San Jose State University
Abnormal Psychology
Three Units
PSYCHOLOGY 110.05
Class Number 47431
Fall, 2010
Aug 25, 2010 - Dec 9, 2010
DMH 353
Tuesday/Thursday 10:30 – 11:45am

PROFESSOR: Dr. Steven A. Del Chiaro
OFFICE: 318 Dudley Moorhead Hall

CONTACT INFORMATION:
E-mail: sdelchia@email.sjsu.edu/delchiaros@gmail.com
SJSU Office Phone: 408.924.5612
Web page: www.drdelchiaro.com

OFFICE HOURS: Tuesday/Thursday 9:00 am – 10:00 am.
Office hours are “drop in” times and are on a first come, first served basis. If you cannot make
these times, you can call, e-mail, or see me after class to set an appointment. I want to be
available to you. During office hours we can discuss questions about the course, psychology as a
career, or topics of interest to you. Please understand that I, just like you, have a busy schedule,
but will do my best to be available.

If you send me an e-mail, I will usually get back to you within 24 hours and I will always respond
to let you know that I have received your message. As a general rule, if you do not hear from me,
chances are I did not get the message, so you need to re-send it.

CATALOG COURSE DESCRIPTION:
This course is designed to introduce you to some of the major topics in clinical psychology. This
course will help you begin to appreciate the complexity of thought, feelings and behavior through
an examination of what can happen when these processes become dysfunctional. We will look at
historical theories as well as new research and findings. Emphasis will be placed on
psychological, biological, and environmental factors that interact to create symptoms and
behaviors associated with specific disorders. Students are encouraged to think critically about
stigmas and labels associated with the mentally ill. Societal and cultural norms influence what is
considered “abnormal”; however, psychologists strive to empirically arrive at diagnostic criteria,
etiology, prognosis, and treatments of mental disorders. Since many behaviors and symptoms we
will address may seem familiar (e.g., checking to see if you locked your door 5x), you are
forewarned NOT to self-diagnose. By the end of the course, you should be more sensitive to
issues pertaining to psychological dysfunction, and more knowledgeable about the industry of
mental illness and in modern America and its impact on individuals and society.

GOALS AND OBJECTIVES:
The two goals of the course are to provide students with a broad understanding of psychological
problems and develop critical thinking skills applicable to the study of abnormal behavior.
Specifically, our course objectives are as follows:

1. To understand the importance of history and context when examining and classifying psychological distress;
2. To familiarize students with diagnosable psychopathologies;
3. To be familiar with and critical of different types of assessment of abnormal behavior;
4. To present some theories of etiology and have students come to their own conclusions of the nature and causes of specific psychopathologies;
5. To introduce some clinical therapies that have been proven useful in the treatment of specific disorders.

REQUIRED READING:
ISBN 10: 0495095567 / 0-495-09556-7
ISBN 13: 9780495095569

The Durand & Barlow text comes with some ancillaries that should help you learn more about abnormal psychology. First of all, each new text comes with a CD-ROM with short video clips, often of real clients with disorders. Each video clip includes several questions to test your understanding of the disorder. In addition, the CD has practice quizzes for each chapter and an E-study center that connects you to the web site for the text and provides more practice tests, additional study aids, and extensive web links.

Access to the web site (without the CD) is available at:
http://www.wadsworth.com/psychology_d/ (click on link to student resources, and then our textbook).


ADDITIONAL READINGS:
There are extensive reading assignments listed in the course outline. Additional reading assignments will be made throughout the course as warranted.

SYLLABUS POLICY:
The course syllabus presented in this document will be followed as closely as possible. However, the course syllabus, schedule, policies, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. This includes the tentative dates listed. Possible changes will be announced in advance by the instructor as if possible. Since such announcements are typically made during class, it is the student’s responsibility to clarify any of these changes that may have been made when the student is absent.

Although you will be responsible for all of the material in the assigned readings, some of the information may not be covered in class. Therefore, if there is material that is unclear to you it is highly recommended that you discuss this material with me at an appropriate time (e.g., during office hours). It is your responsibility to read the syllabus and ask questions about it so that you have a clear understanding of the expectations. If you are unclear about any of the requirements/expectations, then please set up a time to speak with me. I will be grading as though you have a clear understanding of the course requirements and material.
ATTENDANCE:
I will not be taking attendance. You are adults and need to make your own decisions. Please realize that your decisions have consequences (If this makes no sense to you then you need to enrolled in Psychology 155 Human Learning, because you will understand through operant conditioning that behaviors have consequences!). Students are responsible for everything that is said and done in class. I strive to make my classes not only educational but also enjoyable. It is important to note that it is the student’s responsibility to withdraw from a course they do not wish to take. If you simply stop coming to the class and do not withdraw from the course, then you will still receive a grade that will be based on the completed work. Additionally, I encourage students to arrive on time for the class. However, I understand that extenuating circumstances do arise that can prevent your diligent efforts toward punctuality. If you are late to class, please take a seat in the row of desks/seats closest to the door in order to prevent disruption to the class. I hope you will take advantage of this policy only when absolutely necessary. I do have a small portion of your grade based on participation, tardiness affects participation. Many important pieces of information are discussed in class, and students are responsible for knowing and complying with this information including changes in assignments. Please make appropriate adjustments to your schedule to allow for arrival to the class on time (e.g., arriving early to avoid traffic/parking problems).

CLASSROOM COURTESY AND DISRUPTIONS:
Class disruptions are not tolerated. Students will be asked to leave if they are being disruptive to fellow students or the professor. Disruptions include but are not limited to cell phones and pagers going off for any reason (even accidental), TEXTING (yes, I still see it if you hold the phone under your desk during class!), talking when not participating in an instructor- assigned activity, and not paying attention (e.g., reading the newspaper, sleeping). In addition, please place electronic communication devices (e.g., pagers, cell phones) in the “off” position during class. If you must make or answer a call, please excuse yourself from class for such activity. In accordance with university policies on student conduct, it is expected that you will treat other students and the instructor with courtesy and respect. Being on the phone and texting ARE ACTIVITIES THAT ARE NOT RESPECTFUL! Additionally, this class is conducted where you have wireless Internet access, please do not “surf” the web. You may use your computer to take notes, but you must sit in the back of the classroom or along the wall with your screen out of other students view. In addition, if I or other students deem “keyboard noise” distracting, you will have to stop using the computer. This policy is in existence so that you do not distract me or other students. I reserve the right to ask you to put the computer away at any time. Failure to do so may result in you being asked to leave the classroom and dropped from the course.

You are responsible for understanding the dates, policies and procedures about add/drops, academic renewal, fee payment, withdrawal and so forth. These are listed under: http://info.sjsu.edu/home/schedules.html

DIVERSITY STATEMENT:
Consistent with the mission of San Jose State University, I welcome persons of differing backgrounds and experiences including but not limited to age, disability and health status, ethnicity and race, family structure, geographic region, language, religious/spiritual and secular beliefs, resident status, sex, sexual orientation and gender identity/expression, and socioeconomic status.

It is my goal to foster an environment in which diversity is recognized and embraced and every person is treated with dignity, respect, and justice. I hope that your academic experience in this
course and at San Jose State University will provide the opportunity to gain knowledge and experiences necessary to thrive in a diverse, global environment.

**TAKING NOTES:**
Since a portion of the lectures will not come from the assigned readings, taking lecture notes is very important. Coming to class prepared (e.g., thoroughly reading the assigned material) and paying close attention to lecture will benefit the student. Preparation through reading the assigned material will help the student with taking notes during class as the student will recognize some of the material as coming from the readings and as a result will not need to take copious notes on that portion. Should you happen to miss a class, you are welcome to obtain notes from a peer in the course. Also, please ask your peers in the course if you “missed anything important” and **not the instructor**. This question is considered rude by most professors including myself. It is important to note that those students who regularly attend class tend to do significantly better in the course.

**SPECIAL NOTE:**
San Jose State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disabled Student Resources Center.

**INTERNET, WWW, AND E-MAIL ACCESS:**
This course involves extensive use of the Internet for student research and assigned readings. All students are required to have access to the Internet via some means as well as an active/current e-mail address. If you do not have a computer or access to the Internet, you can use the computers in the computer lab on campus. Labs are typically open late on some evenings and also open on weekends.

<table>
<thead>
<tr>
<th>IMPORTANT WEB ADDRESSES:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>San Jose State University Web site</td>
<td><a href="http://sjsu.edu">http://sjsu.edu</a></td>
</tr>
<tr>
<td>Department of Psychology’s Web site</td>
<td><a href="http://psych.sjsu.edu">http://psych.sjsu.edu</a></td>
</tr>
<tr>
<td>American Psychological Association</td>
<td><a href="http://www.apa.org/">http://www.apa.org/</a></td>
</tr>
<tr>
<td>SJSU Library's Psychology Website</td>
<td><a href="http://www.sjslibrary.org/research/databases/sguide_subjectList.htm?subID=60&amp;getType=5">http://www.sjslibrary.org/research/databases/sguide_subjectList.htm?subID=60&amp;getType=5</a></td>
</tr>
<tr>
<td>APA Diagnostic Classification DSM-IV</td>
<td><a href="http://www.behavenet.com/capsules/disorders/dsm4classification.htm">http://www.behavenet.com/capsules/disorders/dsm4classification.htm</a></td>
</tr>
<tr>
<td>Abnormal, Clinical, and Counseling Resources</td>
<td><a href="http://psych.athabascau.ca/html/aupr/clinical.shtml#Personality%20Disorders">http://psych.athabascau.ca/html/aupr/clinical.shtml#Personality%20Disorders</a></td>
</tr>
</tbody>
</table>

**ACADEMIC (DIS)HONESTY:**
San Jose State University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect for others’ academic endeavors. By placing their name on academic work, students certify the originality of all work not otherwise identified by appropriate acknowledgments.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26</td>
<td>Class Business/Syllabus</td>
<td></td>
</tr>
<tr>
<td>August 31</td>
<td>Introduction, History and Definitions</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>September 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 7</td>
<td>Movie “Madness”</td>
<td></td>
</tr>
<tr>
<td>September 9</td>
<td>Approaches to Psychopathology</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>September 14</td>
<td>Clinical Assessment and Diagnosis</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>September 16</td>
<td>Rosenhan Assignment Due</td>
<td></td>
</tr>
<tr>
<td>September 21</td>
<td>Research Methods</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>September 23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>September 28</td>
<td>Anxiety Disorders</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>September 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 5</td>
<td>Examination 1</td>
<td>Assignment 1 Due</td>
</tr>
<tr>
<td>October 7</td>
<td>Somatoform/Dissociative Disorders</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>October 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 14</td>
<td>Mood Disorders</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>October 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 21</td>
<td>Personality Disorders</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>October 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>October 28</td>
<td>Eating and Sleep Disorders</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>November 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 4</td>
<td>Examination 2</td>
<td>Assignment 2 Due</td>
</tr>
<tr>
<td>November 9</td>
<td>Sexual and Gender Identity Disorders</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>November 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 16</td>
<td>Schizophrenia</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>November 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>November 23</td>
<td>Developmental Disorders</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>November 25</td>
<td>Thanksgiving Holiday No Class</td>
<td></td>
</tr>
<tr>
<td>November 30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>December 2</td>
<td>Cognitive Disorders</td>
<td>Chapter 15</td>
</tr>
</tbody>
</table>
EXAMS:
Exams will be multiple-choice, short-answer and fill in. The tests will have questions from the
text, lectures and videos. Each exam will be given during the lecture period, and you will have
the class period to complete the exam. Students will not be allowed to use the restroom during
the exam period and cell phone use during a test, or test review, will result in referral to Judicial
Affairs and receive a course grade of F/NC.

**THERE WILL BE NO RESCHEDULING OF THE EXAMS! PLEASE NOT THE
EXAM DATES AND TIMES, YOU MUST TAKE THE TESTS AT THAT DATE AND
TIME.**

WRITING PROJECTS:
This semester there will be four writing projects: Rosenhan study, Assignment 1: Current
Psychology Research Chapters 1 – 8, Assignment 2: Current Psychology Research Chapters 8 –
16, and the Film Review. **I WILL NOT ACCEPT LATE WORK. An assignment is
considered late if a hard copy is not turned in by the end of the class period it is due. I do
not accept electronic copies of assignments.**

See course website for a detailed description of the course assignments.

Structure for Assignments
1. Your papers need be organized - you should be developing a central idea in each section
and the reader should be able to follow the logic of your argument. Each paragraph
should have a coherent theme and paragraphs should follow each other in an organized
manner. Read over your papers to be sure that there is a logical order to them.

2. Watch for grammatical errors, particularly sentence fragments and run-on sentences.
More than five spelling or grammatical errors will result in points deducted from
final grades. More than ten will result in a zero (0). I encourage you to have your
paper proof read.

3. Your papers will be typewritten, double-spaced, one-inch margins, using Times New
Roman (or VERY similar) font.

4. On a sheet attached to the front of all your papers, type the Title of your paper. In
addition you must include Name, Course, Course Number, Semester/Year, and Due Date.

5. Citations/references included in your paper are to be done according to APA style as
described in the Publication Manual of the American Psychological Association, 4th
Edition, which is available in the library, the campus bookstore, and on-line.

GRADES:
Grading will be based on the sum of the following:
1. 2 exams covering lectures, films, guest speakers, outside readings and the text are worth
100 points each (200).
2. Four quizzes will be worth 5 points each (20).
3. The Rosenhan Article Write up will be worth 10 points (10).
4. Two current research assignments will be worth 10 points (20).
5. Film Review Paper will be worth 50 points (80).

The grade scale is as follows:

- A  =  94 – 100%
- A- =  90 – 93%
- B+ =  87 – 89%
- B  =  83 – 86%
- B- =  80 – 82%
- C+ =  77 – 79%
- C  =  73 – 76%
- C- =  70 – 72%
- D+ =  67 – 69%
- D  =  60 – 66%

IN CONCLUSION:
If you have read this far, take advantage of your good student habits and earn your only extra credit points in the class. You will get five (5) points of extra credit if you come by my office before the first exam and introduce yourself to me and tell me a little about yourself (to get extra credit, you need to introduce yourself to me in my office EVEN if I already know who you are). Even if you miss the deadline for extra credit, I still strongly encourage you to stop by and introduce yourself during the semester. Any help I can get at learning the names of all the students I have this session will be appreciated. Finally, please do not be offended if I have to ask you for your name several times. It has nothing to do with how memorable you are as a person and everything to do with my less than perfect memory for names. In addition, I highly recommend you meet at least five people and exchange e-mail addresses.

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>