



## Psychology 300A: Behaviour Disorders Section 004

Winter Term II 2008

Faculty of Arts, University of British Columbia  
Mondays, Wednesdays, Fridays 1:00 – 1:50 pm, Buchanan Building A104  
3 Credits

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(Note: Do not expect Prof. Carlson to respond to email after 5:00 pm weekdays and between Friday 5:00 pm – Monday 9:00 am).

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### Course Description and Goals

*“Experience without theory is blind, but theory without experience is mere intellectual play”  
-Immanuel Kant*

This course will provide you with a basic overview of empirically informed perspectives on the classification, description, etiology, and treatment of the major mental disorders. We will take an integrative biosocial approach that explores the genetic, neurobehavioral, cultural, social, and other experiential contributions to mental disorders. The features, prevalence, course, and demographic distribution associated with major disorders will be discussed. The focus of the course will be on the description of mental disorders, the factors that cause or maintain psychopathological conditions, and approaches to treatment of mental disorders that have received research support. Students are expected to a) attend lecture and b) read the assigned readings. Marks will be based on 3 quizzes and a cumulative final exam. Extra credit will be available. Class meetings will largely be of the lecture format, but small group discussions, group and individual activities, videotapes, etc. may also occur.

The goals of this course can be lumped into two categories: *Content* goals and *Process* goals. Content goals involve conveying pieces of information. There are certain facts, figures, definitions, and terms that I will want you to learn. You will have many opportunities to test how well we are reaching these content goals on the exams. Process goals involve giving you new skills and ways to look at things. I hope that after taking this class you will be more critical in your evaluation of claims about human nature made by scientists, other academics, the media, and your friends and family. I hope that you will ask yourself and others questions about why we are the way we are that you might not have otherwise. It is up to each one of us to reach our own conclusions, but I hope that you will have a new perspective from which to consider many important issues of life. These process goals are less easy to evaluate with tests than content goals. They are, however, just as important as learning facts, if not more so.

**Disclaimer: Passing marks in this course- even outstanding ones- should not be construed as indicating sufficient training to make clinical diagnoses of mental disorders. Advanced training in descriptive psychopathology, clinical assessment, and ethics beyond the scope of this course are generally regarded as being necessary, but not always sufficient qualifications for making diagnoses. Although it will be tempting for most of you to diagnose yourselves, your parents, siblings, dorm-mates, significant others, pets, etc. please resist.**

**Format of the course:**

The format of the course will be three lectures a week. Lectures may also occasionally involve small group discussions, group and individual activities, and videotapes, etc.

**Prerequisites:**

Students are expected to have had an introductory course on psychology (e.g., Psyc 100).

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**Text**

**Required readings:**

Oltmanns, T.F., Emery, R.E., & Taylor, S. (2006). *Abnormal psychology: Second Canadian edition*. Toronto: Pearson Education Canada.

**Study Guide:**

There is an optional study guide for this course:

Parsons, G.M., Aubie, C.D., & Jarry, J.L. (2006). *Study guide for Oltmann, Emery, & Taylor's abnormal psychology, second Canadian edition*. Toronto: Pearson Education Canada.

Normally I think that a guide is an excellent resource for students wanting to either a) master the concepts in the course, or b) increase their grades. There is, however, a significant number of errors in this edition of the study guide. I do not recommend buying it unless you have insured that it comes with a corrected scoring key. Not everything that will be on the exams is reviewed in the study guide, but a lot of ground is covered. Supplements may be handed out in class across the course of the session, especially if a number of students request additional materials to clarify points that they find confusing.

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**Course E-mail List:**

There will be a distribution list for E-mail announcements related to the course. It is generated from the University's record of your student information and the instructor cannot alter the email addresses in it. It is recommended that students check their e-mail regularly for announcements and clarifications. If you do not have e-mail access, please inform the instructor. It is the student's- not the instructor's- responsibility to ensure that the University has the appropriate email address for you in its database.

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**Course identification number:**

At the first lecture students will select a 5-digit number that will be used to post their scores for the entirety of the semester. These course identification numbers should not be related to any numbers (e.g. birthdates, Student ID number, Social Insurance Number, etc.) that might otherwise identify you. Do not pick 5 of the same digit-as this increases the chance of more than one person choosing the same number. Make sure that you write this number down, or pick something that is easy to remember.

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**Psychology Department's Position on Academic Misconduct**

Cheating, plagiarism, and other forms of academic misconduct are very serious concerns of the University, and the Department of Psychology has taken steps to alleviate them. In the first place, the Department has implemented software that can reliably detect cheating on multiple-choice exams by analyzing the patterns of students' responses. In addition, the Department subscribes to *Turnitin*--a service designed to detect and deter plagiarism. All materials (term

papers, lab reports, etc.) that students submit for grading will be scanned and compared to over 5 billion pages of content located on the Internet or in TurnItIn's own proprietary databases. The results of these comparisons are compiled into customized "Originality Reports" containing several, sensitive measures of plagiarism; instructors receive copies of these reports for every student in their class.

In all cases of suspected academic misconduct, the parties involved will be pursued to the fullest extent dictated by the guidelines of the University. Strong evidence of cheating or plagiarism may result in a zero credit for the work in question. According to the University Act (section 61), the President of UBC has the right to impose harsher penalties including (but not limited to) a failing grade for the course, suspension from the University, cancellation of scholarships, or a notation added to a student's transcript.

All graded work in this course, unless otherwise specified, is to be original work done independently by individuals. Do **not** use Google/Yahoo/MSN Search/etc. to find articles for assignments in this course. **Do** use any of the indexes and databases listed under Indexes and Databases, Subject Resources, OneSearch or Metasearch on the Library's website at <http://www.library.ubc.ca>. (Not sure which index to use? Click HELP on the library homepage at [www.library.ubc.ca](http://www.library.ubc.ca) or try Subject Resources.)

If you have any questions as to whether or not what you are doing is even a borderline case of academic misconduct, please consult your instructor. For details on pertinent University policies and procedures, please see Chapter 5 in the UBC Calendar (<http://students.ubc.ca/calendar>).

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## Student Effort, Achievement, and Evaluation

Students' marks will be based on:

### 1) Multiple-Choice Quizzes

Number:	2
Points possible:	50 each / 100 total (40 % of final grade)
Format:	50 multiple-choice questions.
Dates:	30-Jan. & 14-Mar.
Coverage:	Each exam will cover all of the lecture and reading materials not previously tested. Quiz I will include a question regarding this syllabus and course policies so get familiar with them. <b>BRING A NUMBER 2 PENCIL FOR THESE EXAMS!</b>

### 2) Essay Quiz

Number:	1
Points possible:	50/ 50 total (20% of final grade)
Format:	3 essay questions each requiring you to- at a minimum- a) read a case vignette describing someone with a mental disorder, b) identify what the disorder is, and c) why- in terms of diagnostic criteria- you think the person has the disorder. Each essay will be worth 16-17 points.
Dates:	28-Mar.
Coverage:	The essays will cover all disorders discussed in lecture and the reading up to the immediately previous class period.

### 3) Final Exam

Number:	1 (of course!)
Points possible:	100 (40% of final grade)
Format:	100 multiple-choice questions.
Date:	TBD
Coverage:	WARNING!!! This is a cumulative exam! All material covered in lecture and the readings will be fair game for this test. <b>BRING A NUMBER 2 PENCIL FOR THE EXAM!</b>

### Grading:

This course is graded based on relative *achievement* rather than effort. The professor cannot fairly assess how much effort one student puts in versus another, but he can fairly assess mastery of information relative to others in the course. The argument "but I've been putting in a lot of effort and studying hard for this course" will not improve your mark. Similarly, "I have to pass/get a mark of \_\_ because I'm a senior/I'm an international student and my tuition costs more/ my financial aid is in jeopardy/I need to get a higher mark because I am applying to programme X/etc", may (or may not) be met with sympathy, but will not alter your mark. Please do not try them.

Also, for students who have relatively little experience with upper-level psychology courses at UBC -Please do not make the mistake of underestimating what is needed to get a good mark in this course. My experience suggests that people majoring in other areas sometimes have the mistaken impression that this will be an easy "A" and are surprised after the first quiz.

Definitions of grades, both conceptual and operational, are provided below.

Mark	Definition (as provided by the University Policy on grading)
A	Achievement that is <i>Exceptional</i> .
B	<i>Competent</i> achievement.
C	Achievement at an <i>Adequate</i> level of performance.
D	<i>Inadequate</i> performance, but still deserving of credit
F	<i>Inadequate</i> achievement.

Scaled Points Earned†	Final Grade
90 - 100%	A+
85 - 89 %	A
80 - 84 %	A-
76 - 79 %	B+
72 - 75 %	B
68 - 71 %	B-
64 - 67 %	C+
60 - 63 %	C
55 - 59 %	C-
50 - 54 %	D
0.0 - 49 %	F

† From the UBC Calendar: "Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty, department or school norms. Students should therefore note that an unofficial grade given by an instructor might be changed by the faculty, department or school. Grades are not official until they appear on a student's academic record." Students' marks may be scaled as per Psychology Department policy. This will very likely happen, so you should assume your marks will be scaled unless otherwise notified. See more about scaling below.

Academic dishonesty in any portion of this course may result in a failing mark for the entire course as noted previously.

Disputes over points on quizzes are to be submitted in writing to the TA before the final exam. The submitted grievance must explain *in specific terms* why the student thinks that he or she has been unfairly marked. The instructor will only review grading if such a written argument has been provided. Changes to final grades will only be made after a successful formal appeal under the provisions outlined in the Calendar, Academic Regulations "Review of Assigned Standing." Please refer to that document for details.

#### Psychology Department's Policy on Grade Distributions and Scaling

In order to reduce grade inflation and maintain equity across multiple course sections, all psychology courses are required to comply with departmental norms regarding grade distributions. According to departmental norms, the mean grade in a 300-level class is 70 for a good class, 68 for an average class, and 66 for a weak class, with a standard deviation of 13. The corresponding figures for 100- and 200-level Psychology courses are 67, 65, and 63, with a standard deviation of 14. **Scaling** is likely to be used in order to comply with these norms; grades may be scaled up or down as necessary by the professor or department.

Marks will be scaled in this class according to departmental guidelines for a 300-level course. This will involve a method called a linear transform. It applies the same adjustment to everyone's scores and makes marks dependent on how well students demonstrate their mastery of course material relative to their peers. Your scaled mark is a function of how well you did relative to how the class/section as a whole did. If there is a test that is "too easy" in the sense that marks as a whole tend to be high, then scores in general will be shifted down. If you put everyone's raw scores in order from least to

highest you get the same order of students as if you put the scaled scores from least to highest. The better your raw score, the better your scaled score, but how good or bad your scaled score is depends on how well the section as a whole did.

Here is how the scaled scores for the course will be calculated: everyone's total raw score at the end of the term, excluding extra credit, will be divided by 250 (and then multiplied by 100%) to make it a percent. Then the mean of the section will be subtracted from each score and that difference will be divided by the standard deviation for the section. That gives a Z-score for each student that says how many standard deviations above or below the mean their score is. As per department guidelines, a section that does well should have a mean of 70, an average section should have a mean of 68, and a poorly performing section should have a mean of 66. All sections should have a standard deviation of 13. So, the Z-scores are scaled to the appropriate distribution by multiplying each one by 13 and then adding the appropriate target mean (e.g., 68 for an average section) to the product to get the final scaled score. So, the extent to which your mark changes from a raw percent of points to a scaled score is a function of BOTH the mean AND standard deviation of your section. If the mean of the section is higher than 70 the scores will generally be moved down by this process. If the mean is less than 66, then the scores will generally be moved up. At the same time, if there is less variability than we want, then the further away a score is from the mean the more it will change (up for scores above the mean, down for scores below the mean). Alternately, if there is more variability than we want scores at the extremes will be moved closer to the mean of the section.

What this means in terms of letter grades is that someone who gets the mean score of a typical section will have a scaled score of 68 (equivalent to a B-). The minimum score for an A- is about 0.9 standard deviations above the mean. An A+ is 1.69 or more standard deviations above the mean. An F would be equivalent to being more than 1.46 standard deviations below the mean. These relationships would exist for all sections of all courses with the target mean of 68 and standard deviation of 13 for scaled scores and a reasonably normal distribution. This results in roughly comparable proportions of each 300 & 400-level psychology class section getting A's, B's,...F's so that marks can be compared on a similar metric.

Why do we do this scaling? The idea is to make marks comparable across courses in the psychology department. The department wants a similar distribution for each course at a given year level, so that people have to perform in the course relatively better than their peers by the same amount (in terms of standard deviations) to get high marks, and relatively the same degree of not-so-good performance (again—in terms of standard deviations) to get an "F". This is important to me because several opportunities within the department are dependent on marks, and we want these opportunities to be available in a fair way (not just to people who take "easy courses" in the department). Also, it is an attempt to combat grade inflation. This is the tendency in some departments or universities for the vast majority of students to get high marks and thus— in the eyes of some— making high marks meaningless. I will provide you with scaled scores of your point totals after each exam as we go along, so that you have a realistic idea of how you are doing relative to your peers, so that you have an opportunity to adjust what you are doing in time to have an impact on other aspects of the course, and so that you don't get a nasty surprise at the end of the term.

After the final I will scrutinize the marks of students who are one point off of a grade-level cut-off. If a person is this close to a cut off **AND** she or he did significantly poorly on just one aspect of the course such that this is dragging the mark down, they will be rounded up one point. Note: Just being close to a cut-off will not result in your score getting rounded up if I do not think you performed significantly worse on just one aspect of the course. Also, I will review all grades of F prior to submitting marks.

#### Extra Credit:

A maximum of 2 extra credit points will be available via participation in the Human Subject Pool. You may get points via this mechanism by one of two means: a) participating in an approved research study that provides extra credit, or b) doing a research summary writing assignment. More information about these options is provided in the online document "Subject Pool Information for Participants" at [http://www.psych.ubc.ca/resguide\\_psy](http://www.psych.ubc.ca/resguide_psy). If you choose to participate in research you will set up an online account at <https://hsp.psych.ubc.ca/> to sign up for studies and manage your extra credit points. Information regarding the writing assignment will be provided later in the term.

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## Course policies

### Class rules:

It is the instructor's belief that all students have the right to a calm, productive, and stimulating learning environment. Student behaviour that interferes with the rights of others is not allowed. **Basic respect for each other is expected of all students, the instructor, and the TA in this course.** In accordance with this there are a few class rules:

- a) During class all cell phones and pagers must be turned off, set to vibrate, or not brought into the classroom.
- b) "Side" conversations among students during lecture or video presentations are not allowed.
- c) Strive not to come to class late or leave early (if you come in late try to remove outerwear and get your needed course materials ready before coming into the room so as to minimize the disruption).

These rules are an attempt to *minimize disruptive behaviour* that can interfere with others' rights. Disagreeing with the instructor, engaging in heated intellectual discussion, debating, and challenging sacred cows **are not disruptive behaviours** as long as they are done with basic respect and do not seriously interfere with progress through the class schedule. They are in fact strongly encouraged, and can be carried over into office hours if class time is insufficient. Respect for others is also important in **three other rules**:

- d) Students and teaching staff will not silence the views of others they do not agree with in this class.
- e) No one may threaten or intimidate others involved in this course with violence or threats of violence.
- f) Harassment, sexual and otherwise, will not be tolerated in this class.

**If you feel that your rights have been violated please contact the TA or instructor ASAP.**

Violation of the class rules will be met with consequences whose severity will be related to the seriousness of the offence. They will range from possibly being mildly embarrassed by me in class to- in extreme cases involving threatening behaviour- contacting the RCMP. **Students are required to read this syllabus thoroughly before the second lecture. There will be a question about it on the first quiz!**

### Attendance:

The UBC calendar says: "Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes." **If you miss a lecture, it is your responsibility to arrange for getting copies of notes, assignments or handouts from another classmate.** Do not email the instructor about this unless you have already attempted to get what you need from someone in the class and you have proof of a legitimate reason for missing class.

### Policy on make-up quizzes and exams:

Students will be allowed to schedule a make-up quiz or exam in the case of a **verified** illness, participation in athletic events or other group activities sponsored by the University, serious family emergencies, subpoenas, jury duty, military service, and religious observances. Note that in each case, the student must provide verification of the above legitimate reasons for missing the scheduled exam or due date. Foreseeable conflicts (i.e. a previously scheduled event) will only be accommodated with at least a 48-hour **advance** notice. If you come in late for a quiz or the final there will be no make-up time regardless of excuse. Make-up tests may be alternative versions of the ones written in class. You must contact the Professor or TA as soon as you can after realizing you cannot write the quiz or exam at the scheduled time. If you do not contact us within 72 hours of the end time of the quiz, you will need a note providing what we judge as a legitimate reason for not being able to contact us sooner (i.e., your physician says that you were bed ridden for two days after the exam). We will attempt to have all make-ups written as soon after the scheduled exam or quiz as possible (within one week if at all possible).

### Special Standing:

Faculty of Arts grading guidelines state: "Students are granted deferred standing as an academic concession and only for good cause - medical, emotional or otherwise. SDs may be granted only by the senior staff of the Faculty Academic Advising Office. This policy was established, in part, to insure consistency across the Faculty in the granting of SDs."

### Withdrawing from the course:

***No longer attending lectures is not synonymous with dropping the course. Students are solely responsible for officially withdrawing from the class. See the UBC calendar for specifics. Unofficially "dropping" the course without going through these channels may result in a grade of F.***

### Equal Opportunity Statement:

It is the instructor's policy that students have equal access to academic opportunities related to this course without regard to race, color, creed, religion, national origin, sex, marital status, disability, public assistance status, veteran status, or sexual orientation.

### Students with disabilities:

Students with disabilities are encouraged to contact the instructor to discuss their individual needs for accommodations early in the semester. Students must first contact the Disability Resource Centre (DRC), with appropriate documentation. They will provide guidelines, in consultation with the student, regarding a range of appropriate accommodations. The instructor will meet with the student to discuss these suggestions and will determine which is most appropriate for the course. This meeting must occur within 10 days of notification being received by the instructor from DRC.

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## Instructor and TA Evaluation

*"The most common way people give up their power is by thinking they don't have any."  
-Alice Walker (1944-)*

Although students frequently focus on their performance evaluations by the instructor, it is also true that students have a crucial role to play in evaluating the instructor and TA. During week 12 or 13 students will anonymously fill out official teaching evaluations. Please think ahead to this throughout the term and keep note of anything that you find particularly helpful or unhelpful about the teaching staff's performance. These course evaluations will not be accessible to the instructor until after final grades are submitted- they cannot affect your grade- so please be honest. Your feedback will be considered seriously when I am revising my approach to teaching future courses, so it may help hundreds of future students. This is great for them, but what will you get out of it? If you have a suggestion as to how the lectures or quizzes may be improved I strongly encourage you to pass them on to me at any point in the term. If a theme appears, I may adapt my lectures accordingly. You can make suggestions in person, via e-mail, or anonymously by putting a note in my mailbox. Although some aspects of the class as detailed in this syllabus are non-negotiable, I am extremely receptive to feedback.

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## Unsolicited Advice on Doing Well in this Course

*"If I had eight hours to chop down a tree, I'd spend six sharpening my axe."  
-Abraham Lincoln (1809-1865)*

The keys to doing well in this course are a) **preparation**, b) **solicitation**, and c) **exploitation**.

Students should adequately **prepare** for each exam. The study guide I used when I taught this course years ago (Santogrossi, D.A. (1999). Study guide for Barlow and Durand's abnormal psychology, second edition. Pacific Grove, CA: Brooks/Cole Publishing Company) had an introduction that offered good advice and describes what most university-

level instructors in this topic expect of students. On pages xii-xiii it described an active learning strategy called the **SQ4R** technique. This suggested that you **Survey** or skim each chapter before reading it, paying special attention to section headings, term definitions, tables, and figures in order to get an idea of what the chapter is about. Then create **Questions** about what you have scanned that you hope to answer when you read the text. Next **Read** and do so actively- take notes and try to answer the questions you have posed for yourself. I recommend going over the readings once, and then going over them a second time and taking brief notes on key points. Next, **Recite** your answers and what you know about the key points to yourself. If you can find a "study buddy" to review with, do so and take turns explaining the material to each other. In particular you may benefit from combining the principles of recitation and bidirectional studying when studying the key terms (i.e., perhaps use flash cards to insure that you can give the term when provided with a definition, and that you can generate a definition when provided with a term). Be sure to **wRite** the answers to your questions down and summarize key point in your own words. When answering your questions, ask yourself if the key points are well supported by the author. If so, how? If not, why are you unconvinced? Are there new questions that arise after reading the text? Are there questions you had that weren't answered by the text? Take very detailed notes to help you with this preparation. Finally, **Review** your notes, figures, tables, and the key terms before the appropriate exam. Review them periodically throughout the term, so that you are not cramming to review material right before the test. Similarly, review your lecture notes periodically throughout the term. Use multiple-level studying by reviewing both general concepts and details. Incorporate the principle of formal pre-testing with your reviewing: use the practice exams in the on-line study guide to test how well you've reviewed and focus on mastering areas that you have trouble with on the pre-tests. Review early, often, and regularly.

**Solicit** help from your instructor or the TA. If you find any aspect of the course material at all confusing please e-mail the teaching staff, attend office hours, or-better yet- do both. The instructor is available and eager to help not only during scheduled office hours, but also by appointment if needed. If you are having more global problems affecting your course performance the instructor and TA may be able to provide you with the address of an appropriate university or community service. It will never hurt you to ask us questions, and we will make efforts to clarify anything course relevant that you want us to. Students should keep track of their earned points as the semester progresses, and if they are concerned about the direction their marks are going in then they should go to as many office hours as possible. I can turn my office hour into a review/tutorial session if the need arises.

**Exploit** all resources we provide you with. Take advantage of extra credit opportunities, and when you do so try to get the maximum educational value from them by asking lots of questions. Take advantage of office hours, e-mail, and any recommend websites. Attend each and every lecture and take detailed notes. Use all university resources that are available to you. The reality is that not everyone can earn an A, but I hope that we all work together so that as many of you as possible will get one.



Class Schedule:

Week	Date	Topic	Readings	Exams	Points
1	M 07-01	Introduction	Chapter 1 & this syllabus		
	W 09-01	Diagnosis	Chapter 4 (pp 101-115)		
	F 11-01	Assessment	Chapter 4 (pp 116-137)		
2	M 14-01	Research			
	W 16-01	Genes & Environments	Chapter 2		
	F 18-01	Neurobiological influences I: Background	Review last reading		
3	M 21-01	Neurobiological influences II: Neurotransmitters & Drugs	Chapter 3 (pp. 67-75)		
	W 23-01	Psychological Theories: Psychodynamic	Chapter 3 (pp. 75-78)		
	F 25-01	Psychological Theories: Cognitive & Behavioural	Chapter 3 (pp. 78-99)		
4	M 28-01	Catch-up			
	W 30-01			<b>MC Quiz I</b>	<u>    </u> /50
	F 01-02	Mood Disorders: Description	Chapter 5 (pp. 139-154)		
5	M 04-02	Mood Disorders: Major Depressive Disorder- Etiology	Chapter 5 (pp. 154 – 171)		
	W 06-02	Mood Disorders: Major Depressive Disorder- Treatment	Chapter 5 (pp 171-174; 176-177)		
	F 08-02	Mood Disorders: Bipolar Disorders- Etiology & Treatment	Chapter 5 (pp 175-176; 177-187)		
6	M 11-02	Mood Disorders: Catch up			
	W 13-02	Anxiety Disorders: Phobias & Panic	Chapter 6 (pp 189-218)		
	F 16-02	Anxiety Disorders: Generalized Anxiety	Review last reading		
		<b>Reading Week Break</b>			
7	M 25-02	Anxiety Disorder: OCD & PTSD	Chapter 7 (pp 229-243)		
	W 27-02	Anxiety Disorders: Treatment	Chapter 6 (pp 218-227)		
	F 29-02	Anxiety Disorders: Catch Up			
8	M 03-03	Dissociative Disorders	Chapter 7 (pp. 243-256)		
	W 05-03	Somatoform Disorders	Chapter 7 (pp. 256-267)		

9	F	07-03	Substance Use Disorders: Description	Chapter 11 (pp. 364-384)	
	M	10-03	Substance Use Disorders: Etiology	Chapter 11 (pp. 384-394)	
	W	12-03	Substance Use Disorders: Catch-up session	Chapter 11 (pp. 394-403)	
	F	14-03			MC Quiz II /50
10	M	17-03	Schizophrenia: Description	Chapter 13 (pp. 443-458)	
	W	19-03	Schizophrenia: Etiology	Chapter 13 (pp. 458-472)	
	F	21-03	<b>Good Friday-- University Closed</b>		
11	M	24-03	<b>Easter Monday-- University Closed</b>		
	W	26-03	Schizophrenia: Catch-up session		
	F	28-03			Essay Quiz /50
12	M	31-03	Eating Disorders	Chapter 10	
	W	02-04	Personality Disorders	Chapter 9	
	F	04-04	Antisocial Personality: Description	Review pp. 324-331	
13	M	07-04	Antisocial Personality: Etiology		
	W	09-04	Sexual Disorders & Gender Identity Disorders	Chapter 12	
	F	11-04	Childhood Disorders	Chapter 16	

**Note: Readings are expected to be completed for each class. We likely will fall behind in lecture, but you are responsible for reading all assigned text unless otherwise stated. Also note that the lectures and readings are complimentary, but are not intended to be completely redundant.**