course Description
This course introduces the student to the world of mental disorders and provides students with tools necessary to think critically about abnormal behavior. There is an emphasis on the psychological, social, biological and multicultural determinants of human behavior and psychological deviance. We will briefly discuss the assessment, diagnosis and treatment of mental disorders as well as examine research in the field of psychopathology.

Course Goals
1. Accurately describe the concept of abnormality as it relates to human behavior.
2. Discuss the historical, cultural, social implications of the diagnosis and treatment of abnormal behavior.
3. Explore assessment, diagnosis and treatment of mental disorders.
4. Increase awareness of current research in abnormal psychology.

Learning Outcomes
Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:
CLO1 - Explain the role of assessment in conceptualizing abnormal behavior.
CLO2 - Describe research results in the field of abnormal psychology.
CLO3 - Identify the distinctive features of the major psychological disorders in the DSM-IV.
CLO4 - Articulate the advantages and disadvantages of using a diagnostic system.
CLO5 - Increase knowledge of the psychological, social and biological factors related to various mental disorders.
CLO6 – Become knowledgeable regarding treatment options for a variety of mental disorders.
CLO7 - Discuss the ethics of diagnosis in clinical practice.

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 Texts/Readings
Textbook/Supplies

You can purchases individual chapters or buy the e-book from cengage.com.
Supplies: You will need to have access to binder paper for in class activities and something to write with.

Canvas and E-Campus

Parts of this course will be on Canvas, a part of E-Campus, found on the SJSU web site. You are responsible for regularly checking this site for changes, additions to the syllabus and notes from the instructor. See http://www.online.sjsu.edu for more information regarding student use of Canvas. Notes posted on the site are for your use but are not a substitute for attending class.

Classroom Protocol

This syllabus is subject to change at the discretion of the instructor. You are responsible for assigned reading and participating in classroom discussions. No make-ups for quizzes unless prior arrangement with the instructor. Attendance is not mandatory, but highly encouraged. Should you happen to miss a class, you are welcome to obtain notes from a peer in the course. Also, please ask your peers in the course if you, “missed anything important,” and do not ask the instructor. It is important to mention that those students who regularly attend class tend to do significantly better in the course.

Professional Communication

The best way to contact me is to leave a message on my private practice voice mail. The number is (408) 296-9600. You can also email me at Ellyn.herb@sjsu.edu. I don’t respond to texts from students. Since I teach multiple courses, please communicate the following information when you contact me:

Your full name, college name, course name, section number and phone number where I can reach you. Please don’t use abbreviations (as in texting), as I might not understand what you are trying to say. You do not need to notify me if you will not be in class, however, if you know, in advance, that you will miss a class you can let me know.

NOTE: I do not accept assignments by email unless by prior authorization from the instructor.

Personal Computer (Laptop Use)

You can use your computer to take notes during class, ONLY DURING LECTURES. No electronic devices may be used during experiential activities. Please do not surf the net, check your email or otherwise engage in interactive pursuits while in class (playing games!). If you are found to be using the computer inappropriately, you will lose the privilege of using a computer in class for the remainder of the semester.
Classroom Etiquette

1. Be polite and respectful to other people in the class, particularly when engaging in classroom discussions. Disrespectful behavior will not be tolerated and will be grounds for dismissal from class.
2. Do not carry on conversations with others during lecture, group presentations, etc. If you have a question or comment, please raise your hand so you can be recognized.
3. All electronic devices must be turned off during class. If you need to make or take an emergency call, let me know, in advance, and please leave the classroom to do so.
4. Texting or surfing the net is not allowed in class at any time, unless directed by the instructor.
5. If you plan to take exams/quizzes through the Accessible Education Center, please remind the instructor at least one week prior to the exam/quiz so that arrangements can be made to get the tests to the center.

Class Participation

At many Universities, class participation includes attendance. At SJSU, faculty are discouraged from using attendance, per se, as part of course requirements. However, attendance and class participation have been found to be elements that are helpful in doing well in your courses.

How does attendance and class participation help?

1. You will hear directly from the instructor about any changes in the course schedule or course requirements.
2. You have the opportunity to network with fellow students, which may be helpful in forming study groups, learning whom to work with on group projects and whom to turn to for notes if you miss a class.
3. Listening to lectures given in class enhances your learning. Research has also shown that taking notes by hand in class enhances learning course material. Even if you read your textbook, underline and take notes while reading, taking notes by hand, in class, can solidify your knowledge and grasp of the material.
4. Your instructor may get to know you better if you participate in class discussions, ask questions and generally become a part of the course climate. This can be helpful when you need special requests. Also, asking and answering questions fosters learning for all students who are present.

SO, PLEASE COME TO CLASS PREPARED TO DISCUSS THE MATERIAL YOU HAVE READ, ASK QUESTIONS AND PARTICIPATE!

In order to facilitate the instructor in learning who participates, there are several ways for you to earn class participation points.
1. Use the index cards provided by the instructor to ask a question, make a comment, offer your opinion or give feedback. **PRINT YOUR NAME AND THE DATE ON THE CARD AND SUBMIT IT THE SAME DAY AS CLASS. This is the only time you can submit participation cards!**

2. Come to the instructor’s office hours for more personal discussion of course material, your specific needs in the class, an assignment or grade that your don’t understand, etc.

**Class participation will account for approximately 10% of your grade.**

**Course Requirements**

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf).

**Recording Policies**

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

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), 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.”

- “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.”

**PLEASE NOTE:** Recordings of classroom activities (demonstrations, practicing skills, etc.) and copyrighted material (videos) are prohibited. If you wish to record lectures, please ask the instructor for permission prior to the start of the lecture.
University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S90-5 at http://www.sjsu.edu/senate/docs/S90.5.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 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 would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.
Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information,
follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations 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 and Psychological Services website at http://www.sjsu.edu/counseling.
# Course Schedule: Psyc 110 – Fall 2016

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>In Class</th>
<th>Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25/16</td>
<td>Abnormal Psychology Syllabus Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/30/16</td>
<td>Abnormal Psychology and Life Risk &amp; Prevention</td>
<td>Chapter 1</td>
<td></td>
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<td></td>
<td></td>
<td>Chapter 3</td>
<td></td>
</tr>
<tr>
<td>9/1/16</td>
<td>Perspectives on Abnormal Psychology</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>9/6/16</td>
<td>Diagnosis &amp; Assessment of Mental Disorders</td>
<td>Chapter 4</td>
<td>SUBMIT DISORDER GROUP CHOICES TODAY</td>
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<td></td>
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</tr>
<tr>
<td>9/8/16</td>
<td>Shadow Voices: Finding Hope in Mental Illness</td>
<td>VIDEO #1 (58 min.)</td>
<td>(Write-up DUE 9/15)</td>
</tr>
<tr>
<td>9/13/16</td>
<td>Anxiety, Obsessive-Compulsive Disorder</td>
<td>Chapter 5</td>
<td>Take Quiz #1 AFTER CLASS (ch. 1-5)</td>
</tr>
<tr>
<td>9/15/16</td>
<td>Depressive &amp; Bipolar Disorders</td>
<td>Chapter 7</td>
<td>Video Write-up #1 DUE</td>
</tr>
<tr>
<td>9/20/16</td>
<td>Depression &amp; Suicide</td>
<td>Chapter 7 – Suicide Video – (28 min) Extra Credit Video DUE 10/4</td>
<td>Mention Food/Mood Log Assignment</td>
</tr>
<tr>
<td>9/22/16</td>
<td>GROUP PRESENTATIONS –</td>
<td></td>
<td></td>
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<tr>
<td>9/27/16</td>
<td>GROUP PRESENTATIONS –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/29/16</td>
<td>Eating Disorders Explain Addiction Simulation Exercise</td>
<td>Chapter 8</td>
<td></td>
</tr>
<tr>
<td>10/4/16</td>
<td>Dying To Be Thin</td>
<td>VIDEO #2 (60 min.)</td>
<td>(Write-up DUE 10/13)</td>
</tr>
<tr>
<td>10/6/16</td>
<td>Diagnostic Clinic</td>
<td>Bring Textbook to class</td>
<td>FOOD/MOOD Log Due TODAY</td>
</tr>
<tr>
<td>10/11/16</td>
<td>GROUP PRESENTATIONS –</td>
<td></td>
<td></td>
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<tr>
<td>10/13/16</td>
<td>Substance Related Disorders</td>
<td>Chapter 9</td>
<td>Video Write-up #2 DUE</td>
</tr>
<tr>
<td>10/18/16</td>
<td>World’s Most Dangerous Drug</td>
<td>VIDEO #3 (52 min.)</td>
<td>(Write-up DUE 10/25) Take Quiz #2 AFTER CLASS (ch. 7-9)</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Due Date</td>
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<tr>
<td>10/20/16</td>
<td>GROUP PRESENTATIONS –</td>
<td>Addiction</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Stimulation Exercise DUE TODAY</td>
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<tr>
<td>10/25/16</td>
<td>Sexual Dysfunction, Paraphilic Disorders</td>
<td>Chapter 11</td>
<td>Video Write-up #3 DUE</td>
</tr>
<tr>
<td>10/27/16</td>
<td>Gender Dysphoria</td>
<td>Chapter 11</td>
<td></td>
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<tr>
<td>11/1/16</td>
<td>Middle Sexes</td>
<td>Chapter 11</td>
<td>Video Write-up #4 DUE</td>
</tr>
<tr>
<td>11/3/16</td>
<td>Somatic Disorders</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>11/8/16</td>
<td>Personality Disorders</td>
<td>Chapter 10</td>
<td>Take Quiz #3 AFTER CLASS (ch. 6, 10, 11)</td>
</tr>
<tr>
<td>11/10/16</td>
<td>GROUP PRESENTATIONS –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/15/16</td>
<td>Schizophrenia &amp; Other Psychotic Disorders</td>
<td>Chapter 12</td>
<td>Video Write-up #4 DUE</td>
</tr>
<tr>
<td>11/17/16</td>
<td>GROUP PRESENTATIONS -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/22/16</td>
<td>Developmental &amp; Disruptive Behavior Disorders</td>
<td>Chapter 13</td>
<td>EXTRA CREDIT DUE</td>
</tr>
<tr>
<td>11/29/16</td>
<td>Cognitive Disorders</td>
<td>Chapter 14</td>
<td>Take Quiz #4 AFTER CLASS (ch. 12-14)</td>
</tr>
<tr>
<td>12/1/16</td>
<td>Diagnostic Clinic</td>
<td></td>
<td>Bring textbook to class</td>
</tr>
<tr>
<td>12/6/16</td>
<td>GROUP PRESENTATIONS –</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/8/16</td>
<td>Review for Final</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12/20/16</td>
<td>FINAL EXAM</td>
<td></td>
<td>2:45 – 5:00</td>
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</tbody>
</table>

Assignments and Grading Policies

ALL ASSIGNMENTS MUST BE SUBMITTED BY THE DUE DATE. POINTS WILL BE DEDUCTED FOR LATE SUBMISSIONS. If you have a medical excuse, please email me and let me know and I will let you know what your options are.
1. **Class participation** – attending class, engaging in discussions, asking and answering questions, reviewing student presentations etc. are ways to earn points for class participation. CLO3

   Total Points = 30

2. **Projects** – there will be two homework projects (Food Log and Addiction Simulation Exercise) that will be explained in class. Note the due dates on the class schedule. (25 points each) CLO1, CLO5

   Total Points = 50

3. **Quizzes** – **QUIZZES ARE TO BE TAKEN ONLINE.** They will only be available for a certain time period. CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7

   There will be a total of **FOUR** multiple choice quizzes covering the textbook, classroom lectures, videos, discussions and outside reading. Each quiz will have 15 questions, worth 2 points each (30 points per quiz).

   Total points = 120

4. **Video Write-ups** - FOUR full-length videos will be shown during class. After viewing the video, complete a summary review and critique and submit it by the due late listed in the syllabus. (10 points each) CLO3, CLO5, CLO6

   Total points = 40

   Video write-ups should include the title of the video, a summary of the video (1-2 pages) and your review (1 page). You should address how the video ties in with what we are learning in class, whether or not you liked the video, how did the video made you feel, and your critique (good, fair, poor and why).

5. **Research Project and Presentation**– students will be assigned to a work group based on the various disorders we will be studying (sign-ups will occur the second week of classes). Using library and online resources, each group will collect research articles and prepare a presentation to give to the class. CLO2, CLO3, CLO5, CLO6

   Specific guidelines for each disorder will be given to each group. The presentation will be graded for content, variety and quality of studies included, and presentation skills. Powerpoint presentations are required. Complete copies of all articles must be submitted to the instructor on the day when the presentation is given as well as a copy of the Powerpoint presentation. Be sure to put your name on both articles. Articles must be from **peer-reviewed journals**
and complete, including references (no abstracts). If you are not sure about an article, ask the instructor.

****Please put your Powerpoint presentation on a flash drive that can be used with the instructor’s computer. It is the easiest way to ensure the presentation will be compatible with the audiovisual equipment in the classroom.****

Each student will be graded as follows:

a. **Content** - at least 2 articles, submitted on time, from peer reviewed journals (20 points)

b. **Breadth** – articles represent two different aspects of the topic; there is good variety within the group (10 points)

c. **Presentation skills** – aspects to be graded include preparation, organization, engagement of the audience, speaking skills, A/V quality (30 points)

\[ \text{Total points} = 60 \]

6. **Final Exam** – the final will be given in the assigned day and time. 50 multiple choice questions that cover the entire semester (2 points each). You need the long GREEN SCANTRON (50 questions on one side). CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7

\[ \text{Total points} = 100 \]

**TOTAL POSSIBLE POINTS FOR THE SEMESTER = 400**

**Grading:** DO NOT LOOK AT PERCENTAGES LISTED ON CANVAS. YOUR GRADE IS BASED ON POINTS ONLY.

The grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>(392-400)</td>
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<tr>
<td>A</td>
<td>(372-391)</td>
</tr>
<tr>
<td>A-</td>
<td>(360-371)</td>
</tr>
<tr>
<td>B+</td>
<td>(348-359)</td>
</tr>
<tr>
<td>B</td>
<td>(332-347)</td>
</tr>
<tr>
<td>B-</td>
<td>(320-331)</td>
</tr>
<tr>
<td>C+</td>
<td>(308-319)</td>
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<tr>
<td>C</td>
<td>(292-307)</td>
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<tr>
<td>C-</td>
<td>(280-291)</td>
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<tr>
<td>D+</td>
<td>(268-279)</td>
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<tr>
<td>D</td>
<td>(252-267)</td>
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<tr>
<td>D-</td>
<td>(240-251)</td>
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<tr>
<td>F</td>
<td>(&lt;240)</td>
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</tbody>
</table>
EXTRA CREDIT

SJSU Psyc 110
Abnormal Psychology

All students are eligible to earn extra credit, but this is particularly designed for students who have missed a quiz or video or for those students who want to earn more points to improve your grade. All papers should be typed, use at least 12-point font, stapled and include your name, the date, the option you are submitting, the course number and section number.

YOU MAY ONLY EARN UP TO MAXIMUM OF 18 ADDITIONAL POINTS THROUGH EXTRA CREDIT.

Options are as follows:

1. **Interview a licensed therapist or psychologist.** Ask the following questions and record the responses. You need to do the interviewing in person. Do not just hand the paper to the person and let them write the answers. That will result in 0 points. Following your interview, write up the interview in narrative form (do not just write answers to the questions; you need to use paragraphs to tell a story). Your write-up should be presented as a professional paper. (6 points possible)

   a. List the name, address and phone number of the person you interviewed.
   b. What made the person decide to become a therapist/psychologist?
   c. How long has he/she been one?
   d. What type of work does he/she do? Why that choice?
   e. Does the therapist/psychologist have a specialty? What did he/she need to do to become a specialist?
   f. In what type of setting does the psychologist work?
   g. What does the person enjoy most about their work?
   h. What is the most challenging part of the work?
   i. What advice would the person give to someone who wanted to pursue a career in psychology?
   j. Ask an additional question that you would like to know.

Using the answers you received write a narrative report of your interview and include a final paragraph about the interview: What was it like to do the interview? What did you learn? How did the information you received affect your personally? Your paper should be 2-3 pages (typed, double spaced). Be sure your paper is properly labeled with “Extra Credit Interview”, your name, course number, section number and the date.
2. Create an annotated bibliography using the following list. 

(Only one allowed – 7 Points)

An annotated bibliography includes research articles in peer-reviewed journals or professional books (not textbooks). For each entry, you must list the resource in APA format then write a paragraph about the reference so that someone can decide if they want to access the article or buy the book. You should give a brief synopsis of the content of the article, briefly state the results and then add your own comments.

YOU MUST INCLUDE 10 DIFFERENT RESOURCES on one topic only.
Choose from the following list of topics. If you have a topic that is not listed, you must obtain instructor permission to use it.

TOPICS:
The use of medication in psychiatric care
Ethical dilemmas in psychotherapy such as dual relationships, informed consent
Child Abuse
Suicide
Diversity issues in diagnosis of mental disorders
Domestic Violence
The use of manualized treatment in psychotherapy
Neuropsychological findings in the last 5 years (the brain research)
Pros and cons of using diagnosis
Stigma in mental health

All extra credit must be submitted no later November 22, 2016, although you can submit extra credit at any time during the semester.

Be sure to put your name on all extra credit and indicate which option you have chosen.