San José State University  
College of Social Sciences  
Abnormal Psychology, Fall, 2015  
Psychology 110 (02)

Instructor: Glenn M. Callaghan, Ph.D.
Office Location: DMH 322
Telephone: (408) 924-5610
Email: Glenn.Callaghan@sjsu.edu
Office Hours: Mondays & Wednesdays: 8:30 - 9:00; Wednesdays: 1:00-2:30
Class Days/Time: Mondays & Wednesdays 10:30 - 11:45
Classroom: DMH 355
Prerequisites: Psychology 1

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on SJSU’s learning management system, Canvas. You can get there directly or through my faculty web page accessible through the SJSU home page (search my last name) or http://www.sjsu.edu/people/glenn.callaghan.

Course Description
From the SJSU Catalog: Description: What is considered normal and abnormal in human behavior and psychological functioning. Emphasis on psychological, social and biological determinants of human behavioral and psychological deviance. Prerequisite: PSYC 001.

This course is designed to provide you with an overview of the range of human behaviors described as “abnormal.” We will discuss the definition of normality and abnormality, how these definitions have changed over time, and models of understanding human behavior and suffering. We will also discuss specific syndromes and diagnostic categories of psychopathology and will survey some of the treatments used for these disorders. You need to have taken Psychology 1 to enroll in and get credit for this course.
Learning Outcomes

The two primary goals of the course are to provide students with a broad understanding of psychological problems and develop critical thinking skills applicable to the study of abnormal behavior. In particular, my goal for this term is to foster critical thinking about the classification of psychopathology and how that affects treatment and research strategies.

Course Learning Outcomes

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

- **CLO1** – *Critical thinking development: Historical context* - to understand the importance of history and context when examining and classifying psychological distress

- **CLO2** – *Knowledge based and application development: Understanding paradigms* - to have a basic familiarity with the major paradigms as used in the assessment, classification, and treatment of psychological problems

- **CLO3** – *Research Methods development: Clinical science* - to understand the role of science (with its varying methods) in the study of abnormal behavior

- **CLO4** – *Critical thinking and application: Assessment and classification* - to understand the process of classification and its dependence on theoretical paradigms

- **CLO5** – *Critical thinking and application: Assessment and classification* - to be familiar with and critical of different types of assessment of abnormal behavior

- **CLO6** – *Knowledge base and application development - Interventions* - to develop a broad knowledge base of the different types of psychopathology and corresponding psychological, social, and biological interventions

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**


Please note this is not the most recent edition (7th). We will not use that version this semester for reasons explained in class. And, the 6th edition is much more affordable!

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

**Office Hours**

My office is in DMH, room 322. My phone number there is 408-924-5610; however, the best way to reach me is by email. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can call, email, or see me after class to set an appointment. I want to be available to you.

Please use the email address at the top of this syllabus. **Do not** use the Canvas email system to communicate with me, please. If you call or email me, you can generally expect a response back in 48 hours during the week. If you call or email on a Friday, over the weekend, or holiday, you will not hear back from me until the next business day (typically Monday).

With office hours it is first come, first served. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

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

**Canvas and E-Campus**

This course is entirely on Canvas. You are responsible for regularly checking the website. Announcements will be made there.

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

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

**Assignments and Grading Policy**

Grading is based on the sum of the following: 3 exams and 12 quiz scores. Each exam will have 50 questions and will be worth a total of 100 points apiece for a total of 300 exam points. Your quiz score will be based on the total of your 12 quizzes; there will be 120 quiz points available. There will be 420 points possible in the course.

The grading scheme for this course is determined as follows:

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<tr>
<th>Grade</th>
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<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A</td>
<td>98-93%</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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**Exams**

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

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

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

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

The quizzes are completed on Canvas at your convenience (not during class). They will be available online each week and due according to the schedule below. **NOTE:** The quizzes are not due only on Mondays or Wednesdays. These days change. You **MUST** attend to the schedule of when the quizzes are due!

You can log in and out to do the quiz, just be sure to save your answers. The quizzes have a due date, but they **are not time timed**, and they can be completed in multiple session.

Quizzes will only be **due as posted online** and will not be able to be turned in later than that deadline. Quizzes will typically only be available for the week prior to the deadline. I cannot print or re-open a quiz for you if you miss one. Please keep track of your quiz schedule and the scores you receive. Please do not ask me to make a special case for you after you miss a quiz due date.

Classroom Protocol

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

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.

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.

Attendance

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

**Classroom Etiquette**

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

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

**Professional Communication**

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

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

As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com. If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:
1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 2-1-2013).
2. In the greeting, please address your professor by his or her title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hangover, or whatever, please do not make requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences.
8. Do not use abbreviations for words that are often used in text messages.
9. Use upper and lower case letters.
10. Be sure to use correct grammar and spelling in your message.
11. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

**Personal Computer (Laptop) Use**

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

Attending class is something you have paid to do. I will attend to the lecture, and the assumption is that you will, too. If you do not or cannot attend to the lecture, you should not come to class that day. This is not to be anti-technology or unduly cruel, it is to share expectations of professional meeting and interactions that are part of any job.

If you use your smart-phone, computer, or other device to connect to the web or text during class, you will be asked to leave the class. If you do this a second time, you will not be allowed to take the next exam.
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 section at http://info.sjsu.edu/static/catalog/policies.html. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/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 at http://www.sjsu.edu/advising/.

Consent for Recording of Class and Public Sharing of Instructor Material
University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course.

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.

Please ask before you record a lecture. Do not share recorded material from my lectures without notifying me in advance.

Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf 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 Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University’s continued advocacy and commitment to increasing accessibility and inclusivity on campus.

**Student Technology Resources**

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/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**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their 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 10\(^{th}\) 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 Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.
This schedule is approximate and we may deviate from it.

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<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
<th>Quiz Due</th>
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<tbody>
<tr>
<td>MODULE 1: Theory and Science of Psychopathology</td>
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<tr>
<td>8-24</td>
<td>Read syllabus!</td>
<td>Introduction</td>
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<tr>
<td>8-26, 8-31</td>
<td>Ch. 1</td>
<td>The meaning of abnormal behavior/Historical overview</td>
<td>Quiz 1 due 9-9</td>
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<td>9-2, 9-9</td>
<td>Ch. 2</td>
<td>Paradigms of Abnormality</td>
<td>Quiz 2 due 9-9</td>
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<tr>
<td>no class 9-7</td>
<td>Ch. 3 (91-112)</td>
<td>The Scientific Method</td>
<td>Quiz 3 due 9-14</td>
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<td>9-14, 2-16</td>
<td>Ch. 3 (70-91)</td>
<td>Classification and Assessment</td>
<td>Quiz 4 due 9-21</td>
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<td>9-28</td>
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<td>EXAM 1 for Module 1</td>
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<td>MODULE 2: Anxiety, Dissociation, &amp; Mood</td>
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<td>Ch. 4</td>
<td>Anxiety disorders</td>
<td>Quiz 5 due 9-30</td>
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<td>Ch. 5 (183-194)</td>
<td>Dissociative disorders</td>
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<td>Ch. 6 (201-236)</td>
<td>Mood disorders</td>
<td>Quiz 7 due 10-19</td>
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<td>10-26, 10-28</td>
<td>Ch. 6 (236-243)</td>
<td>Suicide</td>
<td>Quiz 8 due 10-26</td>
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<td>MODULE 3: Schizophrenia and Other Disorders</td>
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<td>Ch. 12</td>
<td>Schizophrenia</td>
<td>Quiz 9 due 11-4</td>
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<td>11-16, 11-18</td>
<td>Ch. 11</td>
<td>Personality disorders</td>
<td>Quiz 10 due 11-16</td>
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<tr>
<td>11-23, 11-25</td>
<td>Ch. 8 (285-303) &amp; 178-182</td>
<td>Eating disorders</td>
<td>Quiz 11 due 11-23</td>
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<td>11-30, 12-2</td>
<td>Ch. 9</td>
<td>Sex disorders (read about dysfunctions)</td>
<td>Quiz 12 due 11-30</td>
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