



TAMUC Logo

## **SWK 510.01W (80377); SWK 510.02W (80409)**

### **Clinical Practice in Mental Health**

#### **COURSE SYLLABUS**

Web-based

#### **INSTRUCTOR INFORMATION**

Instructor: **Dawn Nelson, LCSW-S, ACSW, SAP, CART**  
Office Location: **Online and Dallas Campus, Social Work Office**  
Office Hours: **Mondays, 7:00-9:00 a.m.; 12-1:00 p.m. and online 1:00-3:00 p.m.**  
Office Phone: **972-989-2799**  
Office Fax: **903-468-3221**  
University Email Address: **Dawn.nelson@tamuc.edu**  
Preferred Form of Communication: **Email**  
Communication Response Time: **Within 2 business days**

#### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to [TELUS Health](#), a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever needed.



QR Code TELUS

## COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

### Textbook(s) Required:

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders: DSM-5-TR* (5<sup>th</sup> ed. Text Revision). American Psychiatric Association.

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

### Software Required:

- D2L (in MyLeo)
- Microsoft Office

Access at: [Student Instructions to Sign Up Free for Microsoft Office](#)

### Optional Texts and/or Materials:

All MSW students must purchase the following study materials to **prepare for the Graduate Comprehensive Exam** they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

**[Comprehensive Study Guide \(Masters, Clinical, Adv. Generalist\) Version 9.0. Social Work Examination Services.](#)**

To purchase access: <https://swes.net/all-products/#:~:text=Masters%2C%20Clinical%2C%20Adv.%20Generalist>

## 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 individual biopsychosocial function and (2) to expand social workers’ ability to use the DSM-5 to work with at-risk populations across diverse settings and with diverse mental health professionals. Ethical dilemmas inherent in categorizing and labeling will be highlighted, along with cultural concerns in using a homogenous system of diagnostic classes.

### Prerequisites:

Students must have completed all MSW foundation curriculum requirements, been admitted to the MSW program, and be in good standing in the MSW program.

## Relationship to Other Courses

*The syllabus/schedule is subject to change.*

## STUDENT LEARNING OUTCOMES

The 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. Listed below are the competencies and associated knowledge, skills, values and cognitive and affective processes that comprise the expected outcomes for this course.

|  | <b>Activity/Assessment</b>               | <b>Dimensions</b>                             |
|--|--|---|
| <b>Competency 6:</b> Engage with Individuals, Families, Groups, Organizations and Communities  |  |   |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies across urban and rural settings and at the complex intersection of these two | Assessment 1                             | Knowledge, Skills and Cognitive and Affective |
| Discern the most appropriate engagement strategy according to each practice context.   | Assessment 1                             | Knowledge, Skills and Cognitive and Affective |
| <b>Competency 7:</b> Assess Individuals, Families, Groups, Organizations and Communities <i>as demonstrated by successful completion of role play activities, tests</i>  |  |   |
| Collect and organize client-driven data, and skillfully apply critical thinking to interpret information from both rural and urban clients and constituencies; and those who are at the intersection of the two environments                                   | Role Play Activity/Discussions and Exams | Knowledge, Skills and Cognitive and Affective |
| Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies reflective of their environment whether rural, urban or at the intersection of both.       | Role Play Activity/Discussions and Exams | Knowledge, Skills and Cognitive and Affective |
| <b>Competency 8:</b> Intervene with Individuals, Families, Groups, Organizations and Communities   |  |   |

|  | <b>Activity/Assessment</b>                             | <b>Dimensions</b>                             |
|--|--|---|
| Critically choose and implement interventions to achieve practice goals and enhance capacities for clients and constituencies in both urban and rural environments and at the intersection of the two.   | Assessment 1, Role Play Activity/Discussions Exams     | Knowledge, Skills and Cognitive and Affective |
| Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies in both urban and rural environments and at the intersection of the two | Assessment 1, Role Play Activity/Discussions and Exams | Knowledge, Skills and Cognitive and Affective |
| Facilitate effective transitions and endings that advance mutually developed goals for clients in both urban and rural environments and the intersection of both.  | Activity #1, Role Play Activity/Discussions and Exams  | Knowledge, Skills and Cognitive and Affective |

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

In this course, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you will need the knowledge and skills to use Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the Instructor of the technical issue.

### **Instructional Methods**

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

## **Student Responsibilities and Tips for Success in the Course**

As a student in this course, you are responsible for engaging in active learning and reaching out to the Instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the Instructor and peers; being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings prior to engagement with the Instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities so you can be a contributor as well as a receiver of knowledge and skills.
5. Actively participate in engagement activities, including live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible. Completing assignments ahead of the due date so you are prepared to submit on the due date.
7. Sign in to the D2L course shell multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the university, department, and Instructor's official method of communication.
9. Be open and focused on the "process" and not the "product," as earning this degree requires time, effort, work, growth in knowledge, skills, and abilities, along with personal and professional attributes.

## **GRADING**

Final grades in this course will be based on the following scale:

A = 90%-100% of total points

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

**Evaluation for the course grade is according to the following formula:**

| <b>Assessments</b>                          | <b>Value</b>    |
|---|-----------------|
| Assessment Diagnosis & Interventions        | 100 pts.        |
| Exams (2 @ 100 pts.)                        | 200 pts.        |
| Role Play/Weekly Discussions (10 @ 10 pts.) | 100 pts.        |
| <b>TOTAL</b>                                | <b>400 pts.</b> |

## **Assessments**

### **1. Assessment, Diagnosis & Intervention**

#### **SEE RUBRIC: APPENDIX A**

Write a complete intake assessment on a client with a DSM diagnosis. Develop a treatment plan that would last 6 sessions with this client and discuss the types of interventions deemed useful to help the client during each of the sessions and include a termination plan.

### **2. Exams**

There are 2 exams in this course. Exams are open book and open note. In a prior class, there is an in-class exam review and discussion.

### **3. Role Play Activity/Discussions**

#### **SEE RUBRIC: APPENDIX B**

Students will be paired with a partner. Each student will demonstrate how a social worker would collect data for a biopsychosocial history and pretend to be a client in a recording to be uploaded to D2L. An outline and diagnosis will be given to you for each role. The other class members will attempt to diagnose the client with feedback on the D2L Discussion thread. At the end of the week, the presenters tell the class the correct diagnosis and explain the symptoms, including any differential diagnoses. This is a participation grade for role play and discussion. All students **MUST** participate in weekly discussions during each week to receive credit. **No late work is accepted for this assignment.** (10 weeks x 10 points each; 100 points total for the course.)

## **Due Date Policy**

Late work will have an automatic 15-point deduction with the exception of the Role Play Activity which is “no late work accepted.” All work must be completed by the last day of class.

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements:

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

[https://documentation.brightspace.com/EN/brightspace/requirements/all/browser\\_support.htm](https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm)

Zoom Video Conferencing Tool

[https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom\\_Account.aspx?source=universalmenu](https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu)

## 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](mailto: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

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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

## **Interaction with Instructor Statement**

If you have any questions or are having difficulties with the course material, please contact your Instructor via email. The Instructor will respond to email queries within two business days.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

#### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may require the Instructor to modify it during the semester. Any changes made to the syllabus will be announced in advance.

### **University Specific Procedures**

#### **Ethical Behavior**

The School of Social Work expects all students to conduct themselves in an ethical, professional manner in the classroom and field settings consistent with the [NASW Code of Ethics](#).

#### **University Code of Conduct**

Texas A&M University-Commerce has established standards of conduct to create and foster an environment that facilitates student learning and development. Students and university student groups are expected to conduct themselves in a manner that demonstrates respect for the rights and property of others and is consistent with the educational goals and mission of the university. This Code of Student Conduct ("Code") focuses on personal responsibility and accountability for students' actions and the impact those actions may have on the greater community. To access student academic and behavioral expectations for students refer to the [Student Guidebook](#).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:  
<https://www.britannica.com/topic/netiquette>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage (or copy/paste the following URL in your web browser:  
<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>)

If a student believes the final grade is unfairly impacted by attendance requirements, an appeal can be made. This appeal process is explained in "[Student Appeal of Instructor Evaluation](#)" - [Procedure 13.99.99.R0.05](#).



## Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)  
[Graduate Student Academic Dishonesty Form](#)

[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)  
[Undergraduate Academic Dishonesty Form](#)

## University Rules on Research

Students involved in conducting research and/or scholarly activities at Texas A&M University-Commerce must also adhere to standards set forth in [University Procedure 15.99.03.R1 Ethics in Research, Scholarship, and Creative Work](#).

## AI Use Policy

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that can generate text or suggest replacements for text beyond individual words, as determined by the course instructor.

Any use of such software must be documented. Undocumented use constitutes academic dishonesty (plagiarism).

Individual instructors may disallow the use of such software entirely for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided, the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources. [Draft 2, May 25, 2023]

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)  
[Undergraduate Student Academic Dishonesty 13.99.99.R0.03](#)

## Students with Disabilities-- ADA Statement

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

Velma K. Waters Library Rm 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)  
Website: [Office of Student Disability Resources and Services](#)

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

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 the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

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.

### **A&M-Commerce Supports Students' Mental Health**

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

## **School of Social Work & Council on Social Work Education-Specific Policies**

### **Course Engagement**

**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.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes, and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with the Instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include but are not limited to, participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the Instructor.

Instructors are experts in each course content area and set the standards for students to meet to successfully complete the course.

### **Student Conduct**

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

### **Department Code of Conduct**

The Academic and Professional Issues Committee (API) hearing is the formal path of due process for a student in regard to the concern being expressed. A student will be referred to the School of Social Work's API by faculty, field instructors, or faculty field liaisons when a concern arises regarding academic and student conduct and/or professional preparation. When “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 that program” as demonstrated through ethical and/or legal violations; aberrant disregard for School of Social Work Code of Conduct or other concerns as determined by the [Academic and Professional Issues Committee](#).

Graduate Students have the right to appeal to the Graduate Dean according to [University Procedure 13.99.99.R0.39](#).

Undergraduate Students have the right to appeal to the Dean of the College of Education and Human Services according to [University Procedure 13.99.99.R0.41](#).

## Appendix A Grading Rubric: Assessment

| <b>Criteria</b>                                  | <b>Level 4<br/>30 points</b>                         | <b>Level 3<br/>24 points</b>  | <b>Level 2<br/>21 points</b>                            | <b>Level 1<br/>18 points</b>                 | <b>Criteria<br/>on<br/>Score</b> |
|--|--|---|---|--|----------------------------------|
| Criterion 1<br>Biopsychosocial History           | Complete biopsychosocial history                     | Missing 1-2 components of biopsychosocial history                                       | Missing 3 or more components of biopsychosocial history | Major items are missing                      | /30                              |
| Criterion 2<br>Assessment and DSM-5-TR Diagnosis | Strong assessment and correct diagnosis for symptoms | Missing 1-2 parts of assessment and/or sub-components of diagnosis are missing or wrong | Assessment and/or diagnosis is inadequate               | Both assessment and diagnosis are inadequate | /30                              |
| Criterion 3<br>Treatment Plan                    | Strong, well-planned treatment plan                  | Adequate treatment plan but needs more details  | Treatment plan is missing some items and/or sessions    | Treatment plan is missing many items         | /30                              |
| Criterion 4<br>Professional Writing              | Professionally written with no grammar errors        | Minor mistakes, but overall is professionally written                                   | Professional writing needs improvement or proofreading  | Lacks professionalism or major mistakes      | /10                              |

## Appendix B

### Grading Rubric: ROLE PLAY/DISCUSSION RUBRIC

(10 pts. each week)

| Criteria  | Excellent  | Satisfactory   | Unsatisfactory   | Incomplete   | Score      |
|---|--|--|--|--|------------|
| <b>Role Play “Social Worker” and Client</b>   | Level 4<br>5 points  | Level 3<br>3.75 points   | Level 2<br>2.5 points  | Level 1<br>1.25 points   |            |
| Role play “Social worker” asks biopsychosocial history questions with professionalism and intake skills | Role play “Social worker” asks all biopsychosocial history questions with genuineness and warmth while maintaining professionalism | Role play “Social worker” misses a few biopsychosocial history questions but maintains professionalism | Role play “Social worker” asks misses a major area of biopsychosocial history questions or slides into friendship or other in appropriate role | Role play “Social worker” misses two or more major areas biopsychosocial history questions or in professionalism | /5         |
| <b>Role Play “Client”</b>   |  |  |  |  |            |
| Role play “client” demonstrates symptoms of assigned diagnosis  | Role play “client” demonstrates multiple symptoms of assigned diagnosis in convincing way  | Role play “client” demonstrates most symptoms of assigned diagnosis in convincing way                  | Role play “client” demonstrates 1-2 symptoms of assigned diagnosis in convincing way   | Role play “client” does not demonstrate the correct symptoms for the assigned diagnosis                          | /5         |
| <b>Role Play Total</b>  |  |  |  |  | <b>/10</b> |

**OR**

| Discussion                                       | 10 points  | 7.5 points                                 | 5 points   | 2.5 points                           |     |
|--|--|--|--|--------------------------------------|-----|
| Class “audience” responds with Diagnosis attempt | Respond with diagnosis and key symptoms as described in DSM-5-TR | Responds with diagnosis but omits symptoms | Responds with incorrect diagnosis but was within differential diagnostic codes | Response is not within the same week | /10 |

**COURSE OUTLINE /CALENDAR**

| <b>Schedule - Week of</b> | <b>Readings(s) (All readings are from Handouts &amp; DSM V</b>  | <b>Assignments/Activities</b>   |
|---------------------------|---|---|
| Week 1                    | Download & Review Syllabus<br>History of DSM Week 1(PPt1)<br><b>Read Intro - pgs. 5-28 - DSM V - TR</b>                                 | Review Syllabus<br>Review PowerPoint 1 (PPt1)   |
| Week 2                    | Clinical Practice: Assessment, Diagnosis, and Treatment<br><b>Review pgs. (841 – 857).</b>  | Intake & Assessment Demo<br>Review Assessment & DSM Diagnosis Handout<br>Review of Psychosocial History Handout<br>Review PowerPoint 2 (PPt2)           |
| Week 3                    | Bipolar & Depressive Disorders<br><b>Read pgs. (139-175) &amp; (177 – 214).</b>   | Inventory of Depression<br>Review PowerPoint 3 (PPt3)<br><b>Rôle Play Demonstrations Begin—All students respond in the discussion section each week</b> |
| Week 4                    | Anxiety Disorders and OCD<br><b>Read pgs. (215-261) &amp; (263 – 294).</b>  | <b>Role Play Demonstrations</b><br>Review PowerPoint 4 (PPt4)   |
| Week 5                    | Schizophrenia and Psychosis<br><b>Read pgs. (101-138).</b>  | <b>Role Play Demonstrations</b><br>Review PowerPoint 5 (PPt5)   |
| Week 6                    | Trauma; Dissociative Disorders<br><b>Read pgs. (265-328) &amp; (329 – 348).</b>   | Review PowerPoint 6 (PPt6)<br><b>Role Play Demonstrations</b>   |
| Week 7                    | EXAM #1   | <b>EXAM #1</b>  |
| Week 8                    | Neurocognitive Disorders<br><b>Read pgs. (667-732)</b><br><br>Substance-Related and Addictive Disorders<br><b>Read pgs. (543 – 665)</b> | Review PowerPoint 7 (PPt7)<br><b>Role Play Demonstrations</b><br>Substance Use Assessments  |
| Week 9                    | Personality Disorders<br><b>Read pgs. (733-778).</b>  | <b>Role Play Demonstrations</b><br>Review PowerPoint 8 (PPt8)   |
| Week 10                   | Sexual Dysfunctions<br>Gender Dysphoria<br><b>Read pgs.(477- 520)</b>   | <b>Role Play Demonstrations</b><br>Review PowerPoint 9 (PPt9)   |
| Week 11                   | Feeding and Eating Disorders<br><b>Read pgs. (371 – 397)</b>  | Continued, Review PowerPoint 9 (PPt9)   |

The syllabus/schedule is subject to change.

|         |                      |                       |
|---------|----------------------|-----------------------|
| Week 12 | Assessment Due       | <b>Assessment Due</b> |
| Week 13 | Pharmacology Handout | Pharmacology Handout  |
| Week 14 | <b>EXAM #2</b>       | <b>EXAM #2</b>        |
| Week 15 | Termination          | Closure               |