San José State University
College of Social Sciences
Abnormal Psychology, Spring, 2011
Psychology 110 (03)

Instructor: Glenn M. Callaghan, Ph.D.
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Office Hours: M: 8:30-10:30
W: 8:00-9:00, 3:00-4:00
Class Days/Time: Mondays & Wednesdays 12:00 - 1:15
Classroom: DMH 356
Prerequisites: Psychology 1

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Desire 2 Learn (http://sjsu.desire2learn.com). You can get there directly or through my faculty web page accessible through the SJSU homepage (search my last name) or http://www.sjsu.edu/people/glenn.callaghan.

Course Description
This course is designed to provide you with an overview of the range of human behaviors described as “abnormal.” We will discuss the definition of normality and abnormality, how these definitions have changed over time, and models of understanding human behavior and suffering. We will also discuss specific syndromes and diagnostic categories of psychopathology and will survey some of the treatments used for these disorders.

The two primary 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. In particular, my goal for this term is to foster critical thinking about the classification of psychopathology and how that affects treatment and research strategies.
Course Goals and Student Learning Objectives

Specifically, our course objectives are as follows:
1. to understand the importance of history and context when examining and classifying psychological distress
2. to have a basic familiarity with the major paradigms as used in the assessment, classification, and treatment of psychological problems
3. to understand the role of science (with its varying methods) in the study of abnormal behavior
4. to understand the process of classification and its dependence on theoretical paradigms
5. to be familiar with and critical of different types of assessment of abnormal behavior
6. to develop a broad knowledge base of the different types of psychopathology and corresponding psychological, social, and biological interventions

Required Texts/Readings

Textbook

Hardbound or paperbound editions are acceptable. You do NOT need the CD that comes with the book. If you can get it cheaper without it, do that. Previous editions and texts by other authors are not acceptable for this course.

Classroom Protocol

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur (except the last exam). You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of tests. Check the class web site if you cannot be in class and want to check the times for exams, etc. Generally, I will lecture in class, and participation is highly encouraged. Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.

Professional Communication

The best method of contacting me is via email. Please allow 1-2 business days for a response. I do not typically respond to email on weekends.

Email is NOT a place to get extensive help with exam questions or with papers. If you have questions about a paper or larger assignment, you must come to office hours to discuss them; I will not read drafts of papers over email. If you have specific questions about an upcoming exam with respect to material covered,
please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.

As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com). If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 7-11-07).
2. In the greeting, please address your professor by his or her title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hangover, or whatever, please do not make requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences.
8. Do not use abbreviations for words that are often used in text messages.
9. Use upper and lower case letters.
10. Be sure to use correct grammar and spelling in your message.
11. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

Personal Computer (Laptop) Use

All of the notes for the course are available for you to print out and bring to class. In general you do not need to have a laptop for the class lectures. If you prefer to take notes on your laptop, you need to see me for permission to bring the laptop to the class. You cannot use a laptop or any computer device in class unless you have spoken to me first. Without exception, laptop users will sit in the first two rows of the classroom. You may never connect to the internet during class or use your computer for personal or entertainment purposes during class time.
Classroom Etiquette

There are only a few real issues here, and they are easy. In general, the guiding principles are to be respectful and attend to what is going on in class. These issues are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

1. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.
2. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)
3. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.
4. Never use a cell phone during an examination period.
5. Do not text message during lecture.
6. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams. If you use a computer, please use it for course related work during class time.
7. Do not sleep during class.

Desire 2 Learn and E-Campus

This course is now entirely on Desire 2 Learn. To get there go to https://sjsu.desire2learn.com/. You are responsible for regularly checking the website. Announcements will be made there.

A link can be also found on my faculty web page: http://www.sjsu.edu/people/glenn.callaghan

See http://www.online.sjsu.edu for more information regarding using Desire to Learn.

All of the material shown on the overheads in lectures is available on the course website for you to download. These materials are not, I repeat, are not, meant to be a substitute for coming to class. Please remember that these notes are for your convenience. I may add material or make slight changes to the notes that you download. When this occurs, I expect that you will simply take additional notes on the material that I provide in class. If you like the notes, I encourage you to download them in advance. This way, if we get ahead, you will have the notes.

In addition to the lecture notes, you will also find links to the online quizzes for the course, practice test items, and a few other bits of important information, like the online version of the DSM and the Updated Course Schedule (see below). I, of course, will announce all schedule changes in class and make a big deal of this. But if you can’t make it to class, check the web page. You do not need to get these materials
to do well in the class; they are there for your convenience, if you want them. If you have any trouble getting this information come and talk to me, I can likely help.

**Attendance**

Attendance is not required, but it is strongly encouraged. I expect you to come to every class. If you do not attend classes, you will definitely miss material that will appear on the exams. Class is also the time to have any questions answered that you may have. Material not presented in class but which appears in assigned readings will also be included on the exams. The exams tend to cover a bit more from lecture than the text, but the text will be represented. The lectures are not a simple reiteration of the text and will contain different material. If you see contradictions between the lecture and the material in the text, please do not hesitate to ask about this in class.

**Office Hours**

My office is room DMH 322. My phone number there is 924-5610. If I am not in my office, please leave a message for me at this number. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can call, e-mail, or see me after class to set an appointment. I want to be available to you. If you call or email me, you can generally expect a response back in 48 hours during the week. If you call or email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

The best time to catch me is right after class, but let me know if you need to see me at another time. With office hours it is first come, first served. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

Please note that I am a busy professor, but I absolutely want to make time for our meetings. If I am unavailable at a time you try to see me, let me know, and we will make time to meet together.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. 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/.
Students should be aware of the current deadlines and penalties for dropping classes. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/.

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

Assignments and Grading Policy

Grading is based on the sum of the following: 3 exams and 13 quiz scores. Each exam will have 50 questions and will be worth a total of 100 points apiece for a total of 300 exam points. Your quiz score will be based on the total of your 13 quizzes; there will be 130 quiz points available. There will be 430 points possible in the course.

Exams

There will be 3 exams. You must bring a number 2 pencil and a clean, unwrinkled Scantron (form no. 882-E) to the tests. The exams will cover both readings from the text and class lectures. The exams will be multiple-choice format and will have 50 questions. Each exam will be given during the lecture period, and you will have 1 hour and 10 minutes to complete the exam. The exams typically take 60 minutes to complete.

You will be allowed to re-schedule an exam only for medical reasons or if you have a mandatory school activity. However, you must bring me a note to that effect from a doctor or from the school advisor of that activity (such as the coach). Please contact me prior to the day of the exam if you cannot make the exam time. The final exam will count the same as any other exam. The final will not be cumulative.

The highest score for any exam will be based on the highest score achieved on the test so that the highest score is equal to 100% (that is, if there are 100 points possible and the highest score is 96 points out of 100, percentages will be based on 96/96 = 100%). Tests will only be curved to a limit and within reason.

Online Quizzes

The quizzes are meant to stimulate your reading of the text and keep you ahead of the lecture material. All quizzes will be multiple-choice and will be based on the assigned readings.

The quizzes are completed on Desire2Learn at your convenience (not during class). They will be available online each week and due according to the schedule below. You can log in and out to do the quiz, just be sure to save your answers. The quizzes have a due date, but they are not timed, and they can be completed in multiple session. Quizzes will only be due as posted online and will not be able to
be turned in later than that deadline. Quizzes will typically only be available for the week prior to the deadline. I cannot print or re-open a quiz for you if you miss one. Please keep track of your quiz schedule and the scores you receive.

IMPORTANT NOTE ABOUT QUIZZES: You must be certain to save your answers (the “save all” option) BEFORE hitting the “finish” button to submit your quiz. If you do not save the answers, you will receive a score of 0 for having no answers completed. If this occurs accidentally, notify me immediately.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sjsu.edu/senate/S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require 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 website for Student Conduct and Ethical Development 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 in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 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 DRC (Disability Resource Center) to establish a record of their disability.

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 motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located 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. Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/.
Psychology 110, Abnormal Psychology, Spring, 2011

This schedule is approximate and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. We will work very hard to stay on schedule.

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<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
<th>Quiz Due</th>
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<tbody>
<tr>
<td><strong>MODULE 1: Theory and Science of Psychopathology</strong></td>
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<tr>
<td>1-26 1-31</td>
<td>Ch. 1</td>
<td>Introduction The meaning of abnormal behavior/Historical overview</td>
<td>Quiz 1 due 1-31</td>
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<tr>
<td>2-2, 7</td>
<td>Ch. 2</td>
<td>Paradigms of Abnormality</td>
<td>Quiz 2 due 2-2</td>
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<td>2-9, 14</td>
<td>Ch. 3 (92-112)</td>
<td>The Scientific Method</td>
<td>Quiz 3 due 2-9</td>
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<tr>
<td>2-16, 21, 23</td>
<td>Ch. 3 (71-96)</td>
<td>Classification and Assessment</td>
<td>Quiz 4 due 2-16</td>
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<td><strong>2-28</strong></td>
<td><strong>EXAM 1 for Module 1</strong></td>
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<td><strong>MODULE 2: Anxiety, Dissociation, &amp; Mood</strong></td>
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<tr>
<td>3-2, 7, 9</td>
<td>Ch. 4</td>
<td>Anxiety disorders</td>
<td>Quiz 5 due 3-2</td>
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<td>3-14, 16</td>
<td>pp. 191-204 in Ch 5</td>
<td>Dissociative disorders</td>
<td>Quiz 6 due 3-14</td>
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<td>3-21, 23, 4-4</td>
<td>Ch. 6 (208-244)</td>
<td>Mood disorders</td>
<td>Quiz 7 due 3-21</td>
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<td>3-28, 30</td>
<td>no class</td>
<td>Spring Break</td>
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<tr>
<td>4-6, 11</td>
<td>Ch. 6 (244-252)</td>
<td>Suicide</td>
<td>Quiz 8 due 4-6</td>
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<td><strong>4-13</strong></td>
<td><strong>EXAM 2 for Module 2</strong></td>
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<td><strong>MODULE 3: Schizophrenia and Other Disorders</strong></td>
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<td>4-18, 25</td>
<td>Ch. 12</td>
<td>Schizophrenia</td>
<td>Quiz 9 due 4-18</td>
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<td>4-20 no class</td>
<td>Conference travel</td>
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<tr>
<td>4-27, 5-2</td>
<td>Ch. 11</td>
<td>Personality disorders</td>
<td>Quiz 10 due 4-27</td>
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<td>5-4</td>
<td>Ch. 10 (387-420)</td>
<td>Substance Use disorders</td>
<td>Quiz 11 due 5-4</td>
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<td>5-9</td>
<td>Ch. 8 (295-320)</td>
<td>Eating disorders</td>
<td>Quiz 12 due 5-9</td>
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<tr>
<td>5-11, 16</td>
<td>Ch. 9</td>
<td>Sex disorders (read about dysfunctions)</td>
<td>Quiz 13 due 5-16</td>
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<tr>
<td><strong>5-20</strong></td>
<td><strong>EXAM 3 for Module 3: Friday May 20 from 9:45 - 12:00</strong></td>
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