



**Division of Social and Behavioral Sciences  
Department of Psychology  
Terese Landry, MS**

**A. Course and Instructor Information**

<b>A.1 Course</b>	PSYC 2316: Psychology of Personality
<b>A.2 Hours</b>	3-hour lecture course/3 semester credit hours/48 contact hours per semester
<b>A.2 Weeks</b>	12 weeks
<b>A.3 CRN</b>	CRN 58841
<b>A.4 Term</b>	Second Start
<b>A.5 Year</b>	2018
<b>A.6 Day(s)</b>	Tues/Thurs
<b>A.7 Time</b>	2:00-3:50 pm Room 383 Katy campus
<b>A.8 Mode</b>	In-Person
<b>A.9 Instructor</b>	Terese Landry, MS
<b>A.10 Instructor Contact Information</b>	terese.landry@hccs.edu
<b>A.11 Office Location and Hours</b>	My office is located at Alief Hayes campus Rm C320. My office hours are from 8:45-9:30 am and 2:00-2:30 M/W (Alief) and 30 minutes before or after class at the Katy campus on T/Th or by appointment. Please feel free to contact me concerning any problems that you are

	<p>experiencing in this course. You do not need to wait until you have received a poor grade before asking for my assistance. Your performance in my class is very important to me. I am available to hear your concerns and just to discuss course topics.</p>
<b>A.12 Email Policy</b>	<p>HCCS policy requires instructors and students to communicate only through the HCCS email system. If you have not activated your HCCS student email account, click “First-time User” on <a href="#">this page</a>. I answer emails within 24-28 hours. Weekend messages may not be answered until Monday. Students may also use Canvas Inbox to communicate.</p>
<b>A.13 Course Description</b>	<p>PSYC 2316 covers personality theories that apply to both normal personality and abnormal behavior. Some of the theories covered are psychoanalytic, cognitive, learning, and sociocultural. Current research on the biological foundations of mental health and illness is covered in detail. These theories are related to mental disorders such as major depression, phobias, obsessive-compulsive disorder, bipolar disorder and schizophrenia. Case studies of individuals enhance comprehension of mental disorders. Treatment by psychotherapy and drugs is discussed as well as ethical, legal and social issues relating to the mentally ill.</p>
<b>A.14 Prerequisites</b>	<p>The minimum requirements for enrollment in PSYC 2316 are as follows: (1) completed and passed PSYC 2301; (2) and satisfied the requirements for college-level reading and writing skills (or take INRW 0420 or ESOL 0360 as a co-requisite). If you have enrolled in this course without having satisfied these prerequisites, you are at higher risk of failure or withdrawal than students who have done so, and you should carefully read and consider the repeater policy in the <a href="#">HCC Student Handbook</a>.</p>
<b>B. Student Learning Outcomes</b>	
<b>B.1 Psychology Program Student Learning Outcomes (PSLOs)</b>	<ol style="list-style-type: none"> <li>1. Define, discuss, and apply key terms and concepts that are essential to success in upper division psychology courses (e.g., abnormal psychology, history and systems of psychology, advanced learning theory, developmental psychology, industrial/organizational psychology).</li> <li>2. Outline, define, discuss, and apply the steps of the scientific method.</li> <li>3. Define, discuss, and apply key terms and concepts associated with descriptive and experimental research methods.</li> <li>4. Define, discuss, and apply psychological terms and concepts that are commonly found in news reports, self-help literature, parenting literature, and psychotherapy.</li> </ol>
<b>B.2 Core Curriculum Objectives (CCOs) for all PSYC Core Courses</b>	<p>PSYC 2316 satisfies the social science requirement in the HCCS core curriculum. The HCCS Psychology Program Committee has specified that the course addresses the core objectives as follows:</p> <ul style="list-style-type: none"> <li>• <b>Critical Thinking:</b> Students will demonstrate the ability to engage in inquiry and analysis, evaluation and synthesis of information, and creative thinking by completing a written assignment such as a book report, research paper, or essay.</li> <li>• <b>Communication Skills:</b> Students will demonstrate effective development, interpretation and expression of ideas through written, oral, and visual communication by completing a written assignment such as a book report, research paper, or essay.</li> <li>• <b>Quantitative and Empirical Literacy:</b> Students will demonstrate the ability to draw conclusions based on the systematic analysis of topics using observation, experiment, and/or numerical skills by completing textbook reading assignments, completing assignments, and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #2 above.</li> <li>• <b>Social Responsibility:</b> Students will demonstrate cultural self-awareness, intercultural competency, civil knowledge, and the ability to engage effectively in regional, national, and global communities by completing textbook reading assignments, completing assignments,</li> </ul>

	and answering questions on quizzes and exams that pertain to Course Student Learning Outcome #4 above.
<b>B.3 PSYC 2316 Course Student Learning Outcomes (CSLOs)</b>	<ol style="list-style-type: none"> <li>1. Define and identify key concepts in multiple (5) areas of personality theory and abnormal psychology including concepts, facts, and theoretical perspectives.</li> <li>2. Describe and differentiate among the three major contemporary theories of abnormality, the four types of treatment and the relationship between stress and health. Also describe and differentiate among the twelve major classes of psychological disorders.</li> <li>3. Evaluate the methods used in the study of abnormal psychology the assessment tools used in this field.</li> <li>4. Apply the use of the DSM-5 in the process of diagnosis.</li> </ol>
<b>B.4 PSYC 2316 Learning Objectives</b>	To view or download the learning objectives for this course, visit the page below. <a href="https://learning.hccs.edu/programs/psychology/psyc-course-student-learning-outcomes-and-learning-objectives/psyc-2316-psychology-of-personality">https://learning.hccs.edu/programs/psychology/psyc-course-student-learning-outcomes-and-learning-objectives/psyc-2316-psychology-of-personality</a>
<b>C. Instructional Methods and Materials</b>	
<b>C.1 Success in the Course</b>	As with any three-hour course, you should expect to spend <i>at least six hours per week</i> outside of class reading and studying the material. I will provide assignments to help you use those six hours per week wisely. Additional time will be required for the written assignment. Successful completion of this course requires a combination of reading the textbook, attending class, completing assignments in Eagle Online, and participating in class discussions. There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as your guide.
<b>C.2 Eagle Online Canvas</b>	This section of PSYC 2316 will use Eagle Online Canvas to supplement in-class assignments, exams, and activities. Here you will find information regarding written assignments, power point slides, exam reviews, and additional resources. HCCS Open Lab locations may be used to access the Internet and Eagle Online Canvas. Visit the page below and click “Resources for Online Students” for information about system requirements and login procedures for accessing Canvas. <a href="https://learning.hccs.edu/programs/psychology/online-resources-for-students">https://learning.hccs.edu/programs/psychology/online-resources-for-students</a>
<b>C.3 Instructional Materials</b>	<p><b><u>Textbook</u></b> Comer, R. (2016). <i>Fundamentals of Abnormal Psychology</i>, 8E Loose-leaf with LaunchPad access code. Worth ISBN-13: 978-1-319-09198-9</p> <p><b><u>Additional Resources</u></b> HCC-Psychology Resources Learning Website: <a href="http://learning.hccs.edu/subjects/psychology">http://learning.hccs.edu/subjects/psychology</a></p>
<b>C.4</b>	<p><b><u>LaunchPad Requirements</u></b> Students who register for LaunchPad can get two weeks free access to an e-book version of the textbook.</p> <p><b><u>How to Register for LaunchPad</u></b></p> <ol style="list-style-type: none"> <li>a. Visit <a href="http://www.macmillanhighered.com/launchpad/comerfund8e/7265675">http://www.macmillanhighered.com/launchpad/comerfund8e/7265675</a></li> <li>b. Click “I need to pay later” for two weeks’ free access.</li> <li>c. Select a different pay option if you want to activate LaunchPad access for the entire semester.</li> </ol>

- d. Enter your email address.
- e. Agree to terms.
- f. Follow the on-screen instructions to complete the registration process

## D. Exams, Assignments, and Grading Information

### D.1 Exams

- Students will take 3 unit exams during the semester
- Each unit exam will contain 50 multiple-choice questions
- Each unit exam will be scored from 0-100 with each question worth 2 points
- Each unit exam will count 15% toward student's course grade
- Unit exams will be taken online through Canvas
- Additional online unit exam information:
  - a. 65 minute time limit
  - b. 1 attempt allowed
  - c. Question presentation mode: one at a time
  - d. Questions locked after answering
  - e. Unit exam results may not be reviewed
  - f. Correct answers will not be provided following the exam. You may discuss test results with your instructor at a scheduled time
  - g. Unit exam will be available for 24 hours (see Course Calendar for Unit Exam dates)

### D.2 Written Assignment(s)

**Unit Assignment 1-** What is Normal? What is normal behavior anyway? This assignment will increase your awareness of the behavior around you as well as the complexities involved in assessing such behavior. As you go about your daily activities (driving, working, school, leisure, etc) be aware of any behavior that seems abnormal. Describe the behavior that caught your attention, the particulars of the behavior, and assess that behavior according to the 4 D's. Address how that behavior made you feel. Did you observe or respond to the behavior? Why or why not? Submit your assignments (400 word limit) to [www.turnitin.com](http://www.turnitin.com).

- Each "D" (Deviance, Distress, Dysfunction, Danger) will be worth 25points
- This assignment will count 10% of your course grade

**Unit Assignment 3-**Case Study-A case study provides an opportunity for students to understand and analyze abnormal behavior. For this assignment, you will select one character from a television series or movie who exhibits a mental disorder. Your task will be to assess the selected character's behavior according to criteria in the following sections:

- I. **Description:** A detailed description of the symptomatic behaviors (20 points)
- II. **Diagnosis:** A diagnostic label from the DSM-5 with justification for selection of that label (20 points)
- III. **Perspective:** An explanation from three perspectives of your choice (psychodynamic, behavioral, humanistic, cognitive, biological, and sociocultural) explaining the causes of the symptomatic behavior (10 points/perspective for a total of 30 points)
- IV. **Prognosis:** A treatment protocol suggested from chosen perspectives listed in Item III (psychodynamic, behavioral, humanistic, cognitive, biological, sociocultural); (10 points/perspective for a total of 30 points)
- This assignment must be 2 pages in length and submitted to [www.turnitin.com](http://www.turnitin.com) and will count 15 % of your course grade.

<b>D.3 Graded In-Class Activities</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>						
<b>D.4 Graded Online Activities</b>	<ul style="list-style-type: none"> <li>• <b>Unit 2 Assignment -Video Journal.</b> For this assignment, you will watch an online documentary “Poor Kids”. Your task is to select one child from any of the three featured families in the documentary (for example, Kaylie, Tyler, Jasmine, Johnny, Brittany) and respond to the following: <ul style="list-style-type: none"> <li>• 1. Describe the family situation of the selected individual during his/her childhood. Be sure to address family structure, living situation, family plight, etc. Describe the impact of poverty on the selected individual’s mental health. Did you detect any mental health issues? If so, what? (25 points)</li> <li>• 2. Compare/Contrast your selected child’s situation five years later. As an adolescent, has his/her situation improved or changed? What psychological changes did you notice? Did you detect any diagnosable mental conditions? If so what? (25 points)</li> <li>• 3. Name three conditions from the DSM-5 that might stem from poverty. Explain how you arrived at your conclusions (25 points)</li> <li>• 4. In your opinion, what should be the role of a school, community, government in combating the effects of poverty on mental health? Explain (20 points)</li> <li>• This assignment should be no longer than 2 pages and submitted to <a href="http://www.turnitin.com">www.turnitin.com</a></li> <li>• This assignment counts as 10% of your course grade</li> </ul> </li> </ul>						
<b>D.5 Other Assignments</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>						
<b>D.6 Comprehensive Final Exam</b>	<ul style="list-style-type: none"> <li>• All students in PSYC 2316 are required to take a comprehensive final exam.</li> <li>• The final exam will consist of 100 questions and be administered on Canvas (See Course Calendar for availability and due dates). <ul style="list-style-type: none"> <li>h. 120 minutes time limit</li> <li>i. 1 attempt allowed</li> <li>j. Question presentation mode: one at a time</li> <li>k. Questions locked after answering</li> <li>l. Final Exam results may not be reviewed</li> <li>m. Correct answers will not be provided following the final exam. You may discuss final exam results with your instructor at a scheduled time</li> <li>n. Final exam will be available for 24 hours (see Course Calendar for Exam date)</li> <li>o. The final exam will count 20% of course grade</li> </ul> </li> </ul>						
<b>D.7 Extra Credit</b>	<ul style="list-style-type: none"> <li>• Students can earn extra credit by attending Psi Beta activities/events during the semester.</li> <li>• Students may earn up to 5 points added to a unit exam for attendance at Psi Beta Events/activities.</li> </ul>						
<b>D.8 Grading Formula</b>	<table border="1" data-bbox="456 1818 1370 1923"> <thead> <tr> <th>Exams/Assignments/Other Activities</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>3 Unit Exams (15% each)</td> <td>45%</td> </tr> <tr> <td>Unit Assignments</td> <td>35%</td> </tr> </tbody> </table>	Exams/Assignments/Other Activities	Percentage	3 Unit Exams (15% each)	45%	Unit Assignments	35%
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<b>D.9 HCC Grading Scale</b>	<table border="1"> <tr> <td data-bbox="464 470 740 499">A</td> <td data-bbox="740 470 1122 499">100-90%</td> <td data-bbox="1122 470 1365 499">4 points per semester</td> </tr> <tr> <td data-bbox="464 499 740 529">B</td> <td data-bbox="740 499 1122 529">89-80%</td> <td data-bbox="1122 499 1365 529">3 points per semester</td> </tr> <tr> <td data-bbox="464 529 740 558">C</td> <td data-bbox="740 529 1122 558">79-70%</td> <td data-bbox="1122 529 1365 558">2 points per semester</td> </tr> <tr> <td data-bbox="464 558 740 588">D</td> <td data-bbox="740 558 1122 588">69-60%</td> <td data-bbox="1122 558 1365 588">1 point per semester</td> </tr> <tr> <td data-bbox="464 588 740 617">F</td> <td data-bbox="740 588 1122 617">&lt;60%</td> <td data-bbox="1122 588 1365 617">0 points per semester</td> </tr> <tr> <td data-bbox="464 617 740 646">FX</td> <td data-bbox="740 617 1122 646">Failure due to non-attendance</td> <td data-bbox="1122 617 1365 646">0 points per semester</td> </tr> <tr> <td data-bbox="464 646 740 676">IP (In Progress)</td> <td data-bbox="740 646 1122 676"></td> <td data-bbox="1122 646 1365 676">0 points per semester</td> </tr> <tr> <td data-bbox="464 676 740 705">W (Withdrawn)</td> <td data-bbox="740 676 1122 705"></td> <td data-bbox="1122 676 1365 705">0 points per semester</td> </tr> <tr> <td data-bbox="464 705 740 735">I (Incomplete)</td> <td data-bbox="740 705 1122 735"></td> <td data-bbox="1122 705 1365 735">0 points per semester</td> </tr> <tr> <td data-bbox="464 735 740 764">AUD (Audit)</td> <td data-bbox="740 735 1122 764"></td> <td data-bbox="1122 735 1365 764">0 points per semester</td> </tr> </table> <p data-bbox="347 802 1463 932">IP (In Progress) is given only in certain developmental courses. The student must re-enroll to receive credit. COM (Completed) is given in non-credit and continuing education courses. To compute grade point average (GPA), divide the total grade points by the total number of semester hours attempted. The grades “IP,” “COM” and “I” do not affect GPA.</p>	A	100-90%	4 points per semester	B	89-80%	3 points per semester	C	79-70%	2 points per semester	D	69-60%	1 point per semester	F	<60%	0 points per semester	FX	Failure due to non-attendance	0 points per semester	IP (In Progress)		0 points per semester	W (Withdrawn)		0 points per semester	I (Incomplete)		0 points per semester	AUD (Audit)		0 points per semester
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<b>D.10 Makeup Policy</b>	<p data-bbox="347 978 1479 1037">Makeup or late work will be considered on a case-by-case basis and only accepted except under EXTREME and verifiable circumstances.</p>																														
<b>D.11 Incomplete Grades</b>	<p data-bbox="347 1119 1463 1213">In order to receive a grade of Incomplete (“I”), you must have completed at least 85% if the work in the course. In all cases, the instructor reserves the right to decline a student’s request to receive a grade of Incomplete.</p>																														
<b>D.12 Syllabus Modifications</b>	<p data-bbox="347 1257 1463 1316">The instructor reserves the right to modify the syllabus at any time during the semester and will promptly notify students in writing, typically by e-mail, of any such changes.</p>																														
<b>E. Policies, Student Services, and Student Resources</b>																															
<b>E.1 Instructor Responsibilities</b>	<ul data-bbox="347 1482 1474 1793" style="list-style-type: none"> <li>• Provide the grading scale and detailed grading formula explaining how student grades are to be derived</li> <li>• Facilitate an effective learning environment through class activities, discussions, and lectures</li> <li>• Description of any special projects or assignments</li> <li>• Inform students of policies such as attendance, withdrawal, tardiness and make up</li> <li>• Provide the course outline and class calendar which will include a description of any special projects or assignments</li> <li>• Arrange to meet with individual students before and after class as required</li> </ul>																														
<b>E.2 Student Responsibilities</b>	<ul data-bbox="347 1839 1117 1940" style="list-style-type: none"> <li>• Attend class and participate in class discussions and activities</li> <li>• Read and comprehend the textbook</li> <li>• Complete the required assignments and exams:</li> </ul>																														

	<ul style="list-style-type: none"> <li>• Ask for help when there is a question or problem</li> <li>• Keep copies of all paperwork, including this syllabus, handouts and all assignments</li> <li>• Attain a raw score of at least 50% on the departmental final exam</li> <li>• Be aware of and comply with academic honesty policies in the <a href="#">HCCS Student Handbook</a></li> </ul>
<b>E.3 Attendance</b>	You are encouraged to attend each class since regular attendance correlates with good grades. Be on time and attend the entire class. If you must be absent, you are, of course, responsible for the material covered in class in your absence (see the Course Calendar). Be advised that instructors must drop students who fail to attend class by the official date of enrollment (“Census Day”). In addition, instructors may drop students who miss six hours of class time.
<b>E.4 Withdrawal</b>	If you decide to withdraw from the course, it is your responsibility to do so online via the PeopleSoft student management system. If you need assistance, visit the counselors’ office on your campus. You may wish to discuss your decision to withdraw from the class with your instructor beforehand.
<b>E.5 Classroom Conduct</b>	I expect students to conduct themselves professionally in their communications with me, their classmates, and college staff and administration. Behavior inappropriate to the collegiate setting (including but not limited to abusive/derogatory/threatening/harassing language directed at the instructor or towards other students, staff or administrators) will not be tolerated, and may result in removal from the course if severe and/or repeated.
<b>E.6 Scholastic Dishonesty</b>	Students are responsible for conducting themselves with honor and integrity in fulfilling course requirements. Penalties and/ or disciplinary proceedings may be initiated by college district officials against a student accused of scholastic dishonesty. “Scholastic Dishonesty” includes, but is not limited to, cheating on a test, plagiarism and collusion. Possible punishments for academic dishonesty may include a grade of “0” or “F” on the particular assignment, failure in the course, and/or recommendation for probation or dismissal from the college district. A recommendation for suspension or expulsion will be referred to the college Dean of Instruction for disciplinary disposition. Students have the right to appeal the decision.
<b>E.7 Use of Electronic Devices</b>	The use of electronic devices by students in the classroom is up to the discretion of the instructor. Any use of such devices for purposes other than student learning is strictly prohibited. If an instructor perceives such use as disruptive and/or inappropriate, the instructor has the right to terminate such use. If the behavior continues, the student may be subject to disciplinary action to include removal from the classroom or referral to the dean of student services.
<b>E.8 Student Organizations</b>	<p><b><u>Psi Kappa</u></b> All students are invited to join Psi Kappa, an organization that can help students learn about psychology outside the classroom, serve the community, meet students in other PSYC classes, interact with PSYC faculty, and learn leadership skills. For more information, visit the <a href="#">Psi Kappa page</a> on the HCC Learning Web, the <a href="#">Psi Kappa blog</a>, and the <a href="#">Psi Kappa Facebook</a> page.</p> <p><b><u>Psi Beta</u></b> HCC has an active chapter of Psi Beta: National Honor Society in Psychology for Community and Junior Colleges. To learn more about this organization visit the <a href="#">Psi Beta</a> website. For information about the HCC chapter, visit the <a href="#">Psi Beta page</a> on the HCC Learning Web.</p>
<b>E.9 Psychology Department</b>	Visit the <a href="#">Psychology Department Student Resources Web Page</a> for information about and links to the items listed below. Links to other important and useful resources that contain information about HCC policies, procedures, and student resources are posted there as well.

<p><b>Student Resources Web Page</b></p>	<p><b><u>HCC Foundation: Psychology Achievers Scholarship</u></b>          To be eligible for the \$125 per semester Psychology Achievers Scholarship, a student must (1) meet all HCC Foundation criteria for scholarship eligibility, and (2) make an A in either PSYC 2301 or PSYC 2314.</p> <p><b><u>Tutoring</u></b>          HCC provides free, confidential, and convenient academic support to HCC students in an online environment and on campus. Tutoring is provided by HCC personnel in order to ensure that it is contextual and appropriate.</p> <p><b><u>HCC Student Handbook</u></b>          All students are responsible for reading and understanding the HCCS Student Handbook, which contains policies, information about conduct, and other important information.</p> <p><b><u>Student Rights, Responsibilities, and Procedures</u></b>          All students are responsible for reading and understanding the Student Rights, Responsibilities and Procedures.</p> <p><b><u>HCC Online Student Handbook</u></b>          In addition to being responsible for familiarity with the content of the HCC Student Handbook and Student Rights, Responsibilities, and Procedures, students who are taking online classes are responsible for reading and understanding the HCC Online Student Handbook, which contains policies, information about student conduct in the virtual classroom, and other important information.</p> <p><b><u>EGLS<sub>3</sub> Evaluation for Greater Learning Student Survey System</u></b>          The EGLS<sub>3</sub> will be available for most courses near the end of the term until finals start. This brief survey will give invaluable information to your faculty about their teaching. Results are anonymous and will be available to faculty and division chairs after the end of the term. EGLS<sub>3</sub> surveys are only available for the Fall and Spring semesters. There are no EGLS<sub>3</sub> surveys during the Summer semester due to logistical reasons.</p> <p><b><u>Title IX Policies</u></b>          Houston Community College is committed to cultivating an environment free from inappropriate conduct of a sexual or gender-based nature including sex discrimination, sexual assault, sexual harassment, and sexual violence. Sex discrimination includes all forms of sexual and gender-based misconduct and violates an individual’s fundamental rights and personal dignity. Title IX prohibits discrimination on the basis of sex-including pregnancy and parental status-in educational programs and activities. If you require an accommodation due to pregnancy please contact an Abilities Services Counselor. The Director of EEO/Compliance is designated as the Title IX Coordinator and Section 504 Coordinator. All inquiries concerning HCC policies, compliance with applicable laws, statutes, and regulations (such as Title VI, Title IX, and Section 504), and complaints may be directed to:  <a href="http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/">http://www.hccs.edu/departments/institutional-equity/title-ix-know-your-rights/</a></p> <p><b><u>Campus Carry</u></b>          At HCC the safety of our students, staff, and faculty is our first priority. As of August 1, 2017, Houston Community College is subject to the Campus Carry Law (SB11 2015).</p>
<p><b>E.10 Services for Students with Disabilities</b></p>	<p>HCC strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please meet with a campus Abilities Counselor as soon as possible in order to establish reasonable accommodations. Reasonable accommodations are</p>



established through an interactive process between you, your instructor(s) and Ability Services. It is the policy and practice of HCC to create inclusive and accessible learning environments consistent with federal and state law.

Houston Community College is dedicated to providing an inclusive learning environment by removing barriers and opening access for qualified students with documented disabilities in compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Ability Services is the designated office responsible for approving and coordinating reasonable accommodations and services in order to assist students with disabilities in reaching their full academic potential. In order to receive reasonable accommodations or evacuation assistance in an emergency, the student must be registered with Ability Services.

If you have a documented disability (e.g. learning, hearing, vision, physical, mental health, or a chronic health condition), that may require accommodations, please contact the appropriate Ability Services Office below. Please note that classroom accommodations cannot be provided prior to your Instructor's receipt of an accommodation letter and accommodations are not retroactive. Accommodations can be requested at any time during the semester, however if an accommodation letter is provided to the Instructor after the first day of class, sufficient time (1 week) must be allotted for the Instructor to implement the accommodations.

Services for Students with Disabilities Web Page  
<http://www.hccs.edu/support-services/disability-services/>

**Central College**

713.718.6164

**Coleman College**

713-718-7376

**Northeast College**

713-718-8322

**Northwest College**

713-718-5422

713-718-5408

**Southeast College**

713-718-7144

**Southwest College**

713-718-5910

**Adaptive Equipment/Assistive Technology**

713-718-6629

713-718-5604

**Interpreting and CART services**

713-718-6333

**E.11  
 Psychology  
 Department  
 Chair**

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**F. Course Calendar**

**SECOND START**

<b>Week</b>	<b>Dates</b>	<b>Topic/What's Due</b>
1	2/13 2/15	Introduction; Ch 1 Abnormal Psychology-Past and Present Ch 1 (cont'd)

2	2/19 2/20 2/21	Holiday-President's Day Ch 2 Models of Abnormality Ch 2 (cont'd) Official Enrollment (OE date)
3	2/27 3/1	Ch 3 Clinical Assessment, Diagnosis, Treatment Ch 3 (cont'd)
4	3/6 3/8	<b>Unit Exam 1 (Chapters 1,2, &amp; 3)-Online- due by 11:59 pm (No class meeting)</b> <b>Unit 1 Assignment -What is Normal due by 11:59 pm(www.turnitin.com)</b> Ch 4 Anxiety, Obsessive Compulsive, and Related Disorders
	3/12- 3/16	NO CLASS SPRING BREAK
5	3/20 3/22	Ch 5 Disorders of Trauma and Stress Ch 6 Disorders of Mood
6	3/27 3/29 3/30	Ch 7 Suicide <b>Unit Exam 2 (Ch 4,5,6,7)-Online-due by 11:59 pm (No class meeting)</b> <b>Unit 2 Assignment-Video Journal due by 11:59 pm (<a href="http://www.turnitin.com">www.turnitin.com</a>)</b> Spring Holiday
7	4/3 4/5	Ch 8 Disorders Featuring Somatic Symptoms Ch 9 Eating Disorders
8	4/10 4/12	Ch 10 Substance Use and Addictive Disorders Ch 11 Disorders of Sex and Gender Last Day to Withdraw
9	4/17 4/19	<b>Unit Exam 3 (Ch 8,9,10,11)-Online-due by 11:59 pm (No class meeting)</b> <b>Unit 3 Assignment-Case Study due by 11:59 pm (www.turnitin.com)</b> Ch 12 Schizophrenia
10	4/24 4/26	Ch 13 Personality Disorders Ch 13 (cont'd)
11	5/1 5/3	Ch 14 Disorders of Childhood and Adolescence Ch 16 Law, Society, and the Mental Health Profession
12	5/8 5/10	No Class <b>Comprehensive Final Exam –Online due by 4:00 pm (No class meeting)</b>