Faculty Web Page and MYSJSU Messaging

Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on my web page at http://www.drdelchiaro.com. You are responsible for regularly checking with the messaging system through MySJSU.

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.
Learning Outcomes

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.

Course Learning Outcomes (CLOs)

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

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.

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. (test, quizzes, paper)

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. (paper)

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. (paper)

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

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

Required Texts/Readings

Textbook

ISBN 13: 9781111343620


**Definition of a Credit Hour**
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.

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.

**Classroom Protocol**

**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 or 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.

**Recording of Class Lectures**
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.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

**Dropping and Adding**
Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic calendar web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/. The Late Drop
Assignments and Grading Policy

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 NOT 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. No cover page needed. 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 SUMMARY:

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.

Assignments:

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

ASC#1
ASC#2
ASC#3
ASC#4

Website to Help with Writing Article Summaries

Character Diagnosis and Treatment Paper:

Select a film, television show or novel that you enjoy and select your favorite character. (do NOT choose movies with obvious diagnosis, such as A Beautiful Mind, One Flew Over the Cuckoo’s Nest, American Psycho, Secret Window, etc.). Pick something you enjoy. Reviews must be no greater than six typewritten pages of text and include Parts A, B & C as described below. Be sure to include a cover page and at least five (5) references.
**Part A:** Clinical Assessment. This section of the paper focuses on Chapter three of your text. 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. You will be conducting a clinical interview on your character. 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. Your papers will be typewritten, double-spaced, one-inch margins, using Times New Roman (or VERY similar) font.

4. 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.

5. 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.
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:

- A = 94 – 100%
- A- = 90 – 93%
- B+ = 87 – 89%
- B = 83 – 86%
- B- = 80 – 82%
- C+ = 77 – 79%
- C = 73 – 76%
- C- = 70 – 72%
- D+ = 67 – 69%
- D = 60 – 66%

University Policies

Academic integrity

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

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 Integrity 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf 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 at http://www.at.sjsu.edu/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab 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 DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

The SJSU Writing Center is located in Suite 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 staff can be found at http://www.sjsu.edu/writingcenter/about/staff/.
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