

COURSE DESCRIPTION

The experimental approach to understanding the causes, symptoms, course, and treatment of mental illness is emphasized in the analysis of disorders of affect (e.g. depression), cognition (e.g., schizophrenia), and problem behaviours (e.g., addictions).

UNIVERSITY OPERATING DATES

Jan 10	Tuition due
Jan 11	Classes start
Jan 22	Last day to add courses
Jan 22	Last day to drop courses without financial penalty
Mar 5	Last day to drop without academic penalty
N/A	Last day to change exam centre
Mar 7	Last day to submit exam accommodation requests (if applicable)
Apr 9	Classes end
Apr 14-30	Exam Period

LEARNING OUTCOMES

By the end of this course, you will:

1. Distinguish the diagnostic features of mental disorders to critically evaluate their overlapping and independent features
2. Identify the independent and interactive biological and environmental factors associated with mental illnesses to evaluate the possible contributing factors to the onset and course of the conditions
3. Contrast available treatment options for mental illnesses to critique the historical, present, and nascent opportunities to reduce symptoms and improve functioning
4. Critically evaluate basic research and clinical methods for classifying psychopathological conditions
5. Utilize the above information in developing case conceptualizations

TOPICS

WEEKS	TOPICS
Week 1	Historical perspectives on abnormality and classification
Week 2	Research methods and assessment
Week 3	Mood disorders and suicide
Week 4	Anxiety disorders
Week 5	Treatments for mood and anxiety
Week 6	Schizophrenia
Week 7	Personality disorders
Week 8	Substance abuse
Week 9	Somatic symptoms and interactions between mental and physical health
Week 10	Eating disorders
Week 11	Sex and gender identity disorders
Week 12	Mental health issues in childhood and adolescence

COURSE MATERIALS

The following material is available from the Queen's Campus Bookstore:

- Dozois, D.J.A. (2019). *Abnormal Psychology: Perspectives, DSM-5 update edition, 6th edition*. North York, Ontario. ISBN-10: 0134428870 ISBN-13: 9780134428871
- DSM V Clinical Cases, John W. Barnhill (available full text online at library)

SUGGESTED TIME COMMITMENT

Students can expect to spend approximately 10-12 hours a week in study/practice and online activity for this course.

WEIGHTING OF ASSESSMENTS

Week Quizzes (best 10 of 12)	15%	Learning Outcomes 1, 2
Case Study 1: Summary and diagnosis	5%	Learning Outcomes 1, 2, 3, 4, 5
Case Study 2: Summary, diagnosis, treatment	10%	Learning Outcomes 1, 2, 3, 4, 5
Case Study 3: Case Conceptualization	17.5%	Learning Outcomes 1, 2, 3, 4, 5
Case Study 4: Case Conceptualization	17.5%	Learning Outcomes 1, 2, 3, 4, 5
Final Exam	35%	Learning Outcomes 1, 2, 3, 4

LATE POLICY AND REGRADE REQUESTS

A late penalty of 5% per day will be applied to all assessments in this course, except quizzes. Quizzes must be submitted prior to close or cannot be accepted.

REGRADE REQUESTS

We have tried to make assignment instructions and marking criteria as transparent as possible, and the teaching team interacts frequently to maximise consistency. That said, we have a lot of assignments to mark so sometimes mistakes occur. If you feel your assignment has been marked in a way that is inconsistent with stated assignment instructions and/or rubrics, submit a formal request for a re-grade within 72 hours of receiving your grade. If you have provided a clear rationale for a re-grade based on the stated marking criteria, your assignment will be marked by a second TA blinded to original mark. If the 2nd grade is in same grading boundary (e.g. a B- is still a B-), the grade will stay the same. If it is above or below the original grade boundary, the course instructor will read the assignment, taking both reports into account and decide which grade is more appropriate. Please note, however, that this could result in your mark being lowered or staying the same.

We will only increase marks if there has been a clear and demonstrable violation of stated grading standards. There are many other reasons that students might be disappointed with marks. These might include being accustomed to getting higher marks (e.g. "I'm an A student, this is the first B I've ever received"), needing a particular grade to achieve a goal ("I need an A to get into the Honour's program"), feeling like the grade did not match the effort put in ("I worked for a long time on this, I think I earned a better mark"), or being frustratingly close to a grade cut off ("If I got an extra half point, this would be an A- instead of a B+). We understand why these can lead to disappointment and frustration, but we cannot arbitrarily raise marks for these types of reasons and maintain transparency and fairness for all students.

ASSESSMENTS AND ACTIVITIES DESCRIPTION

These are brief descriptions of the various assessments in the course. For a more detailed description, go to the course timeline and select the specific assignment.

Quizzes

There are weekly online quizzes during the term to help you assess your knowledge and understanding of course topics, as well as to keep you on track with course readings. Each quiz consists of 10 multiple-choice questions related to the textbook readings, case studies and online material. Quizzes will be released on Sunday morning at 9, and you have until Monday at midnight to complete them. You will receive 10 multiple choice questions and will have 30 minutes to complete the quiz. You will only be allowed one attempt so make sure you are prepared and have sufficient time to complete the assignment. Quizzes are open book, but you don't have sufficient time to look up all the answers, so it is strongly recommended you complete the reading prior to beginning the quiz. Your lowest two quiz scores will be dropped. Students will receive feedback on how they did, but correct answers cannot be released, as we have limited questions and have had problems with answers being passed from year to year.

Case Study Assignments

All of the information about your case study assignments can be found here.

The aim of these assignments is to approximate how a Clinical Psychologist gathers and organizes information from a client, and how they use science and theory to conceptualize the patient's symptoms and come up with a treatment plan.

The assignments are cumulative in nature: In the first assignment you will write a short case summary where you will provide a preliminary diagnosis, summarizing the symptoms that led to your diagnosis (or ruled out other diagnoses) and the information that still needs to be gathered.

In the second assignment you will provide a similar case summary, but will add an empirically supported treatment plan.

In the third and fourth assignments, you will again provide a case summary and treatment plan, but will add a theoretical "case conceptualization" where you outline the theoretical orientation that you have used to understand the etiology of the patient's symptoms and develop your treatment plan.

PARTICIPANT POOL (VOLUNTEER RESEARCH PARTICIPATION)

Participant Pool Information

Students in this course have the option of volunteering in psychological research conducted by faculty and advanced students in the Psychology Department. For every half hour of research completed, you can increase your final mark in this course by 0.5% up to a maximum of 2%. If you are enrolled in more than one eligible course, you will select the course toward which your research participation will be credited when you sign up for a study. You can complete studies toward each course. You cannot apply the same study credit to more than one course, and research credit cannot be used to improve a failing mark to a passing mark. The last day to participate in research for bonus credit is the last day of classes. For more details, please see the Departmental Participant Pool website.

Although participation is not a requirement, we do consider it to be an integral part of the course and encourage students to participate. Students gain valuable direct experience in methods of psychological investigation and contribute to research.

Each study has been reviewed in detail and cleared by the Department's Ethics Review Committee. Nevertheless, you may decline to participate, for any reason at all, in any study for which you sign up. You may also direct any ethical concerns to the researcher or Participant Pool Officer.

At the conclusion of each study in which you participate, you should be provided with information about the purpose of the study and other relevant details. The idea is to ensure that your participation will benefit your education, as well as add to the fund of knowledge in psychology. You are encouraged to ask questions about the research in order that you understand fully why the study is being conducted, and what your role is, as a participant.

How to sign up for studies

We use the website Sona for the participant pool. All students will be activated in the participant pool by the 3rd week of the term. If you have previously used the participant pool, you will use the same userid and password that you used previously. If you are new to the participant pool, you will receive an email with your login information by the 3rd week of class.

During the first week of the semester, you will be emailed a link to an online prescreening questionnaire that will be due by the end of the Add/Drop period (second Friday of the term). If you complete the larger prescreening questionnaire online, you may become eligible for additional studies, and those researchers will contact you directly to find a time to participate.

Signing up for studies is done through the Sona site directly: [CLICK HERE](#)

What if I don't want to participate?

Participation in research is entirely voluntary. If you want to earn credit but don't want to participate in a particular study, you can complete an alternative assignment instead. For the alternative assignment, researchers either will offer a walk-through of their experiment, or they will have you to read an article or blog post, listen to a short podcast, or watch a short video and then answer questions about it. To complete an alternative assignment, you must contact **the principal investigator** of a particular study (see the study's contact information on SONA for their email) before the last week of classes for the semester to complete the alternative assignment option. Although the length of studies will vary, all alternative assignments will last approximately 30 minutes, so you will earn 0.5% for each alternative assignment that you complete.

Off-Campus Students

Off-campus students: please note that you can participate in online studies and researchers who offer these studies also offer online alternative assignments.

What if I can't make a research appointment?

Please note: we understand that life happens and you may be unable to attend the session you sign up for as a result of extenuating circumstances. If you are unable to attend your scheduled session due to an extenuating circumstance, please contact the researcher directly to reschedule the session and/or receive an "excused no-show" notation. An "excused no-show" is guaranteed if you contact researchers 3 or more hours in advance of your appointment.

Research is an important activity that directly impacts science and society, and that also impacts a larger system (e.g., time in lab space is very limited and can be costly—for example, booking a 1 hour session in the fMRI facility costs \$400). We thank you in advance for ensuring that you attend your scheduled sessions, and that you follow up with the researcher as soon as possible if you miss a session due to extenuating circumstances. However, if you reach 2 *unexcused* no-shows in a given semester, you will not be able to sign up for additional studies/alternative assignments that semester. You will be automatically granted the ability to sign up for studies to earn research credit the following academic semester.

Who should I contact for help?

*Note: Your course instructor is not involved in the administration of studies and alternative assignments. If you have questions about studies, please contact the researchers listed on SONA. Questions about the pool (e.g., credits, prescreening) should be directed to the participant pool coordinator at participant.pool@queensu.ca.

GRADING

All components of this course will receive numerical percentage marks. The final grade you receive for the course will be derived by converting your numerical course average to a letter grade according to Queen's Official Grade Conversion Scale:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84

B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

We will accept papers that are over the word count, but there are penalties, as follows: There will be a small penalty (2% of your final grade) for being <10% over (e.g. 20 words for a 200 word assignment, 75 for a 750 etc.). Anything >10% (e.g. >220 words for a 200 word assignment, >825 for a 750 etc.) will not be read. This could substantially affect your mark, especially if there's critical information contained in the "overage" section. So be succinct!

CONTACTING THE TEACHING TEAM

The teaching team contact information is located on the Homepage of the course (see "Teaching Team").

Your first port of call for questions are the Discussion Forums. Discussion forums are the first port of call because other students may have similar questions (or the question has already been answered there) and everyone can benefit. This also saves the teaching team from answering the same email repeatedly.

Feel free to help answer your peers' questions on this forum. Most questions are answered within 24 hours.

Please use your Queen's email for inquires that are more personal in nature, or for issues such as academic accommodations or marking. If you need to have a more detailed conversation, please contact your instructor.

COURSE FEEDBACK

At various points during the course, students may be asked to take part in a variety of feedback activities (such as questionnaires and exit tickets).

This feedback enables the team to make any adjustments necessary to improve the online learning environment. Additional student feedback will be sought throughout the course. All surveys are anonymous, and directly related to activities, assessments, and other course material.

NETIQUETTE

In any course you often communicate with your peers and teaching team through electronic communication. You are expected to use the utmost respect in your dealings with your colleagues or when participating in activities, discussions, and online communication.

Here is a list of netiquette guidelines. Please read them carefully and use them to guide your communication in this course and beyond.

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on the lives of other people and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's ok to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and to challenging others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

This is an online course, with a high enrollment. To ensure that everyone is treated as fairly and respectfully as possible and that this course is a positive experience for everyone involved, we provide the following guidelines.

CIVILITY

Online forums have many advantages, but one disadvantage we frequently see on social media, online chat rooms and discussion boards is that people forget they are talking to an actual person and do not communicate with the civility and respect they would normally use. The same can happen with online courses. Even though the course has high enrolment, we will do our best to treat you as more than a student number/email address. We ask you to treat the teaching team and your peers with the same respect. Prior to sending correspondence in discussion forums or via email, ask yourself if you would communicate with the person in the same way if you were speaking face to face. If you are in doubt about whether your correspondence is civil and productive, consider saving it as a draft and re-reading it the next day to decide whether it could be modified to make it more productive.

- Abusive or demeaning language will not be tolerated.

- Questioning the competence or professionalism of the teaching team will not be tolerated. This is particularly true of the TAs. Like you, TAs are completing a degree and have many competing responsibilities, both personal and professional. They are responsible for marking and providing feedback for a LOT of assignments and generally work more hours than they are paid for. Be respectful: It's better for everyone if disagreements can be resolved in a professional and productive manner.

If in doubt, here are some additional guidelines for online communication:

<https://www.queensu.ca/studentconductoffice/resources/general-conduct-resources/online-etiquette>

<https://www.memphis.edu/fcbe/students/netiquette.php>

QUEEN'S EMAIL

The university communicates with students via Queen's email. Please check your email regularly to ensure you do not miss important information related to your course.

COPYRIGHT

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the intellectual property of the instructor. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else for distribution, posting, sale or other means of dissemination, without the instructor's express consent. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights. PSYC 236. PSYC 236.

ACCESSIBILITY/ACCOMMODATIONS

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016. If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the Queen's Student Accessibility Services (QSAS) and register as early as possible. For more information, including important deadlines, please visit the QSAS website.

Students with course accommodations should contact ASO immediately following registration to inform them of any accommodations to their timed assessments and/or final exam(s).

ACADEMIC CONSIDERATIONS FOR STUDENTS IN EXTENUATING CIRCUMSTANCES

To submit a Request for Academic Consideration, go to: <https://www.queensu.ca/artsci/undergrad-students/academic-consideration-for-students>.

After you submit your request, it is essential that you contact your instructor(s) to discuss arrangements for completing the academic requirements that you have missed.

Academic consideration is meant to help you manage a **short-term** extenuating circumstance that is beyond your control and could affect your academics. This might be a sudden physical or mental illness, a serious injury or required treatment for yourself or a significant other, bereavement (e.g., death of a family member or close friend), or a traumatic event (e.g., sexual assault, divorce). Another example is an absence due to a significant event, such as participating in a varsity championship or performing at a national or international event.

Academic consideration for an extenuating circumstance may include but is not limited to:

- an excused absence
- a deferral
- an extension
- a modified schedule for assignments, projects, labs, or placements
- an alternative assignment
- a re-weighting of term marks

- permission for an incomplete grade
- course withdrawal without penalty (this requires an appeal to the Associate Dean of Studies)

Your instructor will determine what academic consideration is appropriate for your course based on the academic requirement(s) you may miss and the essential requirements/learning outcomes of the course. All students who receive academic consideration must meet all essential academic requirements/learning outcomes and standards of the course. Academic consideration does not guarantee academic achievement in a course/program.

Situation 1: Requests for academic consideration up to 3 days:

- Each student can make one request for academic consideration for up to 3 days without supporting documentation per academic term (i.e., Fall, Winter, Summer). Any additional requests for academic consideration for up to 3 days will require supporting documentation.
- Requests for academic consideration under 3 days must be submitted as soon as you require academic consideration and no later than 1 day after the 3 day consideration period has ended. (eg. if you are requesting academic consideration for September 10-12, you must have your request submitted into this system by September 13 at the latest).
- Delegates submitting a Request for Academic Consideration for Extenuating Circumstances form and supporting documentation on behalf of a student should contact the Faculty Office at asc.consideration@queensu.ca or 613-533-6000, ext. 75413 to arrange to complete the proper forms.

Situation 2: Requests for academic consideration between 4 days and 3 months:

- Requests for academic consideration between 4 days and 3 months should be made as soon as you require academic consideration.
- All requests for academic consideration between 4 days and 3 months require supporting documentation, which should be submitted within 5 business days of submitting the request or it will be withdrawn.
- All requests for academic consideration for extenuating circumstances between 4 days and 3 months must be submitted before the course has closed/ended.
- Delegates submitting a Request for Academic Consideration for Extenuating Circumstances form and supporting documentation on behalf of a student should contact the Faculty Office to arrange to complete the proper forms.
- If you have questions, please contact the Academic Consideration Team in the Faculty Office at: asc.consideration@queensu.ca or 613-533-6000, ext. 75413.

Situation 3: Requests for academic consideration during final exam periods:

- **All requests** (up to 3 days and between 4 days and 3 months) for academic consideration made during exam periods require supporting documentation.

Situation 4: Request for Excused Absence for Significant Event:

Students who are making a request for academic consideration related to a significant event must follow these steps outlined below. If you are participating in an event at the provincial, national, or international level that is either a Queen's Varsity Athletics event or an event to which you were invited as a distinguished guest, you can complete this form. Please submit requests a minimum of 2 weeks before the sanctioned events or as soon as the event is scheduled.

1. Gather the following information:

- A personal statement about why participation in the event is significant to you/Queen's
- Specific details about what is being missed (i.e., exactly what courses, what tests, what assignments, etc.)

- A copy of the invitation to participate/details about the competitions that determine who is invited
 - Any other relevant details about the event (i.e., tournament information, schedules, team details, who is participating)
2. A minimum of two weeks before the sanctioned event, or as soon as the event is scheduled, complete and submit a Request for Excused Absence for Significant Event Form to either:
- Queen's Athletics and Recreation senior management team/Athletics Services Coordinator – Retention (athletics and Recreation Centre, 284 Earl Street), for varsity athletic events OR
 - the Vice-Provost and Dean of Student Affairs (Gordon Hall, Room 300, 74 Union Street) for all other significant events
 - BISC Students should submit their requests to the Student Services office at the Bader International Student Centre (BISC).
3. Upload your signed form to the Arts & Science Academic Consideration Portal. If you encounter technical difficulties please reach out to asc.consideration@queensu.ca

As soon as possible, follow-up with your instructor(s) either by email or in-person to discuss how you will be making up for the missed academic requirements. This may require you to complete academic requirements prior to being absent for the event.

Please use the information provided on the Teaching Team page.

EXTENUATING CIRCUMSTANCES

From time to time, students have circumstances that make it difficult for them to complete assignments, or to keep up with coursework. On the course homepage there is a widget on the right side that you can use to find Queens' guidelines for extenuating circumstances, and to apply for special consideration.

These guidelines don't cover time management issues. We recognize that students have many competing demands on their time, particularly those trying to balance outside work and family responsibilities. Unfortunately, it is impossible for us to judge which of these issues are valid/deserving and which could have been avoided. Thus, while we understand how difficult it can be to keep up with everything, we have a responsibility to be transparent and fair to everyone. As such, requests for special considerations that do not fall inside the guidelines for extenuating circumstances will not be considered.

Familiarise yourself early with the schedule for readings and assignments, and make sure that you have time to complete the work. If you anticipate a timing conflict with an assignment, try to start early to leave yourself plenty of time. We realise that sometimes handing in assignments late is unavoidable, so late penalties are relatively low compared to other courses (5%/day)

ACADEMIC INTEGRITY

Queen's students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity: honesty, trust, fairness, respect, responsibility and courage. These values are central to the building, nurturing and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the "freedom of inquiry and exchange of ideas" essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity include plagiarism, use of unauthorized materials, facilitation, forgery and falsification, and are antithetical to the development of an academic community at Queen's. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions that can range from a warning or the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

TURNITIN STATEMENT

This course makes use of Turnitin, a third-party application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be included as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contract with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

As a student, you have the right to opt out of Turnitin. You must notify the instructor by the end of Week 3 of the term, and make arrangements for additional work or alternative strategies to ensure the integrity of the work. In such instances, the instructor is still expected to ensure the integrity of your work.

COMPUTER REQUIREMENTS

Please note that mobile devices are not recommended for the course as they cause several known issues in onQ.

Computer Specifications

- Windows 8.1 or newer
- OS X 10.13 (High Sierra) or newer
- Dual Core 2 GHz processor
- 4 GB RAM
- Soundcard
- USB headset
- Webcam

Java

- Latest version

Supported Browsers

- Chrome (preferred - latest version)
- Firefox (latest version)
-
-

Media Player

- HTML5 compatible

Internet Connection

- Wired high speed access: Cable or better
-

Adobe Reader

- Latest Version

STUDENTS STUDYING OR TRAVELLING ABROAD

If you plan to travel, we strongly recommend that you confirm Internet availability in your host country prior to departure. In the past, students in other countries have been blocked from accessing certain websites relevant to their courses, as well as onQ. It is the responsibility of all students to book travel around course work, as we cannot change the format or timing on assessments or assignments as a result of travel plans.

The Course Timeline shows all relevant course dates, including assessments, as well as links to other important course information. As dates may change, you should consult the Timeline each time you log in to the course.

Please note, some students may see an onQ Calendar for their course. However, the onQ calendar does not display all dates associated with your course assignments. For complete information all of your assignments in this course and the start and close dates, please refer to the Course Timeline below.

If there are discrepancies between dates in the course onQ site, the Timeline will be considered accurate.

All times are in Kingston time (Eastern Time).

WEEK 1

MATERIAL

Jan 11 - Jan 17

Module 1 Overview

ASSESSMENTS AND ACTIVITIES

Introductory Forum (non-graded)

- Opens Jan 12 at 9:00 AM
- Closes Jan 25 at 9:00 AM

Quiz 1

- Opens Jan 17 at 9:00 AM
- Closes Jan 18 at 11:59 PM

WEEK 2

MATERIAL

Jan 18 - 24

Module 2 Overview

ASSESSMENTS AND ACTIVITIES

Quiz 2

- Opens Jan 24 at 9:00 AM
- Closes Jan 25 at 11:59 PM

WEEK 3

MATERIAL

Jan 25 - 31

Module 3 Overview

ASSESSMENTS AND ACTIVITIES

Case Study 1: Summary & Diagnosis

- Submit by Jan 29 at 9:00 AM
- Grace period for late submission ends Feb 1 at 9:00 AM

Quiz 3

- Opens Jan 31 at 9:00 AM
- Closes Feb 1 at 11:59 PM

WEEK 4**MATERIAL****ASSESSMENTS AND ACTIVITIES**

Feb 1 - 7

Module 4 Overview

Quiz 4

- Opens Feb 7 at 9:00 AM
- Closes Feb 8 at 11:59 PM

WEEK 5**MATERIAL****ASSESSMENTS AND ACTIVITIES**

Feb 8 - 14

Module 5 Overview

Quiz 5

- Opens Feb 13 at 9:00 AM
- Closes Feb 14 at 11:59 PM

Reading Week: Feb 16 - 19

WEEK 6**MATERIAL****ASSESSMENTS AND ACTIVITIES**

Feb 22 - 28

Module 6 Overview

Case Study 2: Summary, diagnosis, and treatment

- Submit by Feb 26 at 9:00 AM
- Grace period for late submission ends Mar 1 at 9:00 AM

Quiz 6

- Opens Feb 28 at 9:00 AM
- Closes Mar 1 at 11:59 PM

WEEK 7**MATERIAL****ASSESSMENTS AND ACTIVITIES**

Mar 1 - 7

Module 7 Overview

Live Session: Case Conceptualization Assignment Q & A

- Date TBA

Quiz 7

- Opens Mar 7 at 9:00 AM
- Closes Mar 8 at 11:59 PM

WEEK 8**MATERIAL**

Mar 8 - 14

Module 8 Overview

ASSESSMENTS AND ACTIVITIES

Case Study 3: Case Conceptualization

- Submit by Mar 12 at 9:00 AM
- Grace period for late submission ends Mar 15 at 9:00 AM

Quiz 8

- Opens Mar 14 at 9:00 AM
- Closes Mar 15 at 11:59 PM

WEEK 9**MATERIAL**

Mar 15 - 21

Module 9 Overview

ASSESSMENTS AND ACTIVITIES

Quiz 9

- Opens Mar 21 at 9:00 AM
- Closes Mar 22 at 11:59 PM

WEEK 10**MATERIAL**

Mar 22 - 28

Module 10 Overview

ASSESSMENTS AND ACTIVITIES

Quiz 10

- Opens Mar 28 at 9:00 AM
- Closes Mar 29 at 11:59 PM

WEEK 11**MATERIAL****ASSESSMENTS AND ACTIVITIES**

Mar 29 - Apr 4

Module 11 Overview

Case Study 4: Case Conceptualization

- Submit by Apr 2 at 9:00 AM
- Grace period for late submission ends Apr 5 at 9:00 AM

Quiz 11

- Opens Apr 4 at 9:00 AM
 - Closes Apr 5 at 11:59 PM
-

WEEK 12**MATERIAL****ASSESSMENTS AND ACTIVITIES**

Apr 5 - Apr 9

Module 12 Overview

Live Session: Final Exam Review

- Date TBA

Quiz 12

- Opens Apr 8 at 9:00 AM
- Closes Apr 9 at 11:59 PM