San José State University
Department of Psychology
Psyc 110 (2) Abnormal Psychology

Section 40799, Fall Semester 2012

Instructor: Naomi Wagner, Ph.D
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Office Hours: MW 08:45-10:30

Class Days/Time: MW 10:30-12:00
Classroom: DMH 355
Prerequisites: PSYC 100

I will NOT be in school on Monday, September 17, 2012 and on Wed. September 26, 2012

Important Notice:

Faculty Web Page and MYSJSU
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my faculty web page at http://www.sjsu.edu/people/naomi.wagner/
You are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by me).

Contact the instructor
The best way to contact me is via e-mail. In the subject line please specify the title of the class. If you leave a phone message, speak slowly and clearly, and when you leave a phone number speak VERY clearly, and repeat the number.
Course Description:
This course aims at introducing the student to the world of mental disorders and at providing the student with tools necessary to think critically about abnormal behavior. After the completion of the course, the student will be familiar with the various models of mental disorders, and will hopefully understand the connection between a model's principles and the studies, assessment tools, and the treatment approaches that stem from that model. The strengths and weaknesses of the various theories of abnormal psychology will be explored. The presentation of the material will be organized around the diagnostic system of the DSM-IV-TR (2000). We will discuss various diagnostic categories, their symptoms, etiology, and interventions, primarily the interventions that were found to be effective for a given disorder.

Please note: Since a new edition of the Diagnostic and Statistical Manual of mental Disorders (DSM5) is scheduled to be published in Spring 2013, we will identify the proposed changes and consider their applications for clinical work.

Course Learning Outcomes (CLOs)
Upon successful completion of this course, students will be able to:

CLO1: Identify the criteria to assess abnormality of a given behavior
CLO2: Trace the history of attitudes toward and perception of abnormality
CLO3: Understand how is research conducted in this field
CLO4: be familiar with the structure and features of the DSM-IV-TR
CLO5: for every mental illness, identify the criteria for diagnosis, possible causes, and treatment
CLO5: recognize the changing nature of the field and the challenges it faces

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.
Important Information:

• Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

• The credit hour is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester..."

2) a credit hour is assumed to be a 50-minute (not 60-minute) period.

• As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

• Recording: Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Required Texts/Readings


Note the McGraw-Hill website for this book: www.mhhe.com/halgin6e
Log in as a student to find chapter objectives and quizzes, flashcards and video segments, etc.

Lecture notes presented as Power -Points for each chapter are posted on my website http://www.sjsu.edu/people/naomi.wagner/
**Classroom Protocol:**
This course is based on the active participation of the student, and the main requirement is READING and ATTENDANCE. You are expected to read the assigned materials before class, so that the teacher can elaborate and expand. Because of time constraints it may not be impossible to cover all the segments of a given unit. However, you are responsible for all the assigned reading, as the exams will include questions from ALL the parts of the unit. We will cover one chapter per week, and follow the sequence of the textbook, chapter-by-chapter. Some parts of the chapters will be skipped, please see reading list below.

Students are expected to:

- Maintain polite and considerate behavior toward their fellow students and the instructor.
- Not to text-message during class
- Not to make or receive phone calls
- Not to surf the Internet during class.
- NOT leave class to use their cell-phone.

**Attendance:**
Your regular attendance and participation are factors contributing to the successful completion of this course. If you do not attend class you will miss on the opportunity to ask questions and to get clarifications. In addition, please make all effort to come to class on time. Tardiness disturbs the instructor and other students, and also deprives you of the short reviews of the previous lecture that are presented at the beginning of each class.

**If you hold a full time job, please make all effort to attend class regularly, and to study each night for at least an hour and a half.** Cramming before the test has not been very effective for most students. As you read, take notes and go over the material that has been discussed in class, pay attention to concepts, and examples of these concepts. Be familiar with important studies. Chapter summaries are posted on my website (see address above).

**Teacher Availability:**
Do not hesitate to e-mail me or to come by with questions. If you have not done so well on any of the tests, please come to see me ASAP, in order to go over test questions that you missed, so we can understand how you interpreted the questions, and devise strategies for doing better on the next test.

**Dropping and Adding**
Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at [http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). Information about late drop is available at [http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.
Assignments and Grading Policy

Extra Credit:

Successful analysis of a vignette can give you up to 10% toward your final grade:
Each successful response to a bullet point is worth max 10 points- 100 points altogether.

Analysis of vignette- diagnosis and case formulation.
The vignette is a description of a child referred to clinical attention.
The steps of the analysis are described below. The student will write a paper along
the following guidelines, no more than 7 pages long, typed and double-spaced.
If you want the paper to be considered for extra credit you need to submit it by
November 7, 2012.
I will analyze the vignette and explain the steps leading to diagnosis on the last day
of class. I would not be able to accept any papers after my presentation.

Guidelines for vignette-based paper:

• Suppose you were asked to interview the child, his/her parents, and teachers
to find out what was going on in his/her life.
  1. What information do you feel would be essential to know?
  2. Describe aspects of the interviews, including the child’s interview.
  3. What plan might you follow to organize and explore the many
     possible reasons for the problem?
  4. What working theory would you form that would assist you in
determining what to ask, and why.

• In considering the possible causes, pay attention to:
  5. Biological influences: What is it that you need to know, and what
     questions would you ask?
  8. Family, cultural/ethnicity influences.
  9. What would the diagnosis be? Use the DSM-IV-TR system, and also
     provide dimensional classification (as will be discussed in class)
  10. What might be the treatment goals? What outcomes are you targeting
     (hint: they can be related to the child’s functioning, the family
     functioning, and outcomes of societal importance.)

Homework: Weekly homework consists of the assigned reading, and responding to
the Learning Assignments- sent into your mail boxes each week- (for each chapter).
You need to complete the learning assignments after we have finished each chapter and
send them back to me. We will go over them in class as preparation for the test. This is
to benefit your learning!!
Grading:

Exams:
We will have 3 midterms and a final. Each midterm will consist of 50 multiple-choice questions. Each question is worth 2 points. The questions are factual (specific information), conceptual (assigning a concept to a scenario), and applied (use the information to offer solution to a problem). Each midterm will cover about 3 to 4 chapters. Please bring a scantron (#882) and a pencil. The final will include 100 multiple-choice questions and will be selectively cumulative; that is, it will cover the central themes for each topic studied (you will receive a study guide).

The grading scale:
A+  98-100%
A   93-97
A-  90-92
B+  87-89
B   83-86
B-  80-82
C+  77-79
C   73-76
C-  70-72
D+  67-69
D   63-66
D-  60-62
F   <60

Exam Dates:
Exam 1: Monday September 24, 2012 (Chapters 1, 2, 3, part of 4)
Exam 2: Wed. October 24, 2012 (Chapters 5, 6, 8)
Exam 3: Wed. December 5, 2012 (chapters 9, 10, part of 11)
Final: Monday, December 17, 09:45-12:00

Make up exams:
Please note exam dates and plan your trips and events accordingly. You will be allowed to reschedule an exam ONLY upon the presentation of documented medical reason, or if you have a mandatory, documented school activity.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_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.

**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 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/.

Additional Resources Important for Your Success

The university offers Counseling Services, Health Center/Wellness and Health Promotion Department, ad Career Center

See: http://sjsu.edu/wellness
http://sjsu.edu/counseling/workshops
http://events.sjsu.edu (to register for any one of the workshops)
PSYC 110 (2) / Abnormal Psychology  
Fall 2012 Course Schedule

The list presents the sequence of topics. The actual schedule is subject to change with fair notice announced in class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td>1</td>
<td>Aug 22</td>
<td>Introduction Chapter 1</td>
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<td></td>
<td>Aug 27</td>
<td>Chapter 1(Cont-d)</td>
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<td>2</td>
<td>Aug 29</td>
<td>Classification and Treatment Plans</td>
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<td></td>
<td>Sep 3</td>
<td>Chapter 2</td>
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<td></td>
<td></td>
<td>NO CLASS Labor Day</td>
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<td>3</td>
<td>Sep 5</td>
<td>Assessment (chapter 3)</td>
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<td></td>
<td>Sep 10</td>
<td>Assessment cont-d</td>
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<td>4</td>
<td>Sep 12</td>
<td>Assessment Cont-d/Biological chapter 4</td>
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<td></td>
<td>Sep 17</td>
<td><strong>No class teacher out</strong></td>
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<td>5</td>
<td>Sep 19</td>
<td>Biological perspective chapter 4</td>
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<td></td>
<td><strong>Sep 24</strong></td>
<td>Midterm #1 Chaps. 1,2,3,4 (only the biological perspective in ch.4)</td>
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<tr>
<td>6</td>
<td>Sep 26</td>
<td><strong>NO Class Teacher out</strong></td>
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<td></td>
<td>Oct 1</td>
<td>Anxiety chapter 5</td>
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<td>7</td>
<td>Oct 3</td>
<td>Anxiety cont-d</td>
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<td></td>
<td>Oct 8</td>
<td>Somatoform Disorders chapter 6</td>
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<td></td>
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<td>(pp. 174-192)</td>
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<td>8</td>
<td>Oct 10</td>
<td>Somatoform cont-d</td>
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<td>Oct 15</td>
<td>Mood disorders chapter 8</td>
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<td>9</td>
<td>Oct 17</td>
<td>Mood Disorders cont-d</td>
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<td></td>
<td>Oct 22</td>
<td>Mood disorders cont-d</td>
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<tr>
<td>10</td>
<td><strong>Oct 24</strong></td>
<td>Midterm #2 chapters 5,6,8</td>
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<td></td>
<td>Oct 29</td>
<td>Schizophrenia and psychosis chapter 9</td>
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<td>11</td>
<td>Oct 31</td>
<td>Schizophrenia Cont-d</td>
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<td>Nov 5</td>
<td>Schizophrenia cont-d</td>
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<td>12</td>
<td>Nov 7</td>
<td>Personality Disorder chapter 10</td>
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<td>Nov 12</td>
<td>Personality disorders cont-d</td>
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<td>13</td>
<td>Nov 14</td>
<td>Personality disorders cont-d</td>
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<td>Nov 19</td>
<td>Developmental Chapter 11</td>
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<td>14</td>
<td>Nov 21</td>
<td>Developmental cont-d</td>
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<td>Week</td>
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<td>Nov 26</td>
<td>Developmental cont-d</td>
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<td>15</td>
<td>Nov 29</td>
<td>Legal and ethical issues chapter 15</td>
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<td>Dec 3</td>
<td>Cont-d</td>
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<tr>
<td>16</td>
<td>Dec 5</td>
<td><strong>Midterm #3 (chapters 9,10,11)</strong></td>
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<td></td>
<td>Dec 10</td>
<td><strong>Review of class</strong></td>
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<tr>
<td>Final</td>
<td><strong>Monday,</strong></td>
<td>Selectively cumulative</td>
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<tr>
<td>Exam</td>
<td><strong>Dec. 17,</strong></td>
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<td><strong>2012</strong></td>
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