



Department of
Special Education & Rehabilitation
2865 Old Main Hill
Logan, Utah 84322 - 2865

USU-REH 6320 Syllabus
Diagnostic & Statistical Manual (DSM V-TR) of Mental Health Disorders
(2 credits)
Spring Semester 2024

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Semester/Year	Spring 2024
Course Prefix & Name	REH 6320 The Diagnostic and Statistical Manual of Mental Health Disorders (DSM V-TR)
Course Location	Asynchronous Offering
Course Meeting Days/Times	N/A
Credit Hours	2.0

COURSE DESCRIPTION

Provides an in-depth exploration of the process of assessing mental health using the Diagnostic and Statistical Manual, including etiology, diagnostic criteria and processes, disorder subtypes, and associated features and disorders.

READINGS

Extensive readings will consist of book chapters from the required and optional texts and supplemental empirical articles (2 to 3 posted weekly in Canvas). Supplemental readings can be downloaded from the course website. Students must complete all readings prior to the class period for which they are assigned, and come prepared to discuss the readings in class. Many readings are technical and somewhat difficult. Students should expect to study the readings as necessary to understand the material. If you are having trouble with CANVAS, contact CANVAS Support at (877) 399 1958.

Required Textbook:

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental health disorders* (5th ed., text revision: DMV-5-TR). American Psychiatric Publishing.
 - ISBN: 9780890425763

Optional Textbooks

- Morrison, J. (2014). *DSM-5 made easy: The clinician’s guide to diagnosis*. New York, NY: The Guildford Press.
 - ISBN: 978-1-4625-1442-7
- Preston, J., & Johnson, J. (2020). *Clinical psychopharmacology made ridiculously simple* (9th ed.). MedMaster Inc.
 - ISBN 13#: 978-1-935660-40-8

• **STUDENT LEARNING OUTCOMES: USU IDEA Learning Outcomes**

Student Learning Outcome	Assessment Methods	CACREP Standard
<i>Learning fundamental principles, generalizations, or theories:</i> Demonstrate an understanding of mental health disorders, their etiology, and issues for differential diagnosis.	In Class Case Studies Final Diagnostic Report Final Exam	Section 5 - H.2.d
<i>Learning to apply course material (to improve thinking, problem solving, and decisions):</i> Demonstrate the ability to perform the diagnostic process.	In Class Case Studies Final Diagnostic Report Final Exam	Section 5 – H.2.d Section 5 – H.3.1 Section 2 – 7.k Section 2 – 7.1
<i>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course:</i> Demonstrate the ability to critically evaluate a case, and discuss the ramifications of the diagnostic process for the quality of life of the client.	In Class Case Studies Final Diagnostic Report Final Exam	Section 5 – H.2.d Section 5 – H.3.1 Section 2 – 7.k Section 2 – 5.b

STUDENT OUTCOMES & COURSE OBJECTIVES

Through formal lectures, assigned readings, class activities and discussion, the student will:

Learning Objective 1: Learning fundamental principles, generalizations, or theories.

Learning Outcome 1: Demonstrate an understanding of mental health disorders, their etiology, and issues for differential diagnosis.

Learning Objective 2: Learning to apply course material (to improve thinking, problem solving, and decisions).

Learning Outcome 2: Demonstrate the ability to perform the diagnostic process.

Learning Objective 3: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Learning Outcome 3: Demonstrate the ability to critically evaluate a case, and discuss the ramifications of the diagnostic process for the quality of life of the client.

CACREP STANDARDS

Specific CACREP standards addressed in this course from the *eight common core areas* include:

1. Professional Counseling Orientation & Ethical Practice
 - b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems; including interagency and inter-organizational collaboration and consultation.
 - i. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
2. Social & Cultural Diversity
 - a. Multicultural and pluralistic characteristics within and among diverse groups, nationally and internationally.
 - d. The impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others.
 - e. The effects of power and privilege for counselors and clients.
 - f. Help seeking behaviors of diverse clients.
 - g. The impact of spiritual beliefs on clients' and counselors' worldviews.
3. Human Growth and Development
 - d. Theories and etiology of addictions and addictive behaviors.
7. Assessment and Testing
 - a. Historical perspective concerning the nature and meaning of assessment and testing in counseling.
 - b. Methods of effectively preparing for and conducting initial assessment meetings.
 - c. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.
 - k. Use of symptoms checklists, and personality and psychological testing.
 - l. Use of assessment results to diagnose developmental, behavioral, and mental disorders

Specific CACREP standards from the *Rehabilitation Counseling* specialty include:

1. Foundations
 - d. Principles, models, and documentation formats for biopsychosocial case conceptualization and treatment planning.
 - f. Etiology and effects of disabilities and terminology relevant to clinical rehabilitation counseling.
2. Contextual Dimensions
 - b. medical and psychosocial aspects of disability, including attention to coexisting conditions
 - d. information about the existence, onset, degree, progression, and impact of an individual's disability, and an understanding of diagnostic systems including the International Classification of Functioning, Disability and Health (ICF), International

Classification of Diseases (ICD), and Diagnostic and Statistical Manual of Mental Disorders (DSM)

f. impact of socioeconomic trends, public policies, stigma, access, and attitudinal barriers as they relate to disability

i. awareness of rehabilitation counseling specialty area services and practices, as well as specialized services for specific disability populations

3. Practice

a. evaluation of feasibility for services and case management strategies that facilitate rehabilitation and independent living planning

b. informal and formal assessment of the needs and adaptive, functional, and transferable skills of individuals with disabilities

l. consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities

GENERAL COURSE POLICIES

Zoom – Distance Learning

Distance learning presents some pedagogical challenges for both instructors and students.

Therefore, to maximize learning in this course, students are expected to participate in all Zoom sessions in a professional manner. Students should minimize distraction by turning off other electronic devices (e.g. televisions, cell phones, etc.) and minimizing other Internet web pages while class is in session. Students are required use the raise hand feature on Zoom to ask questions and dialogue with the instructor. Students are also required to participate in in class group activities. During these discussions, students must use their microphone. Please remember to mute the Zoom microphone when you are not speaking.

Learning Environment

Proper decorum is to be observed in the virtual classroom, as outlined in the student code (<http://catalog.usu.edu/content.php?catoid=4&navoid=581>). Students are expected to engage in reasonable and substantial preparation for their coursework, to follow course and class guidelines as set forth in syllabi and as enunciated by their instructor, and to complete all academic exercises with integrity. All interactions with faculty members, staff members, and other students shall be conducted with courtesy, civility, decency, and a concern for personal dignity. The following are the course policies that should be followed during all online discussions, activities, presentations, and testing.

1. Refrain from the use of excessive profanity or derogatory statements about sexual orientation, ethnicity, religion, race, gender, age, etc.
2. Respect your peers (e.g., do not judge opinions or monopolize the discussion thread).
3. Sharing of personal experiences is encouraged in the context of the course material. However, the instructor and the students are expected to maintain confidentiality and are asked not to discuss personal accounts shared by colleagues outside of the class setting.
4. Remember, appropriate technology is required for full participation. Some classes may require the camera to be on all the time, other courses may require limited or no cameras.

However, we encourage you to ***consider your actions and environment*** while on camera that may impact the learning environment for the class.

1. It may be necessary for you to arrange options for child care and pet care to minimize distractions.
5. Assignments are due on the dates noted in the course syllabus. *Late work is not accepted.*
6. Audio signals on cell phones, pagers, and watches should be turned off, or, if you must be available, set them to vibrate. If you get a call that you need to take, take it outside of the “classroom”. Leave and return quietly with as little disruption as possible.
7. Please use your laptop only for class activities or discussions.

Professional Performance Standards

The following information is quoted from the Utah State University (USU) Rehabilitation Counseling Education Program performance policy...

The relationship between personal behavior and professional competence has long been recognized in the rehabilitation counseling field. Rehabilitation counselors must be aware of the impact of their own physical, mental, and/or emotional issues on the counseling process, and the potential harmful effects these unresolved issues can have on consumer progress and outcomes.

The 2017 Code of Professional Ethics for Rehabilitation Counselors states:

Section D.3.a - IMPAIRMENT. *Rehabilitation counselors are alert to the signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm the client or others. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until such time it is determined that they may safely resume their work. Rehabilitation counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent harm to the client. (See A.9.d.)*

In addition to meeting the academic standards set forth in the USU Rehabilitation Counseling Program, students are expected to conduct themselves in an ethical, responsible and professional manner. They must be knowledgeable of and at all times adhere to the general standards of professional ethics and practice set forth by the Commission on Rehabilitation Counselor Certification (CRCC). The general and specific CRCC standards for ethical practice are listed on the CRCC web site at <http://www.crc certification.com/>.

The Professional Performance Standards include:

1. Openness to new ideas
2. Flexibility
3. Cooperativeness with others
4. Willingness to accept and use feedback
5. Awareness of own impact on others
6. Ability to deal with conflict
7. Ability to accept personal responsibility
8. Ability to express feelings effectively and appropriately
9. Attention to ethical and legal considerations

10. Initiative and motivation

11. Awareness of and attention to the unique cultural and societal issues related to disability

Skills: At a minimum, students are expected to develop a graduate-level understanding of the following skills: research, writing, presentation, collaboration, technology, and critical thinking. It is also important that you do not make assumptions regarding the content, policy, or other elements of this class. Please feel free to contact me directly to address any questions or concerns you may have.

Professional Writing: At graduate school and as a professional, it is expected that we be able to communicate clearly with precision and formality. Before any submission of any assignment, students can approach the Writing Center at USU for support in editing. The Writing Center has a link so you can schedule an online session if necessary. They can be reached by phone: (435) 797 - 2712, or Email: usuwritingcenter@gmail.com. More detailed information about the Writing Center can be accessed at: <https://writing.usu.edu>

Attendance: Students are expected to watch all recorded lectures and participate as required by the instructor. Attendance is a critical aspect of student success and classroom engagement. Students should let the professor know in advance if they need to be absent. In the event of a personal emergency, getting word to the professor about personal absences, as soon as possible, is appreciated. Should absences occur, students are expected to follow-up with peer colleagues regarding missed content, and then with the instructor for consultation, if further elaboration on content is needed.

Participation: Students are expected to participate in all teaching activities. Participation is a critical aspect of student success and classroom engagement. Sharing professional and personal experiences related to the topic under discussion is invited as a way of adding to the overall learning environment whether we are meeting online or in-person. Students are expected to demonstrate respect for one another in the way that they ask questions, make comments, and engage in the overall academic exchange of concepts, topics, and ideas.

Utah State University Campus Policies(<https://studentaffairs.usu.edu>)

Utah State University (USU) is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination, and to fostering respect and dignity for all members of the USU community. [Title IX](#) and [USU Policy 339](#) address sexual harassment in the workplace and academic setting. The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. All USU [employees are required to report](#) any disclosures of sexual misconduct to the USU Title IX Coordinator. The only exceptions are for those who provide health care, mental health services and victim advocacy. [Learn more and access information and forms for reporting an incident to USU.](#)

Accommodations for Students with Disabilities

Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All

accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible. Alternate format materials (Braille, large print or digital) are available with advance notice. Their website can be found at: <https://www.usu.edu/drc/>

Emotional and Mental Wellbeing:

Graduate school can be a very stressful experience. Utah State University has a mission to support students in all facets of life including their emotional well-being. All USU students have access to confidential mental health services through Counseling and Psychological Services (CAPS). This includes a full range of counseling services, workshops, and support/therapeutic groups. If you live in the Logan area, CAPS is located in the Taggart Student Center (TSC 306, 435-797-1012). If you live outside the Logan area, please contact Justin Barker, PsyD at justin.barker@usu.edu. Services you may be eligible for include:

- Consulting, referral, and therapy via video conferencing
- Referrals to providers throughout the State of Utah
- Initial consultation and help with referral to out-of-state students
- Recorded and live workshops on common topics such as sleep, stress/anxiety, depression, etc.

If suicide is an issue, you can get help from the National Suicide Prevention Lifeline at 1-800-273-TALK (8255).

Title IX – Sexual Misconduct and Discrimination

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX (<https://aao.usu.edu/sexual-misconduct/Title-IX-FAQs>) and USU Policy 339 (<https://www.usu.edu/policies/339/>) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU's Affirmative Action/Equal Opportunity (AA/EO) Office for available options and resources or clarification, leading to an informal resolution of the matter. Further information and forms for reporting an incident to USU can be found here: <http://aao.usu.edu>.

If you or someone you know has experienced sexual assault, please contact the Sexual Assault and Anti-Violence Information office (SAAVI) at 435-797-7273 or see their website at www.usu.edu/saavi/, or contact the CAPSA 24-hour crisis line at (435) 753-2500. If you or someone you know needs emergency services for trauma or life-threatening situations please call 911.

Additional Resources

Emergency services for trauma or life-threatening situations, please call 911.

[National Suicide Prevention Lifeline](https://www.usu.edu/sexual-misconduct/Title-IX-FAQs) at 1-800-273-TALK (8255).

[Sexual Assault and Anti-Violence Information office \(SAAVI\)](http://www.usu.edu/saavi/): 435-797-7273

Domestic Violence services –

- [National Domestic Violence Hotline](#)
 - 1-800-799-SAFE
- [More information about Domestic Violence and Services](#)
- [CAPSA](#)
 - 24-Hour Cache Valley Crisis Line: 435-753-2500.

[Utah State University Rehabilitation Counseling Master’s Program](#)

- Kris Wengreen, Advisor wengreen@usu.edu or 435-797-3246

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: Article VII Grievances (Code of Policies and Procedures for Students at Utah State: <https://studentconduct.usu.edu/studentcode/>)

Assignments: All assignments are due by 11:59 PM, MST on the due date noted in CANVAS. Additional information on each assignment can be found in CANVAS:

- [Syllabus Quiz](#): 10 pts
- [Personal Introduction](#) (20 pts) and [Peer Response](#) (10 pts): 30 pts
- [Library Modules \(Plagiarism and Citing Sources\)](#): 20 pts
- [Case Studies](#) (5 at 25 pts each): 125 pts
- [Diagnostic Paper](#): 100 pts
- [Self-Reflection Piece](#): 30 pts
- [Final](#): 50 pts

Total Points: 365 points

Grading Scale:

A: 339 – 365	A-: 328 - 338
B: 302 – 327	B-: 282 – 301
C: 266 – 291	C-: 255 – 265
D: 216 – 254	F: Below 216

Technologies like ChatGPT and other similar Artificial Intelligence tools, though useful in many contexts, are inappropriate for use in this course. An important outcome of this course is to strengthen your own abilities as a thinker and communicator. That is only possible when you do your own work. You may not submit work that is written wholly or partially by an AI tool. Assignment submissions will be run through AI detection software. If your submission appears to have been written using AI, you will receive a failing grade.

- Syllabus Quiz: 10 pts
 - This is an “open syllabus” quiz. It is ten questions based on the syllabus.

- Due on January 14th
- Personal Introduction: 20 pts for self-introduction, 10 points for peer responses.
 - Generally speaking, this is meant as a way to “introduce” yourself to the rest of the class and get to know your classmates better. Additional guidelines for this assignment are provided in CANVAS.
 - Part A: Self- Introduction, Due on January 21st
 - You are required to view and respond to 2 other personal introductions; CANVAS will automatically assign you to those 2 individuals.
 - “Peer Responses” (Part B) is due January 28th
- Library Modules(1 – Avoiding Plagiarism and 2 – Citing Sources; 10 points each, total of 20 points): Part of a graduate program is learning how to correctly cite information. The style guide published by the American Psychological Association (APA) is the format used in the majority of “soft science” fields, including counseling. This can be a relatively new thing to learn and is sometimes quite frustrating. There are two modules built into this course to help you learn the correct way to use APA formatting. You can take each quiz up to 3 times.
 - Due January 21st
- Case Studies (5 at 25 points each): Due by 5:00 PM (MST) on their respective date as noted in CANVAS.
 - Case studies will be provided, and you will work through the case to provide a diagnosis.
 - Justification for the diagnosis should be provided.
 - Information provided in the case study helping you to conceptualize the case should be included as well.
 - The Case Study Template Form is located in the Preliminary Documents folder in CANVAS.
- Diagnostic Paper (100 Points): Due April 14th
 - Essentially, this is a sixth and highly expanded case study.
 - You will select a movie from the provided movie list (the movie list can be found in the Preliminary Documents module in CANVAS). You may also inquire about using a film not on the provided list with the instructor.
 - You will choose one character from the movie (typically the main character but does not have to be; must have sufficient character development to substantiate targeting that person as the individual you will be diagnosing).
 - You will write a formal diagnostic report for this individual. You will provide information relative to the individual’s background and present level of functioning in conducting your review. As you are getting a “snapshot” of the individual, and do not have the ability to ask questions, it is expected you will be making professional assumptions regarding the person and their abilities. Justification for the assumptions should be included in the write up.
 - While not a “movie report”, you may also include an opinion section on how accurately the movie was able to offer a portrayal of the disorder(s) you not in your report.
 - The final project should look like a "real" diagnostic report. Examples of such can be found on the internet. One example of a Simple Diagnostic Assessment for the

Missouri Department of Social Services can be found here:

https://dss.mo.gov/mhd/cs/psych/pdf/assessment_sample.pdf

- Examples of report components used for the Minnesota Department of Human Services can be found at:
http://www.dhs.state.mn.us/main/idcplg?IdcService=GET_DYNAMIC_CONVERSION&RevisionSelectionMethod=LatestReleased&dDocName=dhs16_163297
- The final project will not look like an APA style paper. A well-developed product should be succinct but provide clear justification for the final diagnosis/diagnoses. This will likely mean the paper is around 7 to 10 pages in length.
- You may already have a template that is used in your present work setting, feel free to use that template.
- Min-Research/Self-Reflection Paper (30 points): **Due April 21st**
 - Over the course of the semester, we will have discussed a wide variety of topics related to mental health. However, it is expected that there will still be some lingering questions.
 - For this assignment, you will look for contemporary (within the last three years or so) news coverage on mental health related diagnoses. The news articles should align well with topics covered in class. Provide the appropriate APA citation/reference for the news article in your paper.
 - Given your overall coursework to this point in your program, analyze the media's coverage of the event. Succinctly talk about the event (you'll need to provide the APA citation both in text and at the end of the document). Comment on things that stand out in particular to you. Items might include a rating on the accuracy of the media's depiction of the event, mental health, and disability. Consider psychosocial aspects of disability and disability stigma as it relates to your news articles.
 - Now, tie what you have learned in this course to information learned in other courses and talk about how the information is interrelated.
 - Ask yourself, how does this course build off of previous courses?
 - Then, ask three distinct questions that you still have regarding mental health, and outline a plan to learn the answer to your questions. Be specific with resources you would use, journals you might read, etc.
 - This can include referencing future coursework, professional development opportunities/trainings, personal study, and/or consulting with faculty, co-workers, supervisors, etc.
 - But an emphasis on individual exploration should be apparent.
 - A well-developed product is likely to be four to six pages in length.
- Final (50 points): **April 25th from 12:00 AM to 11:59 PM on April 29th**
 - Will consist of multiple choice and case study/short answer questions.

Course Calendar

Please Note: This schedule is an estimate and I reserve the right to adjust the schedule to meet the learning needs of the class. Also, additional readings may be assigned as the class progresses. If that is the case, you will be given adequate warning, and the readings will be posted in Canvas.

Date	Readings & Topic	Assignments Due
Week #1 January 8 th – 14 th	<ul style="list-style-type: none"> • General Course Introduction • DSM V Section I, pages 5 – 29 	<ul style="list-style-type: none"> • Syllabus Quiz (10 pts)
Week #2 January 15 th – 21 st	<ul style="list-style-type: none"> • Neurodevelopmental Disorders, pages 35 – 100 	<ul style="list-style-type: none"> • Personal Introduction (20 pts) • Library Modules (Paraphrase vs Summarize and Correct Citation)
Week #3 January 22 nd – 28 th	<ul style="list-style-type: none"> • Schizophrenia Spectrum & Other Psychotic Disorders, pages 101-138 	<ul style="list-style-type: none"> • Personal Introduction Part B (10 pts) • Case Study #1
Week #4 January 29 th – February 4 th	<ul style="list-style-type: none"> • Bipolar & Related Disorders, pages 139-176 	
Week #5 February 5 th – 11 th	<ul style="list-style-type: none"> • Depressive Disorders, pages 177-214 	<ul style="list-style-type: none"> • Case Study #2
Week #6 February 12 th – 18 th	<ul style="list-style-type: none"> • Anxiety Disorders, pages 215 - 262 	
Week #7 February 19 th – 25 th	<ul style="list-style-type: none"> • Obsessive Compulsive Disorders, pages 263 - 294 	<ul style="list-style-type: none"> • Case Study #3
Week #8 February 26 th - March 3 rd	<ul style="list-style-type: none"> • Trauma and Stressor Related Disorders, pages 295 - 328 	
Week #9 March 4 th – March 10 th	<ul style="list-style-type: none"> • Dissociative Disorders, pages 329 - 348 • Somatic Symptom & Related Disorders, pages 349 – 370 	Case Study #4
Week #10 March 11 th – 17 th	<ul style="list-style-type: none"> • No class – Spring Break 	<ul style="list-style-type: none"> • No class – Spring Break
Week #11 March 18 th – 24 th	<ul style="list-style-type: none"> • Disruptive, Impulse-Control, and Conduct Disorders, pages 521 – 542 • Substance-Related & Addictive Disorders, pages 543-666 	
Week #12	<ul style="list-style-type: none"> • Neurocognitive Disorders, pages 591 – 644 	<ul style="list-style-type: none"> • Case Study #5

March 25 th - March 31 st		
Week #13 April 1 st – 7 th	<ul style="list-style-type: none"> • Personality Disorders, pages 733-778 • Alternative DSM 5 Model for Personality Disorders (881-901) 	
Week #14 April 8 th – 14 th	<ul style="list-style-type: none"> • Medication-Induced Movement Disorders & Other Adverse Effects of Medication, pages 807 - 820 • Culture & Psychiatric Distress, pages 859 – 879. 	<ul style="list-style-type: none"> • Diagnostic Report Write Up
Week #15 April 15 th to April 21 st	<ul style="list-style-type: none"> • Other Conditions that May Be a Focus of Clinical Attention, pages 821 - 836 • Course Review & Wrap Up 	<ul style="list-style-type: none"> • Self-Reflection Paper
Week #16 April 22 nd – May 1 st (Finals Week)	<p>** No Class – Final Exam: Will open at 12:00 AM on April 24th and close at 11:59 PM on April 28th (MST)</p>	<ul style="list-style-type: none"> • Final Exam

Disclaimer

Adjustments in syllabi are often necessary to best achieve the purpose and objectives of the course. I reserve the right to change readings, assignments, and the relative importance of the assignments for the final grade. If changes are necessary, students will be given reasonable advanced notice and rationale for changes.