San José State University
College of Social Sciences
Abnormal Psychology, Fall 2011
Psyc 110, Section 03

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Office Hours: Mon/Wed 12:45 p.m. to 1:20 p.m. and by appointment
Class Days/Time: Monday/Wednesday 1:30 p.m. to 2:45 p.m.
Classroom: DMH 353
Prerequisites: Psychology 001

Course Description
This course introduces the student to the world of mental disorders and provides students with tools necessary to think critically about abnormal behavior. There is an emphasis on the psychological, social, biological and multicultural determinants of human behavior and psychological deviance. We will briefly discuss the assessment, diagnosis and treatment of mental disorders as well as examine research in the field of psychopathology.

Course Goals and Student Learning Objectives
1. Understand the concept of abnormality as it relates to human behavior.
2. Comprehend the historical, cultural, social implications of the diagnosis and treatment of abnormal behavior.
3. Explore assessment, diagnosis and treatment of mental disorders.
Course Content Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Explain the role of assessment in conceptualizing abnormal behavior.
2. Describe research results in the field of abnormal psychology.
3. Identify the distinctive features of the major psychological disorders in the DSM-IV.
4. Articulate the advantages and disadvantages of using a diagnostic system.
5. Demonstrate facility in using the Multiaxial approach used in the DSM-IV.
6. Increase knowledge of the psychological, social and biological factors related to various mental disorders.
7. Discuss the ethics of diagnosis in clinical practice.

Required Texts/Readings

Textbook


Some assignments may require that you have access to the *Diagnostic and Statistical Manual- IV*, published by the American Psychiatric Association (called the DSM-IV). It is not necessary that you purchase this publication. The library has copies of this volume. You can also access this publication online.

Desire 2 Learn and E-Campus

Parts of this course will be on Desire 2 Learn( D2L), a part of E-Campus, found on the SJSU web site. You are responsible for regularly checking this site for changes, additions to the syllabus and notes from the instructor.

See http:/www.online.sjsu.edu for more information regarding student use of D2L.

Notes posted on the site are for your use but are not a substitute for attending class. While attendance will not be taken, occasional “bonus” points may be available for certain activities in class. Exams will cover material in the textbook, lecture material, classroom discussions and outside readings.
Classroom Protocol

This syllabus is subject to change at the discretion of the instructor. You are responsible for assigned reading and participating in classroom discussions. Attendance is highly recommended as material presented or discussed in class will be on quizzes and the final.

Professional Communication

The best way to contact me is to leave a message on my private practice voice mail. The number is (408) 296-9600. You can also email me at Ellyn52@gmail.com. I don’t respond to texts from students. Since I teach on multiple campuses, please communicate the following information when you contact me:

   Your full name, college name, course name, section number and phone number where I can reach you. Please don’t use abbreviations (as in texting), as I might not understand what you are trying to say. You do not need to notify me if you will not be in class, however, if you know, in advance, that you will miss a class you can let me know.

NOTE: I do not accept assignments by email.

Personal Computer (Laptop Use)

You can use your computer to take notes during class if you check with me first. You must sit in the first few rows of the classroom if you plan to use a computer to take notes. Please do not surf the net, check your email or otherwise engage in interactive pursuits while in class (playing games!). If you are found to be using the computer inappropriately, you will lose the privilege of using a computer in class for note-taking for the remainder of the semester.

Classroom Etiquette

1. Be polite and respectful to other people in the class, particularly when engaging in classroom discussions. Disrespectful behavior will not be tolerated and will be grounds for dismissal from class.
2. Do not carry on conversations with others during lecture. If you have a question or comments, please raise your hand so you can be recognized.
3. All electronic devices must be turned off during class. If you need to make or take an emergency call, let me know, in advance, and please leave the classroom to do so. Texting or surfing the net is not allowed in class at any time.
Dropping and Adding

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

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

### Psyc 110, Abnormal Psychology, Section 03
### Fall 2011 Course Schedule

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Assignments and Grading Policies

1. Quizzes – there will be a total of four, multiple choice quizzes covering the textbook, classroom lectures, discussions and outside reading. Each quiz will have 15 questions, worth 2 points each (30 points per quiz).

   Total points = 120

   You will need Scantron Form 815E for each quiz.

   THERE ARE NO MAKE-UPS FOR QUIZZES. Students who miss a quiz can submit extra credit to make up the points missed.

   QUIZZES WILL BE GIVEN AT THE START OF CLASS. COMING TO CLASS MORE THAN 10 MINUTES LATE WILL SIGNIFICANTLY SHORTEN THE TIME YOU HAVE TO COMPLETE A QUIZ.

2. Final Exam - the final will have 50 questions (2 points each) and will be comprehensive over the entire semester. A review session will be provided during class before the final. Total Points = 100

   You will need Scantron 882E.
3. **Book Report** – Students will choose a book from the approved list. You must let the instructor know which book you will be reading so that we can cover all the topics. Most of these are paperback books and not excessive in length. After you have read the book, you will prepare a written book report using the format provided by the instructor. Papers are to be 2-3 pages in length, typed, double-spaced with a readable font (Times New Roman, Arial, Tahoma). Papers will be graded on content, grammar, spelling and professional appearance. The intent of reading these memoirs is to give you a firsthand experience with a particular disorder and to assess your writing skills.  

**Points = 40**

4. **Research Project** – students will be assigned to a work group based on the various disorders we will be studying (sign-ups will occur the third week of classes). Using library and online resources, each group will collect research articles and prepare a presentation to give to the class. Guidelines for each disorder will be given to each group. The presentation will be graded for content, variety and quality of studies included, and presentation skills. Powerpoint presentations are preferred, although they are not required. Other audio visual aids may also be used (posters, charts, etc). Complete copies of all articles must be submitted to the instructor on the day when the presentation is given.

If you are using powerpoint, plan to put your presentation on a flash drive that can be used with the instructors computer. It is the easiest way to ensure the presentation will be compatible with the audiovisual equipment in the classroom.

Each student will be graded separately as follows: content = 20 points, appropriateness of studies selected = 20 points, presentation skills = 20 points.

Presentations will be scheduled throughout the semester to go along with the chapters in the book. Sign-ups will occur in week 3. **Total Points = 60**

**TOTAL POSSIBLE POINTS FOR THE SEMESTER = 320**

**Grading:**

- A = 288 to 320 points
- B = 256 to 287 points
- C = 224 to 255 points
- D = 192 to 223 points
- F = 191 points or below
University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners.
The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit the LARC website for more information at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

EXTRA CREDIT

SJSU Psyc 110
Abnormal Psychology

Extra Credit

All students are eligible to earn extra credit, but this is particularly designed for students who have missed a quiz or want to earn more points to improve your grade. All papers should be typed, use at least 12 point font, stapled and include your name, the date, the option you are submitting, the course and section number.

Options are as follows:

1. Interview a licensed therapist or psychologist. Ask the following questions and record the responses. (10 POINTS possible)
a. List the name, address and phone number of the person you interviewed.
b. What made the person decide to become a therapist/psychologist?
c. How long has he/she been one?
d. What type of work does he/she do?
e. Does the therapist/psychologist have a specialty?
f. In what type of setting does the psychologist work?
g. What does the person enjoy about their work?
h. What is the most challenging part of the work?
i. What advice would the person give to someone who wanted to pursue a career in psychology?

Write up the answers you received and include a final paragraph about the interview. What was it like to do the interview? What did you learn? How did the information you received affect your personally? Do you have further questions you would like to have asked? Your paper should be 2-3 pages (typed, double spaced)

Be sure your paper is properly labeled with your name, course number, section number and the date.

2. Create an annotated bibliography using the following list. (Only one allowed – 10 Points)
   An annotated bibliography includes research articles in peer-reviewed journals or professional books (not textbooks). For each entry, you must list the resource in APA format then write a paragraph about the reference so that someone can decide if they want to access the article or buy the book. 
   **YOU MUST INCLUDE 10 DIFFERENT RESOURCES.**

Choose from the following list of topics. If you have a topic that is not listed, you must obtain instructor permission to use it.

**TOPICS:**
The use of medication in psychiatric care
Ethical dilemmas in psychotherapy such as dual relationships, informed consent
Prevention programs for specific disorders
Child Abuse
Suicide
Diversity issues in diagnosis of mental disorders
Domestic Violence
Maudsley method for treating eating disorders
The use of manualized treatment in psychotherapy
Neuropsychological findings in the last 5 years (the brain research)
Pros and cons of using diagnosis
Stigma in mental health
Your paper should include:
1) Your name, date, course and section #
2) The specific extra credit option you are choosing (by number and name)
3) Reference using APA format (book or article)
4) Short paragraph about the reference so that someone reading your bibliography can know whether or not it is something they want to read.

3. “Thought Questions” at the end of the chapter (chapters 5-14) (5 points each)
   Maximum of 2 chapters for a total of 10 points
   Be sure you are doing the Thought Questions and not the Review Questions.

Your paper should be typed, labeled with the chapter number, type the questions first, and then your answers. Don’t forget your name, date, etc.

4. Annotated Website list. (5 points)

Choose one of the disorders we have covered in class. Search for at least 5 websites that are relevant to the disorder you have chosen. These can be organizations that support sufferers, groups that help family members, organizations related to the disorder, research projects about the disorder or something else that is relevant to professionals treating the disorder. Do not include blogs, unprofessional sites that don’t provide helpful information, etc.

List each website and provide information about it. Include the URL, the audience the website is intended for, a summary of what is included in the website (the various pages or sections), and your evaluation of the website (Was it easy to navigate?, What did you like about it? What didn’t you like about it? How would you improve it? Who would you recommend this website to? Why or why not?)

********All extra credit must be submitted no later than November 23rd********