San José State University
Department of Psychology

PSYC 160 (1) Clinical Psychology , Section 41800

Fall 2016

Instructor: Naomi Wagner, PhD

Office Location: CL # 140

Telephone: (408) 924-5646

Email: Naomi.wagner@sjsu.edu
       psychprof1@yahoo.com

Office Hours: Mon- Wed 8:45-10:30 AM

Class Days/Time: Mon-Wed 12:00- 1:15 PM

Classroom: Duncan Hall # 318

Prerequisites: PSYC 100

Important message: I will NOT be in school on Monday, October 3, 2016, and on Wednesday, October 12, 2016

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, chapter lecture notes, major assignments or handouts and study guides are posted on Canvas learning management system course website. To access it, go to: https://instructure.com
Use your SJSUOne login and password.
You are responsible for regularly checking the announcements section to learn of any updates.
Everything is also posted on my faculty web page at
http://www.sjsu.edu/people/naomi.wagner/

Catalogue Description
This course introduces the student to theories and research exploring the field of Clinical Psychology.
The course provides a survey of Clinical Psychology as a profession and the role of the clinical psychologist as a diagnostician, therapist, administrator, scientist, and an agent of individual and social change.

Course Goals and Student Learning Objectives

• LO1: The definition and scope of the field of Clinical Psychology
• LO2: The current categories of mental-health professionals and their identifying features in terms of training, license, and target client-populations.
• LO3: The historical roots of Clinical Psychology and the current shift toward evidence-based practice, requiring the quantification of many variables that by nature are of more subjective quality, such as severity of problem, or the success of an intervention.
• LO4: The activities of the clinical psychologist in the areas of assessment, intervention, and prevention, with attention to variables of ethnicity, gender, and SES.
• LO5: The current definition of a mental disorder and a survey of the main mental health categories on the basis of the DSM5, with attention to issues of the dimensional approach and of comorbidity
• LO6: A basic survey of research methods in the field of Clinical Psychology
• LO7: An overview of the main assessment methods
• LO8: The Code of Ethics that Mental Health professional must abide by, including issues of confidentiality and its limitations.
• LO9: The relevance of this course for those students wishing to pursue a professional career in the field of mental health.

Measurement of the course learning outcomes will be achieved via evaluation of the student’s written assignment for each chapter, midterms, and a cumulative final exam.
GE learning Outcomes
Upon the completion of this course students should be able to demonstrate

- GELO 1 A broad understanding of issues related to the social sciences
- GELO 2 An ability to communicate ideas effectively both in speaking and in writing
- GELO 3 The capacity for critical and creative thinking;
- GELO 4 The ability to assess information
- GELO 5 The ability for creative and critical thinking

Class activities linked to these outcomes are:
- The identification of the main questions asked by researchers in this area
- The examination of the multiple explanations provided to the questions
- The exploration of yet unknown issue waiting for subsequent research

Program Learning Outcomes (PLO)
Upon successful completion of the psychology major requirement:

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 (required)


- Instructor’s website: You will find lecture-notes (power-points) and learning objectives for each chapter. The power-points are to help you in your study, but you do NEED to get the textbook! In addition, the power-points CANNOT replace regular class attendance.

Please view the calendar at the end of this syllabus for assignments, dues dates, and exams.

NOTE that University policy F69-24, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Definition of a Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week. Classroom Protocol
This course is based on the active participation of the student, and the main expectations are READING and ATTENDANCE. You are expected to read the assigned materials before class, so that the teacher can elaborate and expand. Because of time constraints it may not be possible to cover all the segments of a given unit. However, you are responsible for all the assigned reading, as the exams will include questions from all part of the reading. Some parts of the chapters will be skipped, please see reading list below.

Students are expected to:

- Maintain polite and considerate behavior toward their fellow students and the instructor.
- Refrain from text-message during class
- Refrain from making or receiving phone calls during class
- Refrain from surfing the Internet during class.
- Refrain from leaving class to use their cell-phone.

Recording of Class Lectures

Common courtesy and professional behavior dictates 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. This 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.

Attendance: Your regular attendance and participation are factors contributing to the successful completion of this course. If you do not attend class you will miss on the opportunity to ask questions and to get clarifications. In addition, please make all effort to come to class on time. Tardiness disturbs the instructor and other students, and also deprives you of the short reviews of the previous lecture that are presented at the beginning of each class.

If you hold a full time job, please make all effort to attend class regularly, and to study each night for at least an hour and a half. Cramming before the test has not been very effective for most students. As you read, take notes and go over the material that has been discussed in class, pay attention to concepts, and examples of these concepts. Be familiar with important studies.
Teacher Availability:
Do not hesitate to e-mail me or to come by with questions. If you have not done so well on any of the tests, please come to see me ASAP, in order to go over test questions that you missed, so we can understand how you interpreted the questions, and devise strategies for doing better on the next test.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page at http://www.sjsu.edu/provost/Academic_Calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.Grading Policy

Extra Credit:
Please note that I do not give extra-credits. You mastery of the subject matter as measured on the exams is the factor that counts.

Assignments:

1. Exams:

   • There will be just ONE exam- a final exam in this class. The final will include 100 multiple-choice questions and will be selectively cumulative; that is, it will cover the central themes for each topic studied (you will receive a study guide). You need scantron # 882 and a pencil.

   • 2. Professional Exploration Paper: To explore potential Clinical Psychology career options, students will research a specific career path involving a background in clinical psychology – just one- (e.g., Neuropsychologist, Forensic Psychologist, Clinical Researcher, Professor, Private Practice Clinician, and Clinician in a Managed Care Setting, Counselor, School Psychologist, Marriage and Family Counselor).

      Each student will prepare a written summary of the nature of this career option, what type of service is rendered, what are the academic content areas that need to be mastered, who are the potential clients, what are the requirements for entry into that profession in terms of course work, internships, license (who is the licensing body), availability of jobs for that specialty, and expected salary for such a career, the future of this career. Due date: Professional Exploration Paper is due Sept 19
on Canvas and in class; late submissions will NOT be accepted.

3. **Statement of Intent:** After having completed this exploration, you will submit a Statement of Intent, which is part of the application process to Graduate school. You will need to submit the final draft, aimed at acceptance into the professional option you have researched. This is a statement that is written for a particular program, and we will discuss it as if you are applying to a particular program. There are key elements to this, and it takes much, much more time than you think it will (or should take). There will be more information about this posted online.

- You must turn in your **Professional Exploration Paper** and subsequent **Statement of Intent** (personal statement) in two ways: (1) in person, printed copy of the completed paper; and (2) online upload on Canvas. This is a plagiarism detection and originality analysis system. You will receive feedback about the amount of copying you may have done in your paper before you turn in your final version. You can still correct any mistakes or plagiarism based on this feedback BEFORE you turn in your final paper by the deadline. Once the deadline has arrived, the last version uploaded will be your final paper. The following file types are compatible with the online process: MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain Text. If you plagiarize your paper it will be detected here. Plagiarism will result in a failure in the course and possible dismissal from the university. I assume that you have completed the plagiarism tutorial available here: [http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm](http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm)

- You must turn in a hard (printed copy) on the day the assignment is due.
- Full instructions and grading criteria are on Canvas and on my website.
- Date due: **Statement of Intent Due October 31 on Canvas and in class; Late submissions will NOT be accepted.**

4. **Discussion questions:**

- There will be 5 discussion questions for you to respond to from chapter 4 (Cultural issues) and 5 from chapter 5 (ethical issues). You need to read the chapters thoroughly before you respond. Be prepared to discuss these questions in class in the last week of the semester.
- The discussion questions are posted on Canvas and on my website.
- **You need to submit the answers to the questions via Canvas by the date the assignment is due.** Canvas has a plagiarism-detecting system.
- **Discussion questions for chapter 4 and 5 due December 7 on Canvas and in class; Late submissions will NOT be accepted.**
Grading: There are 400 points possible for this class.

- Final exam: 200 points maximum
- Professional Exploration paper 50 points maximum
- Statement of Intent 50 points maximum
- Discussion questions 100 points maximum (10 for each question)

The grading scale:
A+ 98-100%
A  93-97
A- 90-92
B+ 87-89
B  83-86
B- 80-82
C+ 77-79
C  73-76
C- 70-72
D+ 67-69
D  63-66
D- 60-62
F  <60

Final Exam Date:

Final: Friday, December 16, 2016, 09:45-12:00

Make up exams:
Please note exam date and plan your trips and events accordingly. You will be allowed to reschedule an exam ONLY upon the presentation of documented medical reason, or if you have a mandatory, documented school activity.

University Policies

Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, 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 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 their 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.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.at.sjsu.edu/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

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our 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 Suite 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center staff can be found at http://www.sjsu.edu/writingcenter/about/staff/.

Reading List:

Topics to be covered in this course:

Chapter 1:

1. The current APA definition of Clinical Psychology (p. 4)
• Elements of this definition: The study of psychological disorders in order to understand them, predict their course, and practice – in terms of treatment.

2. **Education and Training in Clinical Psychology (pp. 5-10)**

• The Scientist-Practitioner (Boulder Model) – balancing science and practice
• The Practitioner-Scholar (Vail Model) – emphasis on practice
• The Clinical-Scientist Model – emphasis on science, based on McFall manifesto

3. Tips for getting into Graduate School and PhD vs. PsyD programs (pp. 10-15)
4. Differences between clinical psychologists and other mental health professionals (pp. 20-24)

Chapter 2:

1. **Assessment (pp. 32-35) Diagnostics issues:**

• Neurosis vs. Psychosis
• Exogenous vs. Endogenous
• Kraepelin and the foundations of diagnostic criteria
• History of the DSM and the introduction of multi-axial system
• The decision to include or exclude potential mental disorders

Chapter 3:

1. **Current Controversies in clinical psychology**

• Prescription privileges (pp. 50-54)
• Over-expansion of mental disorders (pp. 62-64)
• Cyber-therapy (pp. 68-71 (top))

Chapter 4:

1. **Cultural competence**

• Multiculturalism (pp. 76-77; p. 81)
• Knowledge of diverse cultures (pp. 88-89)

2. **Are we all alike or all different?**

• Etic vs. Emic Perspectives (p. 93)
• Tripartite Model of Personal identity (p. 93-94)
• Example: The parent-child relationship in different cultures
  (p. 99-100)

Chapter 5:

1. APA Code of Ethics:
   • Differences between General Principles (Aspirational: what is the idea conduct see Table 5.1) vs. Ethical Standards (can be enforced), describe specific activities (table 5.2) (pp. 104-106)
   • Confidentiality is NOT absolute: The tragic case of Tatiana Tarasoff and the Duty to Warn (pp. 108-109)
   • Child and Adolescent clients and to what extent is information disclosed to family? Cultural Differences; child abuse (pp. 110-113)
   • Informed Consent in therapy vs. research or assessment (p. 113-115)
   • Multiple relationships and why they are unacceptable. (pp. 115-117)
   • Competence; cultural competence; burnout (pp. 118-120)

Chapter 6:

1. Conducting research in Clinical Psychology
   • Why do clinical psychologists do research? (pp. 130-133 (mid-page))

Chapter 7:

1. Diagnosis and Classification Issues:
   • Defining normality and abnormality (pp. 151-156)
   • DSM 5: Changes that were NOT made: (pp. 161-163)
   • New features: (pp. 163-166)
   • Controversy of DSM 5 (pp. 166-169)

2. Criticism of DSM 5 (pp. 170-176)
   • Breadth of Coverage
   • Controversial Cutoffs
   • Cultural issues
   • Gender bias
   • Non-empirical influences
   • Limitation on objectivity

Chapter 8:
1. The clinical interview

- General skills: (pp. 186-187)
- Specific behaviors (pp. 187-189)
- Components of the interview (pp. 189-196)

Chapters 9, 10 general overview (PPT)

Chapter 11:

1. General issues in psychotherapy:

- Does psychotherapy work? (pp. 264-276)
- Efficacy vs. effectiveness of psychotherapy (pp. 267-269)
- The common factors: (pp. 271-274)
- Specific treatments for specific disorders (pp. 276-277)
- Past and present (pp. 280-284)

- Overview of psychodynamic, humanistic, behavioral, cognitive, group and family therapies.

PSYC 160 (1) Clinical Psychology, Fall 2016 Course Schedule

Please note: The sequence of the topics will remain, though we may allocate different amount of times to some of the topics.

Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug 24</td>
<td>Chapter 1: Introduction to the field of Clinical psychology (p.4)</td>
</tr>
<tr>
<td></td>
<td>Aug 29</td>
<td>Chapter 1 cont-d models of training (pp. 5-10)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Graduate school (pp. 10-15)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Clinical psychologists vs. other mental health professionals (pp. 20-24)</td>
</tr>
<tr>
<td>2</td>
<td>Aug 31</td>
<td>Chapter 2: Assessment and Diagnostic issues (pp. 32-35)</td>
</tr>
<tr>
<td></td>
<td>Sept 5</td>
<td>No School Labor Day</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Sep 7</td>
<td>Chapter 2: cont-d</td>
</tr>
<tr>
<td></td>
<td>Sep 12</td>
<td><strong>Chapter 3: Current Controversies</strong> (pp. 50-54; 58-62; 62-64; 68-71)</td>
</tr>
<tr>
<td>4</td>
<td>Sept 14</td>
<td>Chapter 3: cont-d</td>
</tr>
<tr>
<td></td>
<td>Sept 19</td>
<td><strong>Chapter 3: cont-d</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Exploration Paper is due Sept 19</td>
</tr>
<tr>
<td>5</td>
<td>Sept 21</td>
<td><strong>Chapter 4: Cultural competence</strong> (pp. 76-77; p. 81)</td>
</tr>
<tr>
<td></td>
<td>Sept 26</td>
<td>Chapter 4 cont-d (pp. 88-89; p. 93; pp. 93-94)</td>
</tr>
<tr>
<td>6</td>
<td>Sept 28</td>
<td>chapter 4: cont-d (pp. 99-100)</td>
</tr>
<tr>
<td></td>
<td>Oct 3</td>
<td><strong>No Class teacher out</strong></td>
</tr>
<tr>
<td>7</td>
<td>Oct 5</td>
<td><strong>Chapter 5: Ethics:</strong> General Aspirational principles vs. Ethical standards (104-106) (Table 5.2)</td>
</tr>
<tr>
<td></td>
<td>Oct 10</td>
<td>Confidentiality (pp. 108-109); child (pp. 110-113); More: pp. 113-115; 115-117; 118-120</td>
</tr>
<tr>
<td>8</td>
<td>Oct 12</td>
<td><strong>No Class teacher out</strong></td>
</tr>
<tr>
<td></td>
<td>Oct 17</td>
<td>Chapter 5 cont-d</td>
</tr>
<tr>
<td>9</td>
<td>Oct 19</td>
<td><strong>Chapter 6: Research</strong> (pp. 130-133)</td>
</tr>
<tr>
<td></td>
<td>Oct 24</td>
<td><strong>Chapter 7: Diagnosis and Classification</strong> (pp. 151-156)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DSM5 (pp. 161-163); 163-166; 166-169</td>
</tr>
<tr>
<td>10</td>
<td>Oct 26</td>
<td>Chapter 7 Cont-d: (170-176)</td>
</tr>
<tr>
<td></td>
<td>Oct 31</td>
<td>Chapter 7 cont-d</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statement of Intent Due October 31</td>
</tr>
<tr>
<td>11</td>
<td>Nov 2</td>
<td><strong>Chapter 8: The Clinical Interview</strong></td>
</tr>
<tr>
<td></td>
<td>Nov 7</td>
<td>• General skills (pp. 186-187)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Specific behaviors (pp. 187-189)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Components of the interview (pp. 189- 196)</td>
</tr>
<tr>
<td>12</td>
<td>Nov 9</td>
<td>Chapter 8 Cont-d : Types of interviews (pp. 199-204)</td>
</tr>
<tr>
<td></td>
<td>Nov 14</td>
<td>Cultural components: (pp. 204-205)</td>
</tr>
<tr>
<td>13</td>
<td>Nov 16</td>
<td><strong>Chapter 11: Psychotherapy</strong></td>
</tr>
<tr>
<td></td>
<td>Nov 21</td>
<td>• Does psychotherapy work? (pp. 264-276)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Efficacy vs. effectiveness of psychotherapy (pp. 267-269)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The common factors: (pp. 271-274)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Specific treatments for specific disorders (pp. 276- 277)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Past and present (pp. 280-284)</td>
</tr>
<tr>
<td>14</td>
<td>Nov 23</td>
<td>Chapter 11 cont-d</td>
</tr>
<tr>
<td></td>
<td>Nov 28</td>
<td>Chapter 17: Assessment of children and adolescents (pp. 426-433)</td>
</tr>
<tr>
<td>15</td>
<td>Nov 30</td>
<td>• Overview of psychodynamic, humanistic, behavioral, cognitive, group and family therapies. Cont-d</td>
</tr>
<tr>
<td></td>
<td>Dec 5</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Dec 7</td>
<td>Class discussions questions; Discussion questions due Dec 7</td>
</tr>
<tr>
<td></td>
<td>Dec 12</td>
<td>Review for Final</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td>Friday Dec 16, 09:45-12:00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>You will receive a study guide.</td>
</tr>
</tbody>
</table>