DESCRIPTION:

The purpose of this course is (1) to present the Diagnostic and Statistical Manual of Mental Disorders ("DSM") as a knowledge base for enhancing social workers' understanding of the individual bio psychosocial function and (2) to expand social workers' ability to use the DSM-V to work with at-risk populations across diverse settings and with diverse mental health professionals. The course is critical for social workers to learn how to perform comprehensive assessments and to devise effective interventions for clinically impaired populations. Additionally, the nomenclature is applicable across diverse contexts and multi-theoretical orientations. Ethical dilemmas inherent in categorizing and labelling will be highlighted along with cultural concerns in using a homogenous system of diagnostic classes.

COURSE OBJECTIVE(S):

1. Students will be able to define mental health, mental illness and mental well-being.
2. Student will be able to compare etiology and treatment options and evidence-based (consumer and developer) practice criteria for various mental disorders.
3. Students will understand the nomenclature, coding and classification system of the DSM-V, a common reference frame across mental health disciplines.
4. Students will be able to articulate the role of DSM-V diagnosis in a comprehensive bio psychosocial assessment and integrated treatment plan.
5. Students will be able to describe the ethical dilemmas in classifying and reporting procedures of the DSM-V, specifically the hazards of labeling.
6. Students will demonstrate awareness of the professional role of social workers in working with multidisciplinary treatment teams.
7. Students will be aware if the empirical validation studies conducted in the ongoing development of the DSM-V.
8. Students will be able to use decision tree tools to enhance critical thinking skills.
9. Students will develop a heightened awareness of their own biases associated with the stigmas against persons with mental disorders.
10. Students will be able to articulate the cultural biases inherent in classification systems designed to assign person to homogenous categories.
11. Students will learn the intake process used by a social worker in a mental health setting.

RELATIONSHIP TO OTHER COURSES:

This course builds upon practice courses. It builds upon exposure to professional values and ethics, particularly the NASW Code of Ethics.

PROGRAM GOALS:

1. Prepare MSW graduates for professional advanced generalist practice that reflects application and integration of critical thinking, theoretical frameworks, and differential interventions.

2. Enable MSW graduates to apply ethical reasoning to advance equality, justice, and social change.

3. Promote leadership and service that is relevant to individual contexts of practice and enhances well-being and quality of life.

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students achieve programmatic goals listed above through demonstration of the following competencies for Advanced Generalist Practice (AGP).

Competency AGP 2.1.1 Exemplify professional social work behavior and standards

Competency AGP 2.1.2 Apply social work ethical principles to resolve dilemmas and

create positive change

Competency AGP 2.1.3 Critically analyze practice solutions and

Communicate judgments and reasoning through decision-

making processes

Competency AGP 2.1.4 Demonstrate the ability to build strengths based on mutual

engagement with diverse populations

Competency AGP 2.1.5 Demonstrate commitment to strategies that address

discrimination, reduce disparities, and promote social and

economic justice

Competency AGP 2.1.6 Contribute to evidence-based best practice approaches to

assess and improve effectiveness

Competency AGP 2.1.7 Differentially apply theories and frameworks of HBSE

Competency AGP 2.1.8 Promote social policies to improve service delivery systems

Competency AGP 2.1.9 Use leadership skills to respond, influence, and shape

changing contexts

Competency AGP 2.1.10 Demonstrate autonomy in dynamic practice situations that involve:

2.1.10.1 Relationship-building at all levels of systems

2.1.10.2 Evidence-based assessment tools and intervention approaches

2.1.10.3 Effective intervention with complex problems and prevention strategies

2.1.10.4 Response to the feedback process from interventions

Competency AGP 2.1.11: Develop leadership skills as advanced generalist practitioners to enhance organizations and communities

Competency AGP 2.1.12: Demonstrate innovative problem-solving in social and organizational systems

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise competency at the Advanced Generalist Practice (AGP)

level. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, identified within each course is a set of specific practice behaviors representing observable components of one for more competencies. Course content and assessment are reflected in the following practice behaviors:

AGP 2.1.2a Articulates and advocates social work values and ethics among interdisciplinary situations and settings

AGP 2.1.10c Collects, organizes and interprets clients data

AGP 2.1.10e Select appropriate intervention strategies

AGP 2.1.10f demonstrates one's ability to move a client system through the practice intervention process

AGP 2.1.10i Facilitates transitions and endings

Course Structure

Texts and Associated Materials

Required Texts:

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.)* Washington, D.C.: American Psychiatric Association. (May bring from agency or borrow one)

Additional Readings Suggested:

Bentley, K.J. (2002). Social Work Practice in Mental Health: Contemporary Roles, Tasks, and Techniques. Pacific Grove, CA: Brooks/Cole.

Bentley, K.J., & Walsh, J.W. (2001). The Social Worker and Psychotropic Medication.

Toward Effective Collaboration with Mental Health Clients, Families, and Providers (2nd ed). Belmont, CA:Wadsworth.

Wedding, D., Boyd, M.A., Niemic, R.M. (2005). Movies & Mental Illness. Using Films to Understand Psychopathology (2nd ed). Hogrefe & Huber Publishing.

Walsh, J. (2000). Clinical Case Management with Persons Having Mental Illness. ARelationship-Based Perspective. Belmont, CA: Brooks/Cole-Thomson Learning.

OVERVIEW OF ASSIGNMENTS

1. **Administering an Assessment** – Write a complete intake assessment on a client with a DSM 5 diagnosis. Develop a treatment plan, which outlines goals and objectives as well as interventions which may be useful in helping the client. Develop a termination plan.

2. **Exams** – There are 2 exams in this course. They are worth 40 points each (80 points total). In prior class, there is an in-class exam review and discussion.

3. **Case Studies** – You will have two written assignments throughout the course on an assigned case. Two papers are worth 70 points (35 each). Outlines should include: Diagnoses you considered and why, diagnoses you ruled out and why, final diagnosis including evidence supporting your choice, strengths identified and how you may potentially use those strengths to assist the individual with recovery.

4. **In Class Demonstration** – There are two of these in the course. Some will be asked to demonstrate how you would collect data for a biopsychosocial history. An outline will be given to you. The other class members will provide feedback to you and point out opportunities for improvement. These are participatory assignments and there is no make-up if you are absent. Basically, if you participate in your group assignment and discussion for that day, you get the 10 points. (20 points total for the course.)

Grading Scale

Intake Assessment & Treatment Plan on DSM Diagnosis = 30 points total
Exams (2 throughout the course) = 80 points total
Case Studies (2 throughout course) = 70 points
In-class case analysis (2 throughout course) = 20 points

Grading and evaluation - Grades will be determined according to the following percentage points earned against possible points.

*All assignments are due at the beginning of the class on the date outlined in the schedule. No late assignments will be accepted.

Evaluation for the course grade will be computed according to the following formula: Possible Points Grade
200 to 180 – A
179 to 160 – B
159 to 140 – C
139 to 120 – D

Student Rights and Responsibilities

"Civility in face-to-face classrooms, online courses and in labs, internships, practicum and all other academic settings necessitate respect for the opinions of others and is very important in all academic settings. It is likely you may not agree with everything that happens or discussed in the academic setting; however, courteous behavior and responses are expected. To create a civil and preserve learning environment that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum" (Student Guide Book, p 35). To create an optimum learning environment, students have rights and responsibilities.

Student Rights

As set forth in Texas A&M University System Policy 13.02

The rights of students are to be respected. These rights include respect for personal feelings; freedom from indignity of any type, freedom from control by any person except as may be in accord with published rules of the system academic institutions, and conditions allowing them to make the best use of their time and talents toward the objectives, which brought them to the system academic institutions. No officer [university faculty, employee] or student, regardless of position in rank, shall violate those rights, any custom, tradition or rule in conflict will be allowed to prevail.

Students are expected at all times to recognize constituted authority, to conform to the ordinary rules of good conduct, to be truthful, to respect the rights of others, to protect private and public property, and to make the best use of their time toward an education.

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee LIbaray - Room 132
Phone (903)886-5150 or (903) 886-5853
Fax 9903) 468-8148

Students Responsibilities

Class Attendance and Participation Policy

- ➢ Class participation has three components: (1) appropriate interactions with classmates; (2) active involvement in class activities and (3) attentiveness

- ➢ Students will attend class, reflecting responsibility, inherent in the development as a social work professional. Being on time and prepared when class begins and remaining present throughout the entire class meeting demonstrates emerging professional behavior expected in social work graduates. Roll is taken in each class to document students' attendance.

- ➢ Classroom exercises, discussions, role-plays, guest speakers and other in-class experimental exercises are essential for a student's professional learning and continued development of self-awareness. Tardiness (or early departure) of more than 15 minutes will count as one-half absence and two (2) times being late to class or two (2) early departures culminating into one absence.

- ➢ A student is absent if he/she arrives more than 30 minutes late to class, leaves 30 minutes early or does not come to class.

- ➢ The following penalties for absences (unexcused, or excused, according to university policy) will be administered:

Weekly (class meets 1X week)	Up to 2 absences: No Penalty	3 absences: 1 letter grade drop	4 absences: Class grade of "F"	
Bi-Weekly (class meets 2X week)	Up to 3 absences: No Penalty	4 absences: 1 Letter grade drop	5 absences: 1 Letter grade drop	6 absences: Class grade of "F"
Summer 10-week	Up t o 1 absence: No Penalty	2 Absences: 1 Letter grade drop	3 absences: Class grade of "F"	

Online, Blended and Web Enhanced Classes: Just as students are required to attend face-to-face classes, students are required to log in and participate in online venues. To receive credit for attendance online via eCollege, students must log in and complete assignments as required in the course. Not logging onto eCollege (monitored by the instructor) and completing assignments online during the required time is the equivalent of an absence for each week this occurs.

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

Student Conduct

Students preparing to become professional social workers must adhere to the _University Code of Conduct, Department Code of Conduct and National Association of Social Workers' (NASW) Code of Ethics._

University Code of Conduct _located in the Student Guide Book at_ http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of _NASW Code of Ethics_ (located at https://www.socialworkers.org/pubs/code/code.asp) on the NASW website: https://www.socialworkers.org

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Plagiarism and Academic Dishonesty

There is an expectation of maintaining high standards of integrity and honesty by all Social Work Graduate students at Texas A&M University-Commerce. Faculty and staff are expected to uphold and support student integrity and honesty by maintaining conditions that encourage and enforce academic honesty. *Conduct that violates generally accepted standards of academic honesty is academic dishonesty*.

The School of Social Work follows University Procedure 13.99.99.R0.10 Graduate Student Academic Dishonesty (available at http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)
Students are expected to read and understand the University's Academic Dishonesty Policy

The Office of the Provost documents and maintains a record of all incidents of academic dishonesty. Multiple incidents of academic dishonesty will result in a student's dismissal from the program and from the University.

A student who fails to meet the professional expectation of the field for which he/she is preparing may be suspended from further study in that program by the department administering the program (Graduate School Catalog p 36)

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The

minimum computer requirements are:

- o 512 MB of RAM, 1 GB or more preferred
- o Broadband connection required courses are heavily video intensive
- o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- **For YouSeeU Sync Meeting sessions _8 Mbps_ is required.** Additional system requirements found here: https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

- You must have a:
  - o Sound card, which is usually integrated into your desktop or laptop computer
  - o Speakers or headphones.
  - o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

    Pop-ups are allowed.

    JavaScript is enabled.

    Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - o Adobe Reader https://get.adobe.com/reader/
  - o Adobe Flash Player _(version 17 or later)_ https://get.adobe.com/flashplayer/
  - o Adobe Shockwave Player https://get.adobe.com/shockwave/

- o [Apple Quick Time](http://www.apple.com/quicktime/download/)   http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT
Brightspace Support
Need Help?
Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 **LiveChat** or

click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Bibliography

To be added throughout the course: Students will be asked to bring Journal articles to class for critical thinking and discussion.

Bekker, M.H.J., Belt,U. (2006). The role of autonomy in depression andanxiety. *Depression and Anxiety*, 23(5), 274-280.

Bentley, K.J., Walsh, J., Farmer, R.L. (2005). Social work roles and activities regarding psychiatric medication: Results of a national survey. *Social Work*, 50(4), 295-303.

Boyer, F., Novella, J.-L., Morrone, I., Jolly, D., Blanchard, F. (2004). The feasibility and effectiveness of brief interventions to prevent depression in older subjects: Asystemic review. *International Journal of Geriatric Psychology*, 19(11), 1019-1034.

Chaudron, L.H. (2007). Treating pregnant women with antidepressants : The gray zone. *Journal of Women's Health*, 16(4), 551-553.

Courbasson, C.M.A., de sorkin, A.A., Dullerud, B., Van Wyk, L. (2007). Acupuncture treatment for women with concurrent substance use and anxiety/depression. *Family&Community Health,* 30(2), 112-120.

Duffy, A. (2007). Does biopolar disorder exist in children? A selected review. *Canadian Journal of Psychiatry*, 52(7), 409-417.

Forsell, Y., Winblad, B. (1998). Feelings of anxiety and associated variables in a very elderly population. *International Journal of Geriatric Psychiatry*, 13(7), 454-458.

Fournier, R.R. (2002). A trauma education workshop on posttraumatic stress. *Health&Social Work*, 27(2), 113.

Hinrichsen, H., Morrison, T., Waller, G., Schmidt, V. (2007). Triggers of self-induced vomiting in bulimic disorders: The roles of core beliefs and imagery. *Journalof Cognitive Psychotherapy*, 21(3), 261-272.

Hopcroft, R.L., Bradley, D.B. (2007). The sex difference in depression across 29 countries. *Social Forces,* 85(4), 1483-1507.

Linhorst, D.M., Hamilton, G., Young, E., Eckert, A. (2002). Opportunities and barriers to empowering people with severe mental illness through participation in treatment planning. *Social Work*, 47(4), 425-434.

McCrae, R.R., Jian Yang, Costa Jr., P.T., Xiaoang Dai, Shuqiao Yao, Taisheng Cai, Beiling Gao, (2001). Personality profiles and the prediction of categorical personality disorders. *Journal of Personality*, 69(2), 155-174.

Power, M.J, Tarisia, M. (2007). Basic and complex emotions in depression and anxiety. *Clinical Psychology&Psychotherapy*, 14(1), 19-31.

Raikes, J. (2003). Splitting hairs. *Psychology Today*, 36(3), 38.

Rieher-Roller, A., Gschwandtner, U., Borgwardt, S., Aston, J., Pfluger, M., Rossler, W. (2006). Early detection and treatment of schizophrenia: How early? *Acta Psychiatrica Scandinavica,* 429(113), 73-80.

Thompson, S., Herrmann, N., Rapoport, M.J., Lanctot, K.L. (2007). Efficacy and safety of antidepressants for treatment of depression in Alzheimer's disease. *Journal of Psychiatry*, 52(4), 248-255.

Vogt, D.S., Tanner, L.R. (2007). Risk and resilience factors for posttraumatic stress symptomatology in Gulf War I veterans. Journal *of Traumatic Stress*, 20(1), 27- 38.

Walsh, J., Green, R., Matthews, J., Bonucelli-Puerto, B. (2005). Social workers' viewsof the etiology of mental disorders: Results of a national study*. Social Work,* 50(1) 43- 52.

Walsh, J. (2002). Shyness and social phobia*. Health&Social Work,* 27(2), 113.

Williams, D.R., Haile, R., Neighbors, H., Gonzalez, H.M., Baser, R., Jackson, J.S.

(2007). The mental health of black Caribbean immigrants: Results from the national survey of American life. *American Journal of Public Health*, 97(1), 52-59.

Schedule

Week	Reading(s): All readings are from the DSM-V	Assignment/Activities
Week 1 8/30	Syllabus Introduction to the DSM-V Use of the Manual	• Introductions/Review of Syllabus • Student Assignments/Expectations • DSM-V Overview • Administering an Assessment/Find someone to interview with a DSM Diagnosis
Week 2 9/6	Neurodevelopmental and Neurocognitive Disorders	
Week 3 9/13	Schizophrenia and Psychosis	**Case Study #1 Due**
Week 4 9/20	Bipolar and Depressive Disorders Exam #1 Review	
Week 5 9/27	Work on Assessment	**Exam #1**
Week 6 10/4	Anxiety and Obsessive Compulsive Disorders	
Week 7 10/11	Post-Traumatic Stress Disorder Dissociative Disorders	**Assessment and Treatment Plan Due**
Week 8 10/18	Substance Abuse and Conduct Disorders	
Week 9 10/25	Work on Case Study	
Week 10 11/1	Personality Disorders	**Case Study #2 Due**
Week 11 11/8	Somatic, Feeding, Elimination, Sleep-wake and Sexual and Gender Disorders	
Week 12 11/15	*possible guest speaker	
Week 13 11/22	**Thanksgiving/No Class**	

Week 14 11/29	Psychopharmacology and Defense Mechanisms	
Week 15 12/6	Final Exam Review	
Week 16 12/13		**Final Exam**