

**San José State University**  
**College of Social Sciences**  
**Psychology 110 (03)**  
**Adult Psychopathology (Abnormal Psychology)**  
**Spring 2023**

<b>Instructor:</b>	Glenn M. Callaghan, Ph.D.
<b>Office Location:</b>	DMH 322
<b>Email:</b>	<a href="mailto:Glenn.Callaghan@sjsu.edu">Glenn.Callaghan@sjsu.edu</a> and through Canvas
<b>Office Hours:</b>	W 10:00 - 11:30 am in-person and Zoom <a href="https://sjsu.zoom.us/j/83392568399?pwd=SHQzbzBpaWVBOURNdWhJZkZZN0srZz09">https://sjsu.zoom.us/j/83392568399?pwd=SHQzbzBpaWVBOURNdWhJZkZZN0srZz09</a>
<b>Class Days/Time:</b>	M W 1:30 - 2:45 pm
<b>Room:</b>	DMH 355
<b>Prerequisites:</b>	PSYC 1

**Course Format: In-person course**

This course will meet weekly at the time listed in the schedule of classes. Lectures will occur in-person. All assignments will be posted and submitted through Canvas. With the exception of the course textbooks, all readings are available through the course website on Canvas.

**NOTE:** With the changing situation with the COVID pandemic, there is a possibility that we will move to a synchronous online version of this course. This will be to ensure the safety of all members of the class. If and when this occurs, the syllabus, course requirements, and expectations will all remain the same; only the platform will be different. We will move to a synchronous meeting format, just like in class, but over Zoom.

If we have to pivot to Zoom due to the pandemic here is our meeting location:  
<https://sjsu.zoom.us/j/83092369471?pwd=SZLQVVUZVVHbHBnOWhpQnBsY0tGZz09>

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page on the [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking

with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or Canvas) to learn of any updates.

## **Course Description**

From the SJSU Catalog: Description: *Nature, causes, assessment, and treatment of behavioral, emotional, and personality problems of adults. Emphasis on psychological, social, and biological determinants of human behavioral and psychological disturbance. Prerequisite: PSYC 001.*

This 3-unit course is designed to provide you with an overview of the range of human behaviors described as “abnormal.” We will discuss the definition of normality and abnormality, how these definitions have changed over time, and models of understanding human behavior and suffering. We will also discuss specific syndromes and diagnostic categories of psychopathology and will survey some of the treatments used for these disorders. You need to have taken Psychology 1 to enroll in and get credit for this course.

## **Course Goals and Student Learning Outcomes**

The primary goals of the course are (1) to provide students with a general understanding of the various types of psychological disorders discussed within the field of psychological science, (2) to provide a basic familiarity with evidence based treatments for some disorders, (3) to recognize the important role of culture and contextual variables in the assessment, diagnosis, and treatment of psychopathology, and (4) to develop an ability to think critically about these disorders and the study of them as abnormal behavior.

Specifically, our course outcomes are as follows:

### ***CLO1 – Critical thinking development: Historical context***

Upon successful completion of this course, students will be able to discuss the importance of history and context when examining and classifying psychological disorders and their treatments.

### ***CLO2 – Knowledge based and application development: Understanding paradigms***

Upon successful completion of this course, students will be able to describe the major paradigms (biological, cognitive, behavioral, psychodynamic, and sociocultural) used in understanding the etiology, assessment, classification, and treatment of psychological problems.

### ***CLO3 – Research Methods development: Clinical science***

Upon successful completion of this course students will be able to describe the role of science (with its varying methods) in the study of “normal” and “abnormal” behavior.

#### ***CLO4 – Critical thinking and application: Classification***

To identify the process of classification and explain its dependence on theoretical paradigms including the use of the current diagnostic system for psychopathology.

#### ***CLO5 – Critical thinking and application: Assessment***

Students will be able to name different purposes of assessment of abnormal behavior, and to identify different modalities appropriate to these purposes and recognize the importance of contextual variables impacting mental health and suffering including race, gender, ethnicity, culture, and sexual identity.

#### ***CLO6 – Knowledge base and application & Values in psychology - Evidence based interventions development***

Students will be able to identify different types of psychological, social, and biological interventions used in treating psychological problems and clinical disorders and the value of empirical evidence for those interventions.

These goals and learning outcomes will be evidenced through the following assessment strategies:

1. Examinations covering all key information will occur in 3 modules and address all CLOs.
2. Online quizzes will develop critical thinking and application of concepts to clinical situations
3. The module assignments will help further critical thinking in history and assessment, develop a richer understanding of the role of racism in mental health, and develop critical thinking and application of concepts to clinical situations
4. The module assignments are an application of CLOs in assessment and evidence-based treatment as well as critical thinking skills in the context of human suffering.

#### **Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements:

*PLO1 – Knowledge Base of Psychology* – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

*PLO2 – Research Methods in Psychology* – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

*PLO3 – Critical Thinking Skills in Psychology* – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

*PLO4 – Application of Psychology* – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

*PLO5 – Values in Psychology* – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

### **Required Textbook**

There is one text required for the course and can be purchased from the bookstore or on-line at your favorite used (or new) book site. You will need to complete the readings for the online quizzes for each section.

Also note that you can rent this textbook electronically or used for a much lower price than purchasing a new hardcover version. I encourage you to check the SJSU bookstore as well as well as online sites that sell and rent the book.

**Durand, V. M., Barlow, D. H., & Hoffman, S. G (2018). *Essentials of Abnormal Psychology* (8th Edition). Cengage Publishing: Boston, MA. ISBN 9781337619370.**

**You do not need any DVD, booklets, “with access,” or ancillary publisher materials for this course.**

### **Office Hours [in person and over Zoom]**

I have office hours for this session on Wednesdays from 10:00-11:30am. If you need to meet at a different time than this, **send me an email** with a few suggested times, and we will work something out based on both of our schedules and availability.

The office hours will occur in-person and over Zoom using the link provided on the Canvas course home page. Please note that you will be required you to use Zoom through your SJSU account. I will keep Zoom on during the first part of office hours, if you wish to drop in that way.

There will be a waiting room, so you may need to wait if I am with another person in the office or on Zoom.

If you know you want to attend one of the Zoom office hour meetings, please try to email me in advance to let me know. If no one has emailed me and no one attends in the first 30 minutes, I will likely end the office hours for that session (again, that is unless someone lets me know they plan to attend that day).

### **Course Requirements and Assignments**

Grading is based on the sum of the following: 3 Exams, 13 Quiz scores, and 3 Module Assignments. There will be 540 points possible in the course.

Each Module Exam will have 50 questions and will be worth a total of 100 points apiece for a total of 300 exam points. Your Quiz score will be based on the total of your 13

quizzes each worth 10 points, so there will be 130 quiz points available. You will have 3 Module Assignments each worth 30 points for a total of 90 points. There is one Course Structure Quiz covering the layout of the course worth 20 points. There is the option for extra credit.

<b>Assessment Items and Their Value</b>				
	<b>How Many?</b>	<b>Points Each</b>	<b>Total Points</b>	<b>% of Final Grade</b>
<b>Exams</b>	3	100	300	300/540=55%
<b>Quizzes</b>	13	10	130	130/540=24%
<b>Module Assignments</b>	3	30	90	90/540=17%
<b>Course Structure Quiz</b>	1	20	20	20/540=4%

The grading scheme for this course is determined as follows:

<i>Grade</i>	<i>Percentage</i>
A plus	99 to 100%
A	92.5 to 98.9%
A minus	90 to 92.4%
B plus	87.5 to 89 %
B	82.5 to 87.4%
B minus	80 to 82.4%
C plus	77.5 to 79%
C	72.5 to 77.4%
C minus	70 to 72.4%
D plus	67.5 to 69%
D	62.5 to 67.4%
D minus	60 to 62.4%
F	59% and below

### **Due dates and times**

**All assignments, quizzes, and the optional extra credit assignment are due by 1:30pm pm (PST) at the start of class on the day posted in Canvas and in the syllabus.**

### **Workload estimate per week in PSYC 110 with Dr. Callaghan**

The estimates given below are to help you balance your work in this course with other demands on your time. They are estimates and may not line up with how you engage the material. For example, some of us are slower readers, some faster. Some sub-modules have more content to study than others as well.

Task each week	Estimated amount of time to complete
Reading textbook	1.5 hours
Quiz on textbook	1 hour
Attend course lectures	2.5 hours
Study for Exams each week	2 hours
<b>Total time estimate</b>	<b>~7 hours</b>

NOTE: For the Modules Assignments, you will have an additional 1 (or more) hour of work to do the week they are due. I recommend spreading this out if it is helpful to budget your time.

These weekly estimates are still below the 9 hour weekly minimum required commitment set by SJSU for a 3 unit course (see next paragraph) given that the additional tasks are not all in one week.

**University requirement:** Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Source: <https://www.sjsu.edu/curriculum/courses/syllabus-info.php>

## Course Structure Quiz

This quiz is due VERY EARLY in the semester. It covers the course overview video, the Canvas page called About the Structure of our Course, the Course Syllabus, and the Tips & Strategies for the Exams.

It is very important that you fully understand the course structure and assignments as your class experience (and grade) depend on your ability to navigate this class effectively. **You can take this quiz as many times** as you would like until it closes. I really want you to score 100%, so I encourage you to take it multiple times until you hit that target. I especially want you to understand how the course is structured.

## Exams

The exams are given in-person during class time and start promptly at the beginning of class the days posted in the syllabus and on Canvas. The exams do not occur online.

There are three exams based on each Module. You must take all three of the exams to pass the class.

As this is an upper division University course, the Exams are closed-book and closed-note.

You will need 3 of the **882-E scantron exam forms**. The exams will cover both readings from the text and class lectures, but the vast majority of the questions come from the lectures.

You will have the class time of 1 hour and 15 minutes to complete the exam (75 minutes). If you have university accommodations, please email to confirm we are all set to meet those for this course.

The exams will be multiple-choice format and will have 50 questions (each worth 2 points).

The exams are not cumulative in the sense that I will reach back to early material that is not discussed in later parts of the course.

Each Module has a **Study Guide** and a set of **Sample Test Questions** (that do NOT count toward your grade!) to see how things might go for the exam. Please take advantage of these.

NOTE: I write the exam questions from our lecture slides and study guides, but I will put one question from each Quiz on the exam (Quiz questions are from the textbook authors).

### ***Exam curving***

The highest score for any exam will be based on the highest score achieved on the test so that the highest score is equal to 100% (that is, if there are 100 points possible and the highest score is 96 points out of 100, percentages will be based on  $96/96 = 100\%$ ). **Tests will be curved within reason** (not typically more than 6 points or 94/100).

Canvas does not have a reasonable way to curve tests, so I will provide the extra points in a column for each exam where the high score was less than 100. If, for example, 96 is the high score, then all students will be given 4 extra points. These are like “bonus points” in that they are not part of the total course and are just added on top of your score.

### **Online Text Quizzes**

The Quizzes are meant to stimulate your reading of the text and complement the lecture material. All quizzes will be multiple-choice and will be based on the assigned readings from the textbook. I use the questions written by the authors for the Quizzes. Remember that I write the exam questions from our lecture slides and study guides, but I will use one quiz question from each quiz on the exam.

The Quizzes are completed on Canvas at your convenience. They will be available online and are due according to the schedule below, most often the day we start a new sub-module.

The quizzes have a due date, but they **are not time timed**, and they can be completed in multiple sessions. You can log in and out to do the quiz, just be sure your answers are saved. You can review your Quiz answers after the deadline for each Quiz.

**Quizzes will not be able to be turned in later than the posted deadline.** Please keep track of your quiz schedule. Please do not ask me to make a special case for you after you miss a quiz due date unless you have a genuine emergency. It is better to ask for this exception before the due date of the assignment.

If you have questions about the quiz or items in the quiz, please send me a message in Canvas or by email.

## Module Assignments

Each module will have an Assignment particular to that module. In Canva, they are listed as quizzes due to limitations in that learning platform. Don't let that fool you, they are *assignments* to dig a little deeper into important topics or skills in psychopathology.

These will cover critical thinking about how we know if someone is really "insane," critically examine the effects of racism on mental health, and learn some about diagnosing using the DSM system. This third Module Assignment will help you succeed on the extra credit paper, if you choose to do it.

## OPTIONAL Extra Credit Paper: *Psychopathology at the Cinema*

The extra credit paper is designed to be engaging and hopefully a little entertaining. In *Psychopathology at the Cinema*, you will diagnose a main character in a movie of your choice, talk about the treatment that was and/or should have been implemented, and take a larger look at the character than seeing only their clinical problems.

The full instructions are on Canvas. Please note, you need to do *the Module 3 Assignment* BEFORE the extra credit. This will help you succeed on the paper.

See the list of possible movies to use the considerations you need to make if you choose a different movie than on this list.

## Classroom Etiquette

There are only a few real issues here, and they are easy. In general, the guiding principles are to **be respectful and attend to what is going on in class**. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
3. Please silence your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
4. Never bring out a cell phone during an examination period.
5. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.
6. Do not text message during lecture.
7. Do not sleep during class.

### **Cell Phone and Personal Computer (Laptop) Use**

All of the notes for the course are available for you to print after each lecture is completed. In general, you do not need to have a laptop for the class lectures. If you prefer to take notes on your laptop, you agree to stay focused on the lecture and NOT surf the web as this is distracting to you and those around you.

There is research showing that non-academic web browsing during college class time is related to lower grades [e.g., Ravizza, S. M., Uitvlugt, M. G., & Fenn, K. M. (2017)].

Attending class is something you have paid to do. I will attend to the lecture, and the assumption is that you will, too. If you do not or cannot attend to the lecture, you should not come to class that day. This is not to be anti-technology or unduly aversive, it is to share expectations of professional meetings and interactions that are part of any job.

***If you use your smart-phone, computer, or other device to connect to the web or text during class, you will be asked to leave the class. If you do this a second time, you will not be allowed to take the next exam.***

### **Professional Communication**

The best method of contacting me is via email. Please allow 1 business day for a response. I do not typically respond to email on weekends.

If you have specific questions about an upcoming assignment with respect to material covered, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer, if need be. Please do not send more than 2 to 3 questions at a time.

As a San Jose State University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send.

When sending email, use your SJSU email account or create an email account that includes your name (e.g., Joe.Student@internet.com. If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7).
2. In the greeting, please address your professor by their title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask.
6. Use a polite and respectful tone.
7. Use complete sentences with upper and lower case letters, and do not use abbreviations for words that are often used in text messages.
8. Be sure to use correct grammar and spelling.
9. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
10. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

### **Needing Help with our Course Website**

If you see any broken links, can't figure out where something is, or just need help, please email me. I can likely help!

### **Needing Help in this Challenging Time**

This is an unprecedented time in all of our lives. The pandemic affects all aspects of living from our personal experience and distress, to our families, our work, our education, and many other situations.

If you need help, feel lost, are getting behind, or have essential parts of your life needing attention in this difficult time, please reach out to me. I want to make sure that this class is not the most challenging part of your life right now.

We will brainstorm and figure out what is possible to help you succeed at the level you are aiming for in this course. Please reach out as things become challenging so we can create a plan for success that fits your unique situation. Always remember, that sooner we can get in on a challenging situation, the more likely we can remedy it. If you wait too long, sometimes our options are much more limited to help alleviate your stress and allow you to succeed.

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Here are important excerpts from these policies:

### Consent for Recording of Class and Public Sharing of Instructor Material

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **You may NEVER give or sell the course notes or any other course material to an outside agency** (e.g., a study website) as this material is copyrighted and legally protected by both the professor and SJSU.

Education Code of California Law section 66450-52 prohibits any person from selling or otherwise publishing class notes or presentation for a commercial purpose. In addition, Title 5, section 41301 in the Student Code of Conduct for all California State Universities prohibits the publication of academic presentations for commercial purposes.

Members of SJSU work actively to detect compromised coursework made available on the web and will determine the specific source of that compromise. We will seek academic and legal consequences to all individuals who posts any course material to another website (including course notes and test materials).

Distributing course or test material is a violation of academic integrity as well as intellectual property rights. These consequences can include academic dismissal and financial liability in civil court.

With respect to recording lectures, [University Policy S12-7](#) requires students to obtain instructor's permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only.

The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. In order to record a class a written request must be made to the instructor, who will respond in writing. In classes where

active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Please note that the videos shared here in Canvas most often belong to those who hold a copyright. **Do NOT download or distribute any of the videos from this course.**

### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified.

**If you cheat, plagiarize, or otherwise violate the policy of academic integrity in this course, you will fail that assignment and may fail the entire course. All instances of violations of academic integrity will be reported.**

### **Campus Policy in Compliance with the American Disabilities Act**

[Presidential Directive 97-03](#) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed. If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

Please do not hesitate to contact me by email or in person to discuss this.

### **SJSU Writing Center**

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2<sup>nd</sup> floor. Workshops and tutoring is also available through online platforms.

To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

## **SJSU Counseling Services**

The SJSU Counseling Services is located at the Student Wellness Center, room 300B. Professional psychologists, social workers, and counselors are available to provide consultation on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## **SJSU Cares**

Students experiencing challenges meeting their basic needs including, but not limited to, access to food, shelter, and a safe space are encouraged to contact [SJSU Cares](#). Students who feel that their class performance may be affected by these challenges are encouraged to notify their professors, if comfortable doing so. Faculty members may be able to provide flexibility within the course for students working with a case manager.

**Adult Psychopathology (PSYC 110)**  
**Spring 2023 [In-person]**  
**Dr. Callaghan**

Date	Reading	Topic	Quiz Due
<b>MODULE 1: Theory and Science of Psychopathology</b>			
1-25	Read syllabus!	Introduction	
1-30, 2-1	Ch. 1	The meaning of abnormal behavior/Historical overview	Quiz 1 due 1-30
<b>2-6</b>	<b>Course Structure Quiz</b>		
2-6, 2-8	Ch. 2	Paradigms of Abnormality	Quiz 2 due 2-6
<b>2-8</b>	<b>Module 1 Assignment Due</b>		
2-13, 2-15	Ch. 3 (92-115)	The Scientific Method	Quiz 3 due 2-13
20-20, 2-22	Ch. 3 (69-92)	Classification and Assessment	Quiz 4 due 2-20
<b>2-27</b>	<b>EXAM 1 for Module 1</b>		
<b>MODULE 2: Anxiety, Dissociation, &amp; Mood</b>			
3-1, 3-6, 3-8	Ch. 4	Anxiety disorders	Quiz 5 due 3-1
<b>3-8</b>	<b>Module 2 Assignment Due</b>		
3-13, 3-15	Ch. 5 (184-197)	Dissociative disorders	Quiz 6 due 3-13
3-20, 3-22	Ch. 6 (200-235)	Mood disorders	Quiz 7 due 3-20
3-27, 3-29	<i>SJSU Spring Break</i>		
4-3, 4-5	Ch. 6 (236-244)	Suicide	Quiz 8 due 4-3
<b>4-10</b>	<b>EXAM 2 for Module 2</b>		

Date	Reading	Topic	Quiz Due
<b>MODULE 3: Schizophrenia and Other Disorders</b>			
4-12, 4-17	Ch. 12	Schizophrenia	Quiz 9 due 4-12
4-19, 4-24	Ch. 11	Personality disorders	Quiz 10 due 4-19
<b>4-26</b>	<b>Module 3 Assignment Due!</b>		
4-26, 5-1	Ch. 8 (283-302) & pp 158-161	Eating disorders & Body Dysmorphic Disorder	Quiz 11 due 5-1
5-3	Ch 10 (367-398)	Substance used disorders	Quiz 12 due 5-3
<b>5-8</b>	<b>Extra Credit (Psychopathology at the Cinema) Due</b>		
5-8, 5-10	Ch. 9	Sex disorders (read about dysfunctions)	Quiz 13 due 5-8
<b>5-15</b>	<b>EXAM 3 for Module 3 [NOT 5-23-23 12:15 - 2:30 PM per finals schedule]</b>		