School of Social Work

SWK 348: PROMOTING MENTAL HEALTH ACROSS POPULATIONS
SPRING 2020

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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pm- 5:00 pm or by appointment

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Overview of Course

COURSE DESCRIPTION:

This course provides students with knowledge about strengths based social work practice with diverse populations at risk of social and economic injustices and is inclusive of Mental Health. Populations studied will include economically disadvantaged clients and communities; persons with severe and persistent mental illness; people of color; gay; lesbian and transgendered individuals; and abused and neglected children and will require students to understand the Mental Health issues related to the groups indicated. Students will learn how to complete strengths based assessments, to plan interventions based on individual and group strengths, and to build personal awareness of the significance of diversity as it affects individual and group opportunities for success

and well-being with varied client populations. Prerequisites: SWK 225, 250, 275, 322, 328, 329, and 370. Concurrent enrollment: SWK 325, 331, and 350. This course is restricted to social work majors.

COURSE OBJECTIVE(S):

1. Students will learn the significance of age, race, ethnicity, gender, sexual orientation, socioeconomic status, disability and crises as they impact individual and group opportunities for achievement and well-being in this country.
2. Students will learn a strengths perspective for guiding individual, group, organization, and community assessments and interventions.
3. Students will learn to critically analyze individual and group strengths based on respect for and appreciation of cultural differences.
4. Students will learn to identify policy issues which perpetuate prejudice and discrimination.
5. Students will build awareness of social injustices and of how to empower individuals, families, groups, communities and organizations.
6. Student will learn the history of social work's commitment to and efforts on behalf of diverse populations.
7. Students will learn why the DSM-5 is an important assessment tool for working with at risk populations.

RELATIONSHIP TO OTHER COURSES:

This course serves as a foundation course in the program, and explores specifically at-risk populations, populations with mental health diagnosis, and coverage of the DSM. This course builds upon the generalist social work foundation presented in SWK 225, 275 HBSE I, as well as further vulnerable populations addressed in SWK 322, HBSE II.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.

2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning

3. Develop student capability to improve human service delivery systems and promote social justice

4. Socialize student to the profession of social work

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 to achieve programmatic goals listed above through demonstration the following ten competencies for generalist- level practice.

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Practice Behaviors

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise the competency at the generalist level of practice. While content and activities of each course in the BSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Content assessed in this course reflects the following practice behaviors:

2.1.1.1 Has commitment to career-long learning

2.1.1.2 Advocates for client access to services of social work

2.1.1.3 Practice personal reflection and self-correction to assure continual professional development

Course Structure

Texts and Associated Materials

Required Texts:

Corcoran, J. & Walsh, J. *Mental Health in Social Work: A Casebook on Diagnosis and Strengths-Based Assessment. 2nd Ed.* Boston: Pearson.

Steinbeck, J. (1937). Of Mice and Men. *Available from multiple publishers and Mass Market Paperback.*

<u>REQUIRED: TK20</u>

If you do not have a TK20 student account you may purchase one of two ways:

- Contact the University Bookstore (students qualifying for Financial Aid may opt to purchase through the Bookstore). Be sure to tell them you need the SOCIAL WORK TK20 kit book. The teacher certification program also has a TK20 Book so *<u>it is very important you tell them you need the Social Work TK20 book.</u>*

  OR

- Login to TK20 and set up your student account by clicking on "Click here to register your student account" – Located on the log-in page. This method of purchase is cheaper than purchasing through the bookstore.
  Login Social Work TK20 page – www.tamucsw.tk20.com

OVERVIEW OF ASSIGNMENTS

POLICY ON DUE DATES:

All assignments are due AT THE BEGINNING OF CLASS. **No Late work will be accepted.** If you are not in class the day an assignment is due, you will need to submit it electronically, before or at the beginning of the class time in which they are due. You will also need to bring a hard copy to class with you the next time you are in class.

There will be NO MAKE-UP exams offered. You will need to be in class on the day of examinations.

CE/TRAININGS: Students will create an account and will complete the CE Units @ http://www.txhealthsteps.com listed below:

Pediatric Depression Adolescent Health Screening
Identifying and Treating Young People with High-Risk Behaviors
Interpersonal Youth Violence
Teen Consent and Confidentiality
Transition Services for Children and Youth with Special Health-Care Needs
ADHD and ASD: Diagnosis and Management
Interpersonal Youth Violence
Motivational Interviewing
Recognizing, Reporting, and Preventing Child Abuse
Culturally Effective Health Care

The above Units are worth 10 points each completed unit.

EXAMS: Exams (3) will contain true/false, multiple choice, and/or matching questions. Studying the course quizzes (if applicable) will help students prepare for the exams. Students are expected to attend class on exam dates. **No make-up exams will be given.**

THIS I BELIEVE ESSAYS: Students will create a series of One (1) page essays relevant to the course topics below. You will use your current set of beliefs about the topic and use research to support or change your opinion on the topic. Please do NOT use first person, whether it be singular or plural or refer to self in third person. Each student is required to submit ONE journal article reference for each of the essay topics on the following dates:

Category	Due Date
1. Schizophrenia and persons of color	**Feb. 13, 2020**
2. Eating Disorders and males	**March 19, 2020**
2. Sexual Addiction—Disorder or not?	**March 26, 2020**
4. Pedophilia -- Treatable?	**April 9, 2020**

The Essays will be checked on the due date and submitted for grading at the beginning of class in D2L.

DISCUSSIONS: Of Mice and Men: Students will read the novel and discuss points posted in E- College. Grading will be based on student response to instructor posting and fellow classmates posting. Consideration for critical thinking, processing and understanding related to course study will be used to determine grading. Student must follow the guidelines online in order to receive credit, which includes responding to the Faculty prompt and two classmates, within a designated period of time, in order to receive points. Dates and times for postings will be assigned. Example: During the week the discussion is assigned, students are to respond to the instructor's prompt following the number of sentences and by Wednesday at 11:30 pm. Then students are to respond to two peers between Thursday and Sunday by 11:30 pm using the guidelines posted in the discussions such as 8-10 sentences when responding to the prompt and 3-5 sentences to each peer. "Me too, I agree, etc." do not constitute a reasonable response. **This is an "All or Nothing" assignment meaning if you do not meet ALL of the criteria, you will not receive ANY points for that discussion.**

GRADING:

Grades will be based on the following point system:

CE/Units 10 points each   100 points
3 scheduled examinations worth (100 pts. each)   300 points
Believe Essay's (up to 25pts each)   100 points
Of Mice and Men… up to   <u>100 points</u>

Total   600 points

FINAL GRADES:

Grades will be determined according to the following:

600-540 = A
539-480 = B
479-420 = C
419-360 = D
   < 359 = F

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.

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 Library - Room 132
Phone (903) 886-5150 or (903) 886-5853
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

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Students Responsibilities

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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 to 1*	*2 Absences: 1*	*3 absences: Class grade of*	

| absence: No Penalty | Letter grade drop | "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

Approved statement for inclusion in university publications (i.e. Syllabi, Faculty Handbook, Undergraduate and Graduate Catalog, Student Guidebook …)

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 how fails to meet the professional expectation of the field of Social Work may be suspended from further study by the School of Social Work.

Technology Mediate Resources

NOTE: PROBLEMS WITH YOUR INTERNET CONNECTION AND/OR COMPUTER ARE NOT REASONS FOR LACK OF PARTICIPATION. You have access to the university's computer labs (in the social work department AND other campus facilities, including the library) as well as local libraries and other access to computers and ISPs If you believe, you are unable to fulfill the requirements for the course you should talk with your instructor about the possibility of dropping or withdrawing.

TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled internet browser. For PC and Mac users the suggested browser is Mozilla Firefox.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:

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

- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - *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.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. Browser Check http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset

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/

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.

• For additional information about system requirements, please see: System Requirements for LearningStudio

https://secure.ecollege.com/tamuc/index.learn?action=technical

ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to myLeo and from the top menu ribbon select eCollege. Then on the upper left side of the screen click on the My Courses tab. http://www.tamuc.edu/myleo.aspx

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: It is strongly recommended you perform a "Browser Test" prior to the start of your course. To launch a browser test login to Pearson LearningStudio, click on the My Courses tab, and then select the Browser Test link under Support Services.
Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support for the use of Pearson LearningStudio.

Technical assistance is available 24/7 (24 hours, 7 days a week).

If you experience LearningStudio (eCollege) technical problems, contact the LearningStudio helpdesk at 1-866-656-5511 (toll free) or visit Pearson 24/7 Customer Support Site http://247support.custhelp.com/

The student help desk may be reached in the following ways:

• Chat Support: Click on 'Live Support' on the tool bar within your course to chat with a Pearson LearningStudio Representative.

• Phone: 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

Accessing Help from within Your Course: Click on the 'Tech Support' icon on the upper left side of the screen inside the course. Then you will be able to get assistance via online chat or by phone.

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.

Policy for Reporting Problems with Pearson LearningStudio

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure must be followed:

1.   Students must report the problem to the help desk. You may reach the helpdesk at 1-866-656-5511.
2.   Students must file their problem with the helpdesk and obtain a helpdesk ticket number
3.   Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and provide me with the helpdesk ticket number.

4.   I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer and internet access problems are not a legitimate excuses for filing a ticket with the Pearson LearningStudio Help Desk. Only Pearson LearningStudio based problems are legitimate reasons to contact the Help Desk. You strongly are encouraged to check for your internet browser compatibility BEFORE the course begins and take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at myLeo. https://leo.tamuc.edu

Learner Support

The One Stop Shop was created to serve you by providing as many resources as possible in one location. http://www.tamuc.edu/admissions/onestopshop/

The Academic Success Center provides academic resources to help you achieve academic success.

http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/

<u>FREE MobilE APPS</u>

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

PEARSON COURSES	**App Title:**	**iPhone – Pearson LearningStudio Courses for iPhone** **Android – LearningStudio Courses - Phone**
	Operating System:	**iPhone** - OS 6 and above **Android** – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsphone

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

• View titles/code/Instructor of all Courses enrolled in online
• View and respond to all discussions in individual Courses
• View Instructor Announcements in individual Courses
• View Graded items, Grades and comments in individual Courses

• Grade to Date

• View Events (assignments) and Calendar in individual Courses

• View Activity Feed for all courses

• View course filters on activities

• View link to Privacy Policy

• Ability to Sign out

• Send Feedback

LearningStudio Notifications

Students can be alerted to course activities via text on their mobile phones or up to two email addresses.

Based on their preferences, students can automatically receive a push notification with every new: course announcement, threaded discussion post, grade, and/or assignment without having to login to the course. Enrolled students will automatically receive email notifications for announcements and can opt out of this feature. To receive text notifications, students must opt in.

To begin setting up notifications, go into your course in LearningStudio and click on the bell-shaped Notifications icon on the main menu ribbon.

By default the student's university email address will appear. This cannot be changed in LearningStudio. Additional email addresses may be added by clicking the Add button. After all of the other selections are completed be sure to click the Save and Finish button.

COURSE SCHEDULE:

Date	Weekly Assignments	Due Dates
Week 1 01/14-16	Class Introduction Chapter 1: Diagnosis and the Social Work Profession	
Week 2 01/21-23	Martin Luther King Holiday	**Discussion 1:** **See Syllabus and D2L for Guidelines**
Week 3 01/28-30	Chapter 2 BIOPSYCHOSOCIAL Corcoran & Walsh Review: TIB Essays Chapter 3: Autistic Disorder Corcoran & Walsh	COSTA RICA ELECTIVE
Week 4 02/4-6	Chapter 4: Neurodevelopment Disorders: Corcoran & Walsh	**Discussion 2:** **See Syllabus and D2L for Guidelines**
Week 5 02/11-13	Chapter 5: Schizophrenia and other Psychotic Disorders Corcoran & Walsh	**Essay #1 Due: 2/13/20**
Week 6 02/18-20	Review Exam 1 EXAM 1	**Discussion 3:** **See Syllabus and D2L for Guidelines** **EXAM 1: 2/20/20**
Week 7 02/25-27	Chapter 6: Bipolar and Related Disorders Corcoran & Walsh	
Week 8 03/3-5	Chapter 7 Depressive Disorders: Corcoran & Walsh	**Discussion 4:** **See Syllabus and D2L for Guidelines** **CE Training: Due 3/05/20**
Week 9 03/10-12	SPRING BREAK!!!	

Week 10 03/17-19	Chapter 8:Anxiety, Obsessive-Compulsive and Trauma and Stressor-Related Disorders Corcoran & Walsh	**Essay #2: 3/19/20** **Discussion 5:**
Week 11 03/24-26	Chapter 9: Feeding and Eating Disorders Corcoran & Walsh	**Essay #3 Due 3/26/20**
Week 12 03/31-4/2	**EXAM 2 REVIEW** **EXAM 2**	**EXAM 2: 4/02/20** **Discussion 6:**
Week 13 04/7-9	Chapter 10: Disruptive, Impulse Control, and Conduct Disorders Corcoran & Walsh	**Essay #4 Due 4/9/20**
Week 14 04/14-16	Chapter 11: Substance Related and Addictive Disorders Corcoran & Walsh	
Week 15 04/21-23	Chapter 12: Neurocognitive Disorders Chapter 13: Personality Disorders	
Week 16 04/28-30	Chapter 13 Continued **/ REVIEW FINAL EXAM**	
Week 17 05/05	FINAL EXAM	**EXAM 3: 5/05/20**