San Jose State University
Abnormal Psychology

Three Units
PSYCHOLOGY 110.08
Class Number 24060
Spring, 2012
January 25 – May 15 2012
DMH 165
Tuesday/Thursday 9:00 – 10:15 am

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

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

OFFICE HOURS: Tuesday/Thursday 8:00 – 9:00 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: 1111343624
ISBN 13: 9781111343620

Access to the web site is available at and other study material available here:


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. The instructor will announce possible changes of the syllabus in advance. 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 an 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.

ADDITIONAL RESOURCES:
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. 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 appointment is required. The Peer
Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/.

King Library Tutorials
Some excellent resources for students who are required to write scholarly papers are the tutorials
offered online through the King Library. Visit the link below and explore the page and all the
resources available to you. You will find information on how to find books and articles for your research, searching databases, selecting and evaluating sources, and even how to avoid plagiarism.  
http://libguides.sjsu.edu/tutorials

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>
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<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>
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<tr>
<td>American Psychological Association</td>
<td><a href="http://www.apa.org/">http://www.apa.org/</a></td>
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<tr>
<td>SJSU Library's Psychology Website</td>
<td><a href="http://www.sjlibrary.org/research/databases/sguide_subject">http://www.sjlibrary.org/research/databases/sguide_subject</a> List.htm?subID=60&amp;getType=5</td>
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<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>
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<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>
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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.

COURSE CALENDAR:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter</th>
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<tbody>
<tr>
<td>January 26</td>
<td>Class Business/Syllabus</td>
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<tr>
<td>January 31</td>
<td>Introduction, History and Definitions</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>February 2</td>
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<tr>
<td>February 7</td>
<td>Approaches to Psychopathology</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>February 9</td>
<td>Movie “Madness”</td>
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<tr>
<td>February 14</td>
<td>Clinical Assessment and Diagnosis</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>February 16</td>
<td>Rosenhan Assignment Due</td>
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<tr>
<td>February 21</td>
<td>Research Methods</td>
<td>Chapter 4</td>
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<tr>
<td>February 23</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter</td>
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<tr>
<td>February 28</td>
<td>Anxiety Disorders</td>
<td>Chapter 5</td>
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<tr>
<td>March 1</td>
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<tr>
<td>March 6</td>
<td>Examination 1</td>
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<tr>
<td>March 8</td>
<td>Somatoform/Dissociative Disorders</td>
<td>Chapter 6</td>
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<td>March 13</td>
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<td>March 15</td>
<td>Mood Disorders</td>
<td>Chapter 7</td>
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<td>March 20</td>
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<td>March 22</td>
<td>Personality Disorders</td>
<td>Chapter 12</td>
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<tr>
<td>March 27</td>
<td>Spring Break</td>
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<tr>
<td>March 29</td>
<td>Spring Break</td>
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<td>April 3</td>
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<tr>
<td>April 5</td>
<td>Eating and Sleep Disorders</td>
<td>Chapter 8</td>
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<td>April 10</td>
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<tr>
<td>April 12</td>
<td>Examination 2</td>
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<tr>
<td>April 17</td>
<td>Sexual and Gender Identity Disorders</td>
<td>Chapter 11</td>
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<td>April 19</td>
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<tr>
<td>April 24</td>
<td>Schizophrenia</td>
<td>Chapter 13</td>
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<td>April 26</td>
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<tr>
<td>May 1</td>
<td>Developmental Disorders</td>
<td>Chapter 14</td>
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<tr>
<td>May 3</td>
<td>Film Review Paper Due</td>
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<tr>
<td>May 8</td>
<td>Cognitive Disorders</td>
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<tr>
<td>May 10</td>
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<td>Chapter 15</td>
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<tr>
<td>May 15</td>
<td>Catch Up Day</td>
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<tr>
<td>Tuesday, May 22</td>
<td>Final Exam</td>
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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 NOTE 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.**

ROSENHAN ASSIGNMENT:

You may answer these questions in bullet point format. **PLEASE PUT YOUR NAME ON THE TOP OF YOUR ASSIGNMENT. Answer each question.**

Read the Rosenhan (1973) paper and answer the questions below.
1. Describe the purpose of the study:
   1a. What is the main question that Rosenhan raised about the concept of “sanity”?  
   1b. Describe labeling, depersonalization and generalization.
2. Briefly describe the procedures of this study:
   2a. What did the eight ‘pseudopatients’ do? 
   2b. Describe the settings they went to. 
   2c. Describe how the pseudopatients behaved in the institutions.
3. Briefly describe the results of this study:
   3a. How often were the pseudopatients detected? 
   3b. What were their diagnoses? 
   3c. How long were their stays in the hospitals? 
   3d. How did other patients respond to the pseudopatients?

ARTICLE SUMMARIES:
Article Summary 1 and 2 
Assignment 1: Current Psychology Research Chapters 1 - 7  
Assignment 2: Current Psychology Research Chapters 8 – 16

Students should think about their Film Review Project character and choose areas that can be incorporated into their paper.

**Assignment 1: Current Psychology Research Chapters 1 – 7**  
Choose two (2) areas of interest from the chapters designated. Find an empirical peer reviewed article on the topic and complete an article summary. For Assignment 1 you will turn in two (2) article summaries. Please see and follow description below.

**Assignment 2: Current Psychology Research Chapters 8 – 16**  
Choose two (2) areas of interest from the chapters designated. Find an empirical peer reviewed article on the topic and complete an article summary. For Assignment 2 you will turn in two (2) article summaries. Please see and follow description below.

**How to write an Article Summary**
Purposes: To understand the research on your topic, to develop the backbone of your paper, and to learn to apply APA style.
Procedure:
1. Put your name, class time, date and the number of the article summary (AS#__) at the top right hand corner.
2. Put a complete APA reference for the article at the beginning of your summary.
3. Each summary is 2 paragraphs long and approximately 200 - 250 words total. The first paragraph summarizes the authors’ purpose (~1 sentence) and methods (~3-5 sentences). The second paragraph summarizes the results (~2-4 sentences) and the authors’ discussion and conclusions (~2-3 sentences).
4. After the initial sample article summary, attach a copy of the first page of the article (including the abstract) to your summary.

SAMPLE ARTICLE SUMMARIES CAN BE FOUND HERE
AS#1
AS#2
AS#3
AS#4
Website to Help with Writing Article Summaries

FILM REVIEW PAPER:
Select a popular film (NOT A Beautiful Mind, One Flew Over the Cuckoo’s Nest, American Psycho, Secret Window) that depicts one of the mental illnesses covered in class. Pick a movie you enjoy. Other options are characters from a novel or television series. Critically review the film’s portrayal of the mental disorder noting the accuracy with which it is presented given your knowledge of the disorder’s etiology, clinical presentation, prognosis, and treatment (where applicable). Film Reviews must be no greater than six typewritten pages of text and include Parts A, B & C as described below.

Part A: Clinical Assessment. Why are they coming into therapy? It may help to narrow your description to how this person acts in a certain situation or a specific aspect of their psychopathology. This part should be a strictly descriptive, without any interpretation. That is, describe what this person does, says or feels, not why that is. At the end of this section, a DSM Multi-Axial Assessment should be given. Use imagination and creativity (Assessment, use chapter 3).

Part B: Support the diagnosis. Go back over the description in the first part and provide empirical evidence for this psychopathology. The DSM-IV lists disorders and gives a list of symptoms. In this section, discuss the disorder’s etiology, clinical presentation and prognosis. Students need to describe the symptoms of the disorder and provide behaviors of the character that support the diagnosis. (Diagnosis, should use text and focus on chapters that cover the diagnosis area)

Part C: How would you treat this person? You should use an empirically supported treatment, then you can come up with a theory of treatment if you like. State your opinions and the reasons behind them. DO NOT USE “I” STATEMENTS. This is your opportunity to have a voice; there are no wrong opinions. Just be sure to provide the reasons for what you think so that the reader can understand your thinking. (Your thoughts)

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. DO NOT USE CONTRACTIONS!!! DON’T!!! DO NOT USE “I” STATEMENTS.

4. Your papers will be typewritten, double-spaced, one-inch margins, using Times New 
   Roman (or VERY similar) font.
5. 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.
6. 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. 3 exams covering lectures, films, guest speakers, outside readings and the text are worth 
   100 points each (300).
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 80 points (80).

The grade scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89%</td>
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<tr>
<td>B</td>
<td>83 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
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<tr>
<td>C+</td>
<td>77 – 79%</td>
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<tr>
<td>C</td>
<td>73 – 76%</td>
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<tr>
<td>C-</td>
<td>70 – 72%</td>
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<tr>
<td>D+</td>
<td>67 – 69%</td>
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<tr>
<td>D</td>
<td>60 – 66%</td>
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