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
1. Accurately describe the concept of abnormality as it relates to human behavior.
2. Discuss the historical, cultural, social implications of the diagnosis and treatment of abnormal behavior.
3. Explore assessment, diagnosis and treatment of mental disorders.
4. Increase awareness of current research in abnormal psychology.

Learning Outcomes
Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:
CLO1 - Explain the role of assessment in conceptualizing abnormal behavior.
CLO2 - Describe research results in the field of abnormal psychology.
CLO3 - Identify the distinctive features of the major psychological disorders in the DSM-IV.
CLO4 - Articulate the advantages and disadvantages of using a diagnostic system.
CLO5 - Demonstrate facility in using the multiaxial approach used in the DSM-IV.
CLO6 - Increase knowledge of the psychological, social and biological factors related to various mental disorders.
CLO7 - Discuss the ethics of diagnosis in clinical practice.

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements…

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Required Texts/Readings

Textbook/Supplies

Abnormal Psychology and Life: A Dimensional Approach. 7th Edition. Authors – Christopher Kearney and Timothy Trull. You can purchase individual chapters or buy the e-book from cengage.com. The bookstore is ordering the book ASAP.

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.
Supplies: You will need to have access to binder paper for in class activities and something to write with.

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.

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.

If you plan to take exams/quizzes through the Disability Resources Center, please remind the instructor at least one week prior to the exam/quiz so that arrangements can be made to get the tests to the center.

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. 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 unless prior arrangements have been made with the instructor.

Personal Computer (Laptop Use)

You can use your computer or iPad 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 or iPad 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 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 comment, 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. Use of cell phones, smart phones, etc. are never permissible during class.

**Class Participation**

Your regular attendance and participation are factors contributing to the successful completion of this course. If you do not attend class you will miss out on the opportunity to ask questions and to get clarifications. In addition, please make every effort to come to class on time. Tardiness disturbs the instructor and other students, and also deprives you of any announcements that are made at the beginning of the class.

**Participation in class will account for approximately 10% of your grade. Participation will be assessed by regular attendance, participating in discussions in class, in-class assignments and asking and responding to questions.**

**University Policies**

**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](http://info.sjsu.edu/static/catalog/policies.html) section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/cedes/late_drops_policy/) is available at http://www.sjsu.edu/aars/policies/cedes/late_drops_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](http://www.sjsu.edu/advising/).
(Although SJSU may or may not enforce prerequisites during registration, the lack of a prerequisite is not sufficient to justify a course drop after the drop deadline. Please contact the instructor if you do not have the listed prerequisites.)

**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/

Course Schedule:

NOTE: CLASS DOES NOT START UNTIL 8/28/12.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Read before Class</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/28/2012</td>
<td>Syllabus review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/30/2012</td>
<td>Abnormal Psychology in Historical Context</td>
<td>Chapter 1</td>
<td>Mental illness video: Shadow Voices (58 min.) WRITE UP DUE 9/11</td>
</tr>
<tr>
<td>9/4/2012</td>
<td>An Integrative Approach to Psychopathology</td>
<td>Chapter 2</td>
<td></td>
</tr>
<tr>
<td>9/6/2012</td>
<td>Clinical Assessment, Diagnosis &amp; Research Methods</td>
<td>Chapter 3</td>
<td>Research project in class**</td>
</tr>
<tr>
<td>9/11/2012</td>
<td>Anxiety Disorders Assign groups/books</td>
<td>Chapter 4</td>
<td>OCD video (15 min.)</td>
</tr>
<tr>
<td>9/13/2012</td>
<td>Anxiety Disorders</td>
<td>Chapter 4</td>
<td>Hamilton Anxiety Scale in class**</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment/Activity</td>
<td>Chapter</td>
<td>Notes/Details</td>
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<tr>
<td>9/18/2012</td>
<td>Clinic on Anxiety Disorders Explain Food/Mood Log</td>
<td></td>
<td>Take Quiz @1 on D2L (chapters 1-4)</td>
</tr>
<tr>
<td>9/20/2012</td>
<td>Mood Disorders</td>
<td>Chapter 6</td>
<td>Mood Disorders questionnaire in class**</td>
</tr>
<tr>
<td>9/25/2012</td>
<td>NO CLASS TODAY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/27/2012</td>
<td>Suicide</td>
<td>Chapter 6</td>
<td></td>
</tr>
<tr>
<td>10/2/2012</td>
<td>Eating Disorders</td>
<td>Chapter 8</td>
<td>Food/Mood Log DUE</td>
</tr>
<tr>
<td>10/4/2012</td>
<td>Eating Disorders</td>
<td>Chapter 8</td>
<td>Video - Dying to be Thin (60 min) WRITE UP DUE 10/16</td>
</tr>
<tr>
<td>10/9/2012</td>
<td>Clinic on Mood and Eating Disorders Explain Addiction Simulation Exercise</td>
<td></td>
<td>Take Quiz #2 on D2L (chapters 6 &amp; 8)</td>
</tr>
<tr>
<td>10/11/2012</td>
<td>PRESENTATIONS ON CHAPTERS 4, 6, 8</td>
<td></td>
<td>Start Addiction Simulation Exercise</td>
</tr>
<tr>
<td>10/16/2012</td>
<td>PRESENTATIONS ON CHAPTERS 4, 6, 8</td>
<td></td>
<td>Start Addiction Simulation Exercise</td>
</tr>
<tr>
<td>10/18/2012</td>
<td>Substance Abuse</td>
<td>Chapter 10</td>
<td>Video – World’s Most Dangerous Drug (52 min.) WRITE UP DUE 10/30</td>
</tr>
<tr>
<td>10/23/2012</td>
<td>Substance Abuse</td>
<td>Chapter 10</td>
<td>Addiction Stimulation Exercise DUE</td>
</tr>
<tr>
<td>10/25/2012</td>
<td>Sexual &amp; Gender Identity Disorders</td>
<td>Chapter 9</td>
<td></td>
</tr>
<tr>
<td>10/30/2012</td>
<td>Sexual &amp; Gender Identity Disorders</td>
<td>Chapter 9</td>
<td>Gender exercise in class**</td>
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<tr>
<td>11/1/2012</td>
<td>PRESENTATIONS ON CHAPTERS 9, 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11/6/2012</td>
<td>Somatoform Disorders</td>
<td>Chapter 5</td>
<td>BOOK REPORT DUE Last names A-L</td>
</tr>
<tr>
<td>11/8/2012</td>
<td>Personality Disorders</td>
<td>Chapter 11</td>
<td>Take Quiz #3 on D2L (chapters 5, 9, 10)</td>
</tr>
<tr>
<td>11/13/2012</td>
<td>Clinic on Substance, Sexual, Gender Identity and Personality Dis.</td>
<td></td>
<td>BOOK REPORT DUE Last names M-Z</td>
</tr>
<tr>
<td>11/15/2012</td>
<td>Schizophrenia</td>
<td>Chapter 12</td>
<td></td>
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</table>
Assignments and Grading Policies

ALL ASSIGNMENTS MUST BE SUBMITTED BY THE DUE DATE. POINTS WILL BE DEDUCTED FOR LATE SUBMISSIONS. If you have a medical excuse, please email me and let me know and I will let you know what your options are.

1. Class participation – attending class, engaging in discussions, asking and answering questions, reviewing student presentations etc. are ways to earn points for class participation. (Note **items on syllabus)

   Total Points = 30

2. Projects – there will be two homework projects (Food Log and Addiction Simulation project) that will be explained in class. Note the due dates on the class schedule. (10 points each)

   Total Points = 20

3. Quizzes – **QUIZZES ARE TO BE TAKEN ONLINE (D2L).** They will only be available for a certain time period. The time period will be announced in the “News” section of D2L and on the class schedule at the end of the syllabus.

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

   Total points = 120

4. Video Write-ups - Three full-length videos will be shown during class.
   After viewing the video, complete a summary review and submit it by the due date listed in the syllabus. (10 points each)

   Total points = 20

Video write-ups should include the title of the video, a summary of the video (1-2 pages) and your review (1 page). You should address how the video ties in with
what we are learning in class, whether or not you liked the video, how did the video make you feel, and your critique (good, fair, poor and why).

5. **Final Exam** - the final will have 50 questions (2 points each) and will be comprehensive over the entire semester. 

   Total Points = 100

6. **Book Report** – Students will be assigned a book from the approved list. By the end of the 2\textsuperscript{nd} week of classes, please submit your top five choices (on 8 ½ X 11” paper) to the instructor. Every student will be reading a different book. Do not wait until the end of the semester to ask the instructor what book you were assigned. It is your responsibility to retrieve the paper you submitted with your choices. Your assigned book choice will be circled.

Most of these are paperback books and are 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. An additional instructional handout can be found on D2L.

   Total Points = 30

7. **Research Project and Presentation** – 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.

Specific 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. Be sure to put your name on both articles. Please also submit Powerpoints to the instructor at the same time. Articles must be complete (no abstracts). If you are not sure about an article, ask the instructor.

***If you are using Powerpoint, plan to put your presentation on a flash drive that can be used with the instructor’s 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 as follows:

a. **Content**- at least 2 articles, submitted on time, from peer reviewed journals (15 points)
b. **Breadth** – articles represent two different aspects of the topic; there is good variety in the 2 articles (10 points)

c. **Presentation skills** – aspects to be graded include preparation, organization, engagement of the audience, speaking skills (25 points)

**Total points = 50**

**TOTAL POSSIBLE POINTS FOR THE SEMESTER = 370**

**Grading:**

**The grading scale:**

- A+  98-100% (362-370)
- A   93- 97% (344-361)
- A-  90-92% (333-343)
- B+  87-89% (321-332)
- B   83-86% (307-320)
- B-  80-82% (296-306)
- C+  77-79% (284-295)
- C   73-76% (270-283)
- C-  70-72% (259-269)
- D+  67-69% (247-258)
- D   63-66% (233-246)
- D-  60-62% (222-232)
- F   <60% <222

**EXTRA CREDIT**

SJSU Psyc 110
Abnormal Psychology

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 number and section number.

**YOU MAY EARN UP TO 20 POINTS THROUGH EXTRA CREDIT.**

Options are as follows:

1. **Interview a licensed therapist or psychologist.** Ask the following questions and record the responses. You need to do the interviewing in person. Do not just hand the paper to the person and let them write the answers. That will result in 0 points. Following your interview, write up the interview
in narrative form (do not just write answers to the questions; you need to use paragraphs to tell a story). Your write-up should be presented as a professional paper. (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? Why that choice?
e. Does the therapist/psychologist have a specialty? What did he/she need to do to become a specialist?
f. In what type of setting does the psychologist work?
g. What does the person enjoy most 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?
j. Ask an additional question that you would like to know.

Using the answers you received write a narrative report of your interview 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? Your paper should be 2-3 pages (typed, double spaced). Be sure your paper is properly labeled with “Extra Credit Interview”, your name, course number, section number and the date.

2. Create an annotated bibliography using the following list. (Only one allowed – 8 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 should give a brief synopsis of the content of the article, briefly state the results and then add your own comments.

YOU MUST INCLUDE 10 DIFFERENT RESOURCES on one topic only. 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

3. Create a list of interview questions you would use to interview a person who has been diagnosed with a mental disorder we have studied. You do not actually have to complete the interview. Label the disorder you choose and imagine you are working in a mental health clinic and a new patient has arrived that you must interview. Provide a thorough list of questions that include etiology, assessment, diagnosis and questions to help you choose a treatment plan.

Possible points = 8 points

All extra credit must be submitted no later than November 27, 2012, although you can submit extra credit at any time during the semester.

Be sure to put your name on all extra credit and indicate which option you have chosen.