

Course Syllabus

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FAQs for this Class



Feeling under the weather?

See below for what to do if you miss! If you don't feel sick but you don't feel great and you do come to class, please wear a mask for the sake of others. Thanks!!

Missed a class or anticipate missing one?

Get the notes from someone in class, and, if we discussed particular diagnoses, check them against the diagnostic criteria from the DSM 5 TR for that disorder. If you have any questions *after* you have the notes from a classmate or two, let me know! But get their notes first. My notes are written just for me and will not be of much use in learning material.

Missed exam?

Missed exams must be made up during the class indicated on the syllabus. You must have documentation emailed to me that makes a compelling case that it was out of your control that you missed the exam. This does include things like illnesses, university-related travel, etc. This does NOT include recreational travel or not feeling ready to take the test.

If you are reading this because you are sick and deciding if you should come take the exam, DON'T! Stay home and rest and I hope you are feeling better soon.

Need to reach me?

I'm happy to answer questions as they come up in class, or short individual questions immediately after class - just come on up!

If you have a more personal question, email me at cpury@clermson.edu. (<mailto:cpury@clermson.edu>)

If your question is simple, just ask it in the email. If you'd rather meet in person, great! Email me from your campus (@clermson.edu or @g.clemson.edu account) and include

1. That you want to meet about your 3830 class
2. All times that you could Zoom for 20 minutes or so over the next week, including that very day if you like. If you'd rather meet in person, that's fine but be sure to put that in the email or I will assume a Zoom meeting time.
3. A general idea of what you want to meet about (e.g., "to see how I can improve my exam performance", "to review notes I got from a classmate with you", "for questions about a career in mental health")

I will set up an appointment at the first mutually available time, and you should hear back from me within a few hours (24 hours tops). Do not bother looking up the office hours listed below, just tell me when works for you.

If you are interested in a career in the mental health field and would like to talk about that with me, please set up an appointment! I'd love to chat with you about your career interests :)

Main Syllabus Info

Section Info

- PSYC 3830, Abnormal Psychology - Section 001
- Spring 2023, 1/11/2023 - 5/5/2023

Place, Time, and Format

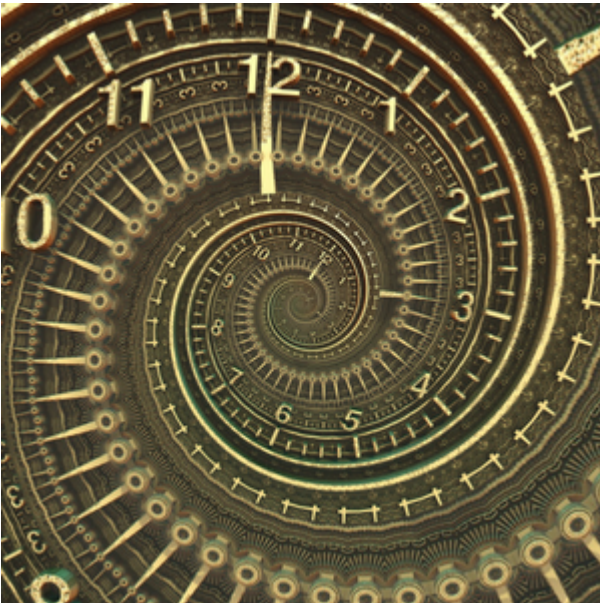
- Brackett 100, MWF 8:00 - 8:50 am, in-person only. Lecture material differs from the book and will only be presented during in-person instruction at the assigned day and time. Exams likewise are held in person at the day and time listed for each one.

Instructor and Contact Info



- Dr. Cynthia Pury, Professor of Psychology
- 656-7876, 410H Brackett - please email me instead of calling or dropping by
- [cpury@clermson.edu \(mailto:cpury@clermson.edu\)](mailto:cpury@clermson.edu). Email is *the* single best way to reach me. Better than Canvas, and definitely better than phone.

Office Hours



Email me set up a time!

In your email, let me know:

1. That you want to meet about your 3830 class
2. All times that you could meet for 20 minutes or so over the next week, including that very day if you like
3. Do you want to meet in person or by Zoom?

4. A general idea of what you want to meet about (e.g., "to see how I can improve my performance in the class", "to review notes I got from a classmate with you", "for advice about careers in mental health", etc)

I will set up an appointment at the first mutually available time, and you should here back from me within a few hours (24 hours tops unless I get it between 5 pm Friday and 8 am Monday).

Nominally, my office hours are W 9:30 - 10:30am. They appears here because the university requires it, but it is in very tiny type because those specific hours are irrelevant for when we might meet. Please set up an appointment instead, and **DO NOT limit your listed times to something listed!** But do give me a variety of times so that I can find the first slot that works for both of us. I'm available a bunch of times M, T, W, and F before 4:30 for in-person meetings and all week (including Thursdays) before 4:30 for Zoom meetings.

Course Description and Prerequisites

Introduction to the diagnosis and treatment of mental illnesses. Uses current diagnostic standards for mental disorders as a framework for understanding the symptoms, causes, and treatments of the most commonly observed maladaptive behaviors. Preq: PSYC 2010.

Course Overview

This course provides an introductory look at mental disorders, or different common ways in which emotion, cognition, and/or behavior can cause impairment or distress.

Value Statement

Everyone should leave this course with a basic understanding of what mental illness is, how it develops and can be treated, and what specific diagnostic terms mean. If a friend tells you they have obsessive-compulsive disorder, what does that mean? What are the basic criteria for suggesting that you or others seek professional care?

If you are planning to work in a field in which you provide professional services or care to others - such as education, law, or physical, occupational, speech, or recreation therapy - you should leave with a basic understanding of what it means when someone says that they've been diagnosed with a particular mental disorder. What implications will that have for the service or treatment you are providing?

If you are planning to go on to a career in mental health, you should leave with the basic information you need for more advanced coursework.

You will **not** leave this course able to diagnose or treat mental disorders, which requires years of academic and professional study.

PSYC Departmental Teaching Philosophy

Our department aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

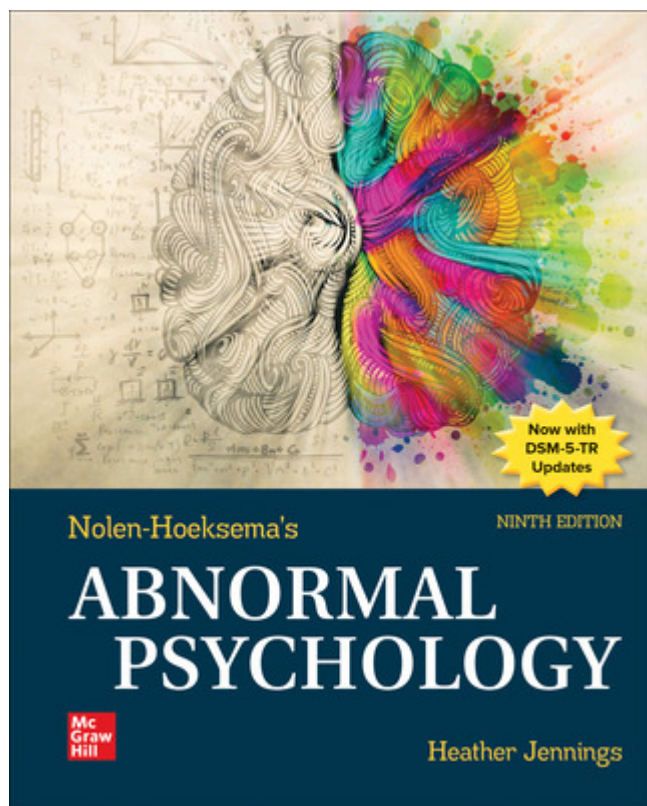
Learning Outcomes

By the time you finish this course, you should be able to understand and explain a variety of basic facts about mental disorders, including:

1. What constitutes a mental disorder
2. Different theories on the causal and maintenance factors of mental disorders
3. A broad outline of different types of treatments of mental disorders
4. Different types of mental disorders
5. The dominant classification system for mental disorders, the DSM

The major focus of this course will be on the last two goals.

Required Materials



Required Text:

Jennings, H. (2023). *Nolen-Hoeksema's Abnormal Psychology, 9th Edition*. McGraw Hill.

Any format is okay, but it needs to be the 9th edition.

Ebook ISBN10: 1266500359 | ISBN13: 9781266500350

Regular binding ISBN10: 1265316031 | ISBN13: 9781265316037

Loose-leaf ISBN10: 1266568190 | ISBN13: 9781266568190

(Strongly) Recommended Text:



American Psychiatric Association (2022). *Desk Reference to the Diagnostic Criteria From DSM-5-TR™*.

American Psychiatric Association.

Looking for my "class notes"? For 90% of our class content, this is literally what I use. It has the criteria sets for all of the diagnoses that we'll cover and is an outstanding resource for checking your class notes. I strongly recommend it! It comes in a variety of formats: paperback (ISBN 978-0-89042-579-4), spiral-bound (ISBN 978-0-89042-580-0), and e-book (ISBN 978-0-89042-581-7). Be sure to get the **5 - TR** version (which is different than the 5th version) as it is what you will be tested on. And while you can find all of this material and more in the much larger regular version of the DSM 5 TR, that version is also quite a bit more expensive and requires more looking to find the core class content. Beware: other DSM 5 TR products (e.g., Classification, Index Tabs, Overview (Quick Study), etc.) don't have the full symptom listings that we'll be using. The **Desk Reference** is the version that you want.

Required Technical Skills

To earn in-class bonus points, you will need a working smartphone or other device with a camera that can read QR codes and on which you can be logged in to a web browser using your @g.clemson.edu email account. You can **ONLY** get credit for bonus point activities using your @g.clemson.edu account.

For technical assistance with the course site, students should contact ithelp@clemson.edu (<mailto:ithelp@clemson.edu>) or visit [CCIT's website](http://ccit.clemson.edu/) [\(http://ccit.clemson.edu/\)](http://ccit.clemson.edu/).

Learning Environment

Plan to attend all class periods for lecture material with bonus point activities conducted using Google forms and your @g.clemson.edu email address, as well as time for Q&A. Honestly, I do my very best to make it fun and lively even though we are at 8:00 am.

Major Assessment Activities

Exams

Your grade in this class will be based on four midterm exams and a cumulative final examination. All five will be equally weighted, with each worth 20% of your grade.

Exams are multiple choice, including 10-choice options for diagnostic questions. Most questions on the test will be from lecture material or material covered in both the lecture and the book; however each chapter will have 1 - 2 questions from the book material alone.

Sample exams from the last times I taught this course and a form to help you get the most out of reviewing them are available on this page: [Previous Exams](#)

(<https://clemson.instructure.com/courses/179718/modules/453827?wrap=1>)

(https://clemson.instructure.com/courses/179718/pages/tips-for-success-exam-study-form-and-previous-exams?module_item_id=3200897)

Note that some of the more recent exams were formatted to be given online in an open-book, open-note format. They differ from your exams by being harder (because they are open book) and having fill-in-the-blank diagnosis questions instead of multiple choice questions. But the general idea is the same!

The exam study forms are intended for your use only. I will not grade or review them, offer points for their completion, or anything like that. I will happily discuss questions that completing the form may raise for you however!

All exams will be in person and taken during class time as a closed-book, closed-note test. No online exams are offered.

Bonus activities

Additionally, there will be a 10 bonus points possible based in your bonus point participation. **Your bonus will be based on the top 2/3 of the possible bonus point grades** (in other words, if you have a perfect bonus score for 2/3 of the bonus forms, you will get the full 10 points added to your final point total). Each day of bonus point activity, there will be some number of case studies that I will present and let you ask me questions as if I were the person experiencing a possible disorder. After we are done with each one, you will be asked a question about the case based on lecture material from any lecture in the past and you will enter a short phrase into a Google form as your answer. 50% of the bonus will be

awarded for participation only (i.e., any answer), 75% for participation with a close but not quite right answer, and 100% for participation with the right answer. I will be generous with typos and spelling mistakes, but your answer must more closely resemble the right one than anything else for full credit. **There are no makeups, even if you have the world's best excuse for missing class or have technical difficulties. They are bonus points only and I'm only counting your best 2/3rds.** Missed bonus point scores will be entered as a 0, no matter what your reason for missing participation. Again, these are bonus points only.

Research Extra Credit

Finally, you can also earn 2.5 extra credit points in two ways.

1. You can participate in research studies through the Clemson Psychology Research System's Sona Systems account <https://clemsonpsych.sona-systems.com/> (<https://clemsonpsych.sona-systems.com/>). Each 15 minutes of participation is worth 1 Sona credit, and 4 Sona credits will add 1 extra credit point to your lowest exam score; up to 2.5 extra credit points. This means I am counting up to 10 Sona credits – any credits beyond that will not be considered. ONLY studies found in the Sona Clemson Psychology Research System will be eligible for this extra credit: no exceptions.
2. Alternatively, you can write up to two 500-word summaries of what it would be like to be a participant in a study published in articles found in the 2023 volume of the *Journal of Psychopathology and Clinical Science* (JPCS: formerly the *Journal of Abnormal Psychology*). Each participant point of view (POV) summary is worth the equivalent of up to 5 Sona credits. Summaries must include a full, APA-format citation, they must have been published by the *Journal of Abnormal Psychology* in 2023 and they must be in your own words. **NOTE: These summaries describe what a typical PARTICIPANT in the study would have experienced. Based on what it says in the methods section, what would it have been like to be recruited into and then participate in the study? What did you do? What did you get out of it?** Summaries of the findings from a researcher point of view will not earn credit. Participant POV summaries are due, without exception, by 5:00 pm on the last day that class meets and will ONLY be accepted through the Turnitin assignments in Canvas. No paper copies or emailed summaries will be considered. The assignments for the article summaries will not be posted until the last 2 weeks of class.

You can combine both forms for the full 2.5 extra credit points (e.g., a POV summary for 5 credits and 5 Sona credits).

Missed Exams

All exams will be given during the dates listed during class time. **Plan on being in class to take the exams on those days.** If you miss an exam, you can make it up during the scheduled makeup exam day (see listing in the Course Schedule below: a regularly scheduled class meeting during the last week(s) of class). See the Missed Exam note at the top of the syllabus.

Any exam that was scheduled at the time of a class cancellation due to university or other issues on my end will be given at the next class meeting unless contacted by the instructor. Any extension or

postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the cancellation. Otherwise, the only changes to exam dates will be due to the instructor's missing class for the review days, which so far has happened to me once in 25 years of teaching.

Grading Breakdown

The following letter grades will be assigned to your total of the 500 points in the class. There are many opportunities to earn bonus and extra credit over many different occasions, thus I will not "round up" grades.

- A: 450.00 - 500.00 points
 - B: 400.00 - 449.99 points
 - C: 350.00 - 399.99 points
 - D: 300.00 - 349.00 points
 - F: 299.99 points and below
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Course Feedback

Please complete the standard end-of-course student evaluation, linked to the left. This will open a few weeks before the end of class. If 80% of the class or more has completed the evaluation before the final exam period, I will give everyone a 1% bonus on the final exam.

If you have something you'd like me to know about the course prior to the end, let me know if you feel comfortable doing so.

Is this course for you?

Below are some details of the class that students frequently either love or hate. Many are based on actual student comments. Please consider them in light of your own preferences and strengths.



- Exams are in-person, closed-book multiple choice tests.
- This class covers a great deal of material in a reasonable amount of depth. The differences between two similar diagnoses might seem quite picky, but those differences are important to know to be well-versed in abnormal psychology. This is particularly true if you want a career in mental health or a related field.
- This class covers the symptoms of mental disorders, which by nature are behavioral and not something you can really “point” to. Thus, although the wording of the symptoms is quite precise, the manifestations of those symptoms are often abstract. This is a difficult point for some students.
- I will not be duplicating the text, nor following it precisely, in class. Instead, I will be using lecture to explain the ins and outs of each major diagnostic category and provide you with additional clinical case studies.
- Specific topics to be covered on specific days and specific reading assignments may be altered as circumstances dictate.
- I expect that you will attend class regularly and take notes.
- I expect that you will read the book regularly and learn the material presented in the book. This is an upper-level college class.
- I am happy to clarify any material you might not understand in the book, but **I will not be covering all of the book material you will need to learn in class**. You will need to read the book yourself. I’m happy to answer questions about the book material if you need clarification, but some of the material in this class will be from the book alone.
- You will be tested on material that is covered in both lecture and in the book, presented in lecture only, and presented in the book only. You will be responsible for all three types of material.
- You will get the most out of class if you complete the readings before lecture. At the very least, please familiarize yourself with the day’s content before the day for which it is assigned.
- I will **not** be providing PowerPoint slides; in fact I am unlikely to use them much at all in class. Instead, we will be looking at the actual wording of the DSM diagnoses, theoretical explanations of

the most common disorders, and how both apply to actual people.

- Note that you can buy exactly the same set of diagnostic criteria that I use for my notes - that's the Recommended Text listed above.
- If you missed any exact wording of a definition, please check your notes against the DSM 5 TR criteria sets.
- There's more to class than just the definitions, though. I expect you to get the notes from a classmate. I do not provide my lecture notes to students who have missed class – my own lecture notes are not detailed enough to be useful to anyone who isn't me. Of course, I'll be more than happy to clarify anything from class as you are going over your (or your classmate's) notes.
- Exams will be multiple choice and will cover both lecture and book material. Some material on the exam will only be covered in lecture; some material on the exam will only be covered in the book. The upshot: **you need to learn from both the lecture and from the book to do well in this class.**
- Multiple choice exams, by their very nature, **are** tricky. Only a very poorly-written multiple choice exam has one obvious correct answer; the foils are intended to sound correct unless you understand a particular point or points about the material. So, a question for which the right answer is Posttraumatic Stress Disorder (PTSD) is likely to have other, similar diagnoses as foils. Each one is designed to test your knowledge of PTSD, and is likely to be similar in many or even most respects to PTSD save for one or more things you need to know about PTSD. The best way to do well on such exams is to know **details** about each diagnosis, not just the main gist.
- Reviews by me will cover only the lecture material. Please consider using the pedagogical features of your text to review the book material.
- True knowledge also requires that you put it all together. We will have a comprehensive final exam at the end of the class requiring you to do just that.
- The final is mandatory for everyone. There are no exemptions.
- I tell stories in class to illustrate the material we are discussing. Although the specifics of the stories are not covered on the exams, the concept that the stories illustrate are covered. Similarly, I will not test your recall of specific case studies presented in the book (e.g., "The case of Sarah presented in Chapter 7 illustrates...").
- Note the exam dates listed on the schedule. Unless the university is closed, I will be giving you your exam. In other words, the exams WILL be given on those days. Write them in your calendar, enter them on your phone, or do whatever you need to do to be sure you are here (online) and ready for the tests on those days. **Makeups will only be given for a good reason that I agree is out of your control, backed up with written documentation.** You must inform me as soon as possible of any reason you will miss/have missed an exam and provide me with the documentation. At the end of the semester, on the date listed in the course schedule, all students allowed to take a makeup exam will be given the makeup exam. The makeup exam date listed is the only date available for makeups.
 - Note: I do **not** consider tickets from your parents as out of your control. Please inform them about your class obligations now. If you have some amazing, nonrefundable travel plans during an exam period, drop this section and take something else.

- The only exceptions to the firm original exam dates is if I miss the review date without a chance to reschedule it, or if the university closes Brackett Hall on the day of the exam or review and there are widespread internet outages. If so, I will reschedule the exam and be more flexible about student rescheduling. I am committed to giving you a review session before each exam.
 - To ensure that exams will be held on the days listed, the material covered on each exam might change, depending on how far we get in class before the test. Each exam will cover all class material in the module listed for that exam.
 - Proctoring exams is remarkably boring! Please ask me if you'd like an exam question or the answer choices clarified. As long as it doesn't give away the answer, I will try to clarify it for you. Plus it makes me sad when students lose points because they don't understand the wording of a questions.
 - I want you to succeed. I am not grading the class on a curve: if you all wildly exceed my expectations, you can all earn an A. If you all fail to meet my minimum expectations, you will all fail. But I'm certainly not expecting the latter.
 - While the exam dates on the schedule below are quite firm, the content covered for each exam is approximated. I will be moving on to the next chapter's material when we are done with the material before it, even if it will be moving us a day ahead on the reading.
 - Bonus activities will be about all of the class material that we've covered up until that class, including the previous lecture's material. Be sure to keep current!
 - Bonus activities are open everything; exams are open book and open notes but you need to do your own work. If I suspect that you are not, I will need to follow up with the Academic Integrity office and none of us want that.
 - **Vocabulary is the main content of this course.** There is a dominant diagnostic system for mental disorders, and you will learn it in this class.
 - Many of the terms you will be required to learn are similar to each other, difficult to spell, or both (e.g., *schizotypal* vs. *schizoid*). Take care with your notes and proof them with each other, against the book, and against the DSM 5 TR criteria in the Recommended Text.
 - I absolutely do **not** recommend spending money on notes for this class. I have seen several examples of these from online sellers and they were genuinely bad notes that would not help you much on the test. Get notes from a trusted peer or two if you miss class instead - it is both free and (hopefully) more fun. But it is almost certainly better than the notes I've seen for sale.
 - If you want to meet about a private issue, please assume you've already sent an email saying "I'd like to meet with you" and I've said "Sure, when are you free in the next week?" I'll find a time that works for both of us and set up an appointment for the first time that works for both of us!
 - Please check the syllabus first before emailing me – it is quite likely that your answer can be found here.
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Course and University Policies



<https://www.flickr.com/photos/95141439@N00/4188827473>)

<https://www.flickr.com/photos/83073875@N00/2291816634>)

Attendance

I will absolutely do my best send an announcement via Canvas should I need to cancel class activities for any reason. However, If I am not present 15 minutes after the start of class, you can consider it cancelled.

Because privacy regulations stipulate that faculty and staff communicate with students through authorized University channels, use your University email account or Canvas's messaging system to contact me. But your university email is best.

Canvas allows you as a student to quickly notify instructors of an absence from class and provides set categories (e.g. court attendance, illness, family illness or death, military duty, hospitalization, university function, religious observance). This does not serve as an excuse from class but allows students to communicate with instructors (all or some, of their choice). Consult with instructors when discussing absences. The Dean of Students' office can also be of assistance.

If you are missing more than this course, the university would like you to fill out the Notification of Absences form (see https://blogs.clemson.edu/online/2020/08/11/notification-of-absence-form-link-in-canvas/?_ga=2.172258017.377382221.1597062391-981992377.1584965695 https://blogs.clemson.edu/online/2020/08/11/notification-of-absence-form-link-in-canvas/?_ga=2.172258017.377382221.1597062391-981992377.1584965695).

Notification of Absence

(DO NOT NOTIFY ME UNLESS YOU MISS AN EXAM!) The **Notification of Absence module in Canvas** allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance, death of immediate family member, illness, illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence. The notification form requires a brief explanation, dates and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an “excuse” from class. It is a request for an excused absence and students are encouraged to discuss the absence with instructors, as the instructor is the only person who can excuse an absence. If students are unable to report the absence by computer, they may reach the Office of Advocacy and Success via 864.656.0935. Students with excessive absences who need academic or medical assistance can also contact the Office of Advocacy and Success.


Email Policy / Response Time

You can expect a response to your email inquiries within 36 hours, excluding weekends and university holidays. It is likely that you will hear back from me within a few hours though; I have an email problem.

Submission of Work from Other Courses:

You may not submit any work done in other courses. You may absolutely not submit any work done by others.

Copyright

Materials in courses should be considered to be copyrighted. They are intended for use only by students registered and enrolled in a particular course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Students must seek permission from instructors to record any class activity, including lectures, discussions, and presentations. Students should be reminded to refer to the Use of Copyrighted Materials and “Fair Use Guidelines” policy on the Clemson University website for additional information (link <https://clemson.libguides.com/copyright>  (<https://clemson.libguides.com/copyright>)).

The Fine Print: STANDARD ACADEMIC POLICIES

Academic Integrity

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

All infractions of academic dishonesty by undergraduates must be reported to Undergraduate Studies for resolution through that office. In cases of plagiarism instructors may use the Plagiarism Resolution Form.

See the [Undergraduate Academic Integrity Policy](https://www.clemson.edu/academics/integrity/) for additional information and [the current catalogue](https://catalog.clemson.edu/index.php?catoid=33) for the policy. For graduate students, see the current [Graduate School Handbook](https://www.clemson.edu/graduate/students/policies-procedures/index.html) for all policies and procedures.

Accessibility

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen, if at all possible, but there could be a significant wait due to scheduled appointments. Students who have accommodations are strongly encouraged to request, obtain and send these to their instructors [through the AIM portal](https://www.clemson.edu/academics/studentaccess/register.html) as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester.


You can access further information at the [Student Accessibility website](https://www.clemson.edu/academics/studentaccess/index.html). Other information is at the university's [Accessibility Portal](https://www.clemson.edu/accessibility/accommodations.html).

The Clemson University Title IX Statement Regarding Non-Discrimination



The Clemson University Title IX statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This [Title IX policy](http://www.clemson.edu/campus-life/campus-services/access/title-ix/) is located on the Campus Life website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 223 Brackett Hall, 864-656-0620. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

Clemson University aspires to create a diverse community that welcomes people of different races, cultures, ages, genders, sexual orientation, religions, socioeconomic levels, political perspectives, abilities, opinions, values and experiences.

Emergency Preparation

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from the Clemson University Police Department. [Visit here for information about safety.](https://www.clemson.edu/cusafety/index.html)  (<https://www.clemson.edu/cusafety/index.html>)

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

1. Ensure you are signed up for [emergency alerts](https://www.getrave.com/login/clemson)  (<https://www.getrave.com/login/clemson>)
2. Download the [Rave Guardian app](https://www.clemson.edu/cusafety/cupd/rave-guardian/)  (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>) to your phone (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>  (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>))
3. Learn what you can do to [prepare yourself](http://www.clemson.edu/cusafety/EmergencyManagement/) <http://www.clemson.edu/cusafety/EmergencyManagement/>  (<http://www.clemson.edu/cusafety/EmergencyManagement/>) in the event of an active threat ()



More information about University resources and policies are available here: [Additional Student Support and University Policies](https://clemson.instructure.com/courses/179718/pages/additional-student-support-and-university-policies?wrap=1) (<https://clemson.instructure.com/courses/179718/pages/additional-student-support-and-university-policies?wrap=1>)













Topical Outline and Approximate Dates for Class Material


Note the dates for Exams below. They are firm and you should plan to be here for them. See the very top of this document for information on missed exams: note that only exams that are missed due to circumstances outside of your control can be made up. No exam grades will be dropped.












The content covered by each exam may change: thus check back in Canvas often to see what the reading assignment is for our next class period.













Course Summary:

Date	Details	Due
Wed Jan 11, 2023	 Welcome!	due by 8am
Fri Jan 13, 2023	 Overview and Frameworks	due by 8am

Date	Details	Due
Wed Jan 18, 2023	 Diagnosis and Assessment; Research; Bonus Point Dry Run (https://clemons.instructure.com/courses/179718/assignments/1439301)	due by 8am
Fri Jan 20, 2023	 Trauma and Stressor-Related Disorders (https://clemons.instructure.com/courses/179718/assignments/1439340)	due by 8am
Mon Jan 23, 2023	 Anxiety Disorders Part I (https://clemons.instructure.com/courses/179718/assignments/1439296)	due by 8am
Wed Jan 25, 2023	 Anxiety Disorders II and Obsessive-Compulsive Disorders Part I (https://clemons.instructure.com/courses/179718/assignments/1439295)	due by 8am
Fri Jan 27, 2023	 Obsessive-Compulsive and Related Disorders Part II (https://clemons.instructure.com/courses/179718/assignments/1439318)	due by 8am
Mon Jan 30, 2023	 Review and Study for Exam 1 (https://clemons.instructure.com/courses/179718/assignments/1439328)	due by 8am
Wed Feb 1, 2023	 Exam 1 (https://clemons.instructure.com/courses/179718/assignments/1452108)	due by 8am
Fri Feb 3, 2023	 Dissociative Disorders (https://clemons.instructure.com/courses/179718/assignments/1439303)	due by 8am
Mon Feb 6, 2023	 Somatic Symptom and Related Disorders (https://clemons.instructure.com/courses/179718/assignments/1439336)	due by 8am
Wed Feb 8, 2023	 Depressive Disorders (https://clemons.instructure.com/courses/179718/assignments/1439299)	due by 8am
Fri Feb 10, 2023	 Bipolar and Related Disorders (https://clemons.instructure.com/courses/179718/assignments/1439300)	due by 8am
Mon Feb 13, 2023	 Schizophrenia Spectrum and Other Psychotic Disorders Part 1 (https://clemons.instructure.com/courses/179718/assignments/1439332)	due by 8am

Date	Details	Due
Wed Feb 15, 2023	 Schizophrenia Spectrum and Other Psychotic Disorders Part 2 (https://clemons.instructure.com/courses/179718/assignments/1439333)	due by 8:05am
Fri Feb 17, 2023	 Review and Study for Exam 2 (https://clemons.instructure.com/courses/179718/assignments/1439329)	due by 8am
Mon Feb 20, 2023	 Exam 2 (https://clemons.instructure.com/courses/179718/assignments/1439306)	due by 8am
Wed Feb 22, 2023	 Personality Disorders Part 1 (https://clemons.instructure.com/courses/179718/assignments/1439322)	due by 8am
Fri Feb 24, 2023	 Personality Disorders Part 2 (https://clemons.instructure.com/courses/179718/assignments/1439323)	due by 8am
Mon Feb 27, 2023	 Personality Disorders Part 3 (https://clemons.instructure.com/courses/179718/assignments/1439324)	due by 8am
Wed Mar 1, 2023	 Personality Disorders Part 4 (https://clemons.instructure.com/courses/179718/assignments/1439325)	due by 8am
Fri Mar 3, 2023	 Neurodevelopmental Disorders Part 1 (https://clemons.instructure.com/courses/179718/assignments/1439316)	due by 8am
Mon Mar 6, 2023	 Neurodevelopmental Disorders Part 2 (https://clemons.instructure.com/courses/179718/assignments/1439317)	due by 8am
Wed Mar 8, 2023	 Neurodevelopmental Disorders Part 3 and Neurocognitive Disorders (https://clemons.instructure.com/courses/179718/assignments/1439315)	due by 8am
Fri Mar 10, 2023	 Disruptive, Impulse-Control, and Conduct Disorders (https://clemons.instructure.com/courses/179718/assignments/1439302)	due by 8am
Mon Mar 13, 2023	 Review and Study for Exam 3 (https://clemons.instructure.com/courses/179718/assignments/1439330)	due by 8am

Date	Details	Due
Wed Mar 15, 2023	 Exam 3 https://clemons.instructure.com/courses/179718/assignments/1439307	due by 8am
Fri Mar 17, 2023	 Feeding and Eating Disorders https://clemons.instructure.com/courses/179718/assignments/1439310	due by 8am
Mon Mar 27, 2023	 Sexual Dysfunctions https://clemons.instructure.com/courses/179718/assignments/1439334	due by 8am
Wed Mar 29, 2023	 Paraphilic Disorders https://clemons.instructure.com/courses/179718/assignments/1439321	due by 8am
Fri Mar 31, 2023	 Substance-Related and Addictive Disorders https://clemons.instructure.com/courses/179718/assignments/1439338	due by 8am
Mon Apr 3, 2023	 Sleep-Wake Disorders, Elimination Disorders, Psychological factors affecting other medical conditions (found under (Somatic Symptom and Related Disorders) https://clemons.instructure.com/courses/179718/assignments/1439335	due by 8am
Wed Apr 5, 2023	 Elimination Disorders and Psychological Factors Affecting Other Medical Conditions (Take II) and catch-all diagnoses https://clemons.instructure.com/courses/179718/assignments/1439304	due by 8am
Fri Apr 7, 2023	 Catch-up day https://clemons.instructure.com/courses/179718/assignments/1439311	due by 8am
Mon Apr 10, 2023	 Catch-up Day https://clemons.instructure.com/courses/179718/assignments/1439319	due by 8am
Wed Apr 12, 2023	 Review and Study for Exam 4 https://clemons.instructure.com/courses/179718/assignments/1439331	due by 8am
Fri Apr 14, 2023	 Exam 4 https://clemons.instructure.com/courses/179718/assignments/1439308	due by 8am

Date	Details	Due
Mon Apr 17, 2023	 Suicide (https://clemons.instructure.com/courses/179718/assignments/1452744)	due by 8am
Wed Apr 19, 2023	 No class meeting: read about Mental Health and the Law (https://clemons.instructure.com/courses/179718/assignments/1453865)	due by 8am
Fri Apr 21, 2023	 No class meeting (https://clemons.instructure.com/courses/179718/assignments/1453978)	due by 8am
Mon Apr 24, 2023	 Makeup Exam(s) (ONLY for students with a documented excused absence for Exams 1, 2, 3, or 4) (https://clemons.instructure.com/courses/179718/assignments/1439312)	due by 8am
Wed Apr 26, 2023	 Review All Class Material Day 1 (https://clemons.instructure.com/courses/179718/assignments/1439326)	due by 8am
	 Review All Class Material Day 2 (https://clemons.instructure.com/courses/179718/assignments/1439327)	due by 8am
Fri Apr 28, 2023	 Alternative SONA credit: Participant POV summaries (https://clemons.instructure.com/courses/179718/assignments/1439294)	due by 5pm
	 SONA credit (https://clemons.instructure.com/courses/179718/assignments/1439337)	due by 11:59pm
Thu May 4, 2023	 Cumulative Final Exam (https://clemons.instructure.com/courses/179718/assignments/1439298)	due by 11:30am
	 Bonus Points (https://clemons.instructure.com/courses/179718/assignments/1439297)	
	 Extra Credit (https://clemons.instructure.com/courses/179718/assignments/1439309)	
	 Total Points out of 500 (https://clemons.instructure.com/courses/179718/assignments/1439339)	