Course 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.

Learning Outcomes and Course Goals

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 (CLO)

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

1. **CLO1 – Critical thinking development: Historical context** - to understand the importance of history and context when examining and classifying psychological distress.
2. **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.
3. **CLO3 – Research Methods development: Clinical science** - to understand the role of science (with its varying methods) in the study of abnormal behavior.
4. **CLO4 – Critical thinking and application: Assessment and classification** - to understand the process of classification and its dependence on theoretical paradigms.
5. **CLO5 – Critical thinking and application: Assessment and classification** - to be familiar with and critical of different types of assessment of abnormal behavior.
6. **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...

1. **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.

2. **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.

3. **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.

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

5. **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 Textbook and Materials


Purchase of the e-text is available from [http://cengagebrain.com](http://cengagebrain.com)

Other Readings

Additional articles and resource materials will be posted online via Canvas LMS website (online learning management system) and announced in class.

Other equipment / material requirements

Testing form Scantron 882E will be used for all exams.

Canvas LMS website and MindTap integration

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. Students are responsible for regularly checking with the messaging system through MySJSU (or other communication system as indicated by the instructor) to learn of any updates. MindTap is a learning product of the Cengage publishing company.

Course Format

This course will be conducted through weekly classroom lectures, which will be enhanced through audio-visual, films, and online learning and resources distributed to students via email and/or the Canvas online learning system. To use Canvas, students will need access to an electronic device such as computer, and will need to login via SJSU websites. Canvas will be used to enhance student's learning outside of the classroom. These activities may include quizzes, chat room discussion or posting on message boards.
Course Methods and Procedures

In this course, some lecture-based material will be provided, however my teaching style often incorporates active participation of students. In-class discussion, small group exercises and interactive activities will be incorporated throughout the semester. PowerPoint slides, videos and other audio-visual aids will be used throughout the course to enhance the student learning experience.

I expect students to come to class having read the assigned readings prior to class, with a winning attitude and willingness to give their best efforts in class. It has been my experience that students who are prepared for class, tend to retain more information than those who do not read beforehand. Attending class regularly gives students the opportunity to review and analyze material in a number of ways, which typically enhances their overall learning success.

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

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<thead>
<tr>
<th></th>
<th>Points</th>
<th>Percentage of Overall Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>Case Study paper</td>
<td>50</td>
<td>20%</td>
</tr>
<tr>
<td>MindTap activities via Canvas</td>
<td>30</td>
<td>12%</td>
</tr>
<tr>
<td>In-class activities</td>
<td>20</td>
<td>8%</td>
</tr>
</tbody>
</table>

**Total course points possible:** 250 points

Examinations - 3 exams worth 50 points each

There will be 3 exams during this course. Exams will be administered to help measure student’s understanding and mastery of course material. Exams may include multiple choice, true - false, and short answer/ mini-essay questions. The readings and class lectures covered in the class meetings prior to exam day will be covered. All material (assigned readings and class lectures) are equally important and will be represented in the exams. Exams may be scheduled online via Canvas (instructor will notify students of the format ahead of time).

Students who miss exams will not be able to make up the exam without documentation of a serious emergency that prohibited attendance for that class period (police report, verified letter from employer; hospital note). The missed exam must be taken within one week of the scheduled exam date, or the student will receive 0 points. Documentation will be verified before the test is rescheduled. Upon approval, the instructor will arrange for the test to be proctored during office hours.

Case Study Paper – 1 paper worth 50 points

Students must select a case study and present a critical analysis of the case, including identifying the disorder and other key factors for the case formulation. The paper must be typewritten and use APA format. More detailed instructions will be given on this assignment through the Canvas website.
MindTap activities (via Canvas LMS) – various activities (total of 30 points toward final grade)

MindTap is an online learning tool that will allow students to read the textbook online, take practice exams and quizzes. The tool is intended to help students study and integrate course material from lecture and the readings. Students will be assessed for participation in the assigned activities throughout the semester. Credit for this component is for participation in the learning tool. Students will not be penalized for wrong answers on practices tests/quizzes in MindTap.

In-class assignments – various activities (total of 20 points toward final grade)

Interactive activities will be assigned as part of the course’s pedagogical framework. During these assignments, students will earn points toward their final grade by actively participating in small groups and or larger classroom discussions and with written exercises. Students must be present for credit. In-class assignments cannot be made-up. Attendance is required in order for students to receive credit. During group assignments, all members of the group are expected to contribute to the final product.

All students are expected to participate in in-class group discussions and assignments. Points will be earned toward class participation. Students will be divided into small groups and asked to work together on an in-class project. Examples of exercises include: reviewing a case study to identify diagnosis and strategies for treatment, or generating ideas on the etiology of a certain patient’s clinical presentation.

Grading Policy

This is a points-based course. The minimum points required for each grade is listed below. Students will be assigned a letter grade based on the total points they earned in the course. Letter grades on the Canvas website are not considered official. If students have questions about their progress in the course, they are encouraged to meet with me during office hours. There is NO EXTRA CREDIT in this course.

The table below demonstrates the minimum points for each letter grade:

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<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>240 points</td>
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<tr>
<td>A</td>
<td>232 points</td>
</tr>
<tr>
<td>A-</td>
<td>225 points</td>
</tr>
<tr>
<td>B+</td>
<td>217 points</td>
</tr>
<tr>
<td>B</td>
<td>207 points</td>
</tr>
<tr>
<td>B-</td>
<td>200 points</td>
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<tr>
<td>C+</td>
<td>192 points</td>
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<tr>
<td>C</td>
<td>182 points</td>
</tr>
<tr>
<td>C-</td>
<td>175 points</td>
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<tr>
<td>D+</td>
<td>167 points</td>
</tr>
<tr>
<td>D</td>
<td>157 points</td>
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<tr>
<td>D-</td>
<td>150 points</td>
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<tr>
<td>F</td>
<td>0 - 149 points</td>
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<tr>
<td>Credit: 175 points or more</td>
<td>No Credit: 174 points or less</td>
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Enrollment Policy + Important Student Deadlines

For this course, psychology majors have priority enrollment. If space is available in the class, starting after the first class, I will add verified graduating senior PSY majors, followed by special program international students (first semester), then senior standing PSY majors, junior standing PSY majors and then others. If space permits after that, non-PSY majors and/or Open University students will be allowed to enroll.
Classroom Behavior Policy

1. Please be respectful of the instructor and the students around you, by avoiding side conversations and other behavior that can be considered disruptive.
2. Please turn cell phones off, including disabling of all alarms or other electronic noises during the class. No texting, social media or web surfing during class.
3. Be willing to provide a different opinion, and to listen to others varying viewpoints. (See Diversity policy below)
4. Laptops are to be used for notetaking only. No social media, web surfing, etc. as this distracts other students. Students who violate this policy will be asked to discontinue the computer use during class. During discussions, no laptops are allowed unless approved by the instructor.
5. If a behavioral disruption arises, the instructor will ask the student to leave class for the day, and will setup a meeting prior to the student being allowed to return to class.
6. Cheating and plagiarism will not be tolerated. College rules regarding discipline for academic integrity violations will be followed, including notifying the Psychology Department Chair and the Dean of Social Sciences. (See Academic Integrity Policy below)
7. I expect students to take risks, try hard and do their best. Having a positive attitude will go a long way! Please see me or ask questions in class.

Office Hours and Email

- Please send me an email if you plan to attend office hours. Due to the nature of the current DMH construction, the cubicles in Clark 140 are not the best location. As such, I will make face-to-face appointments if necessary, but am committed to being available by Web (Canvas, chat, webex) on Mondays from 12-1pm.
- I will do my best to reply to your emails within 48 hours (during the week). I expect students to come to office hours as soon as they realize they are having difficulty.
- Please use proper decorum when sending emails and let me know which class you are in:
  - Subject line: “SJSU – PSYC 110 grading question”
  - Dear Professor Tinson:

Statement on Diversity and Inclusiveness

I understand and appreciate that we represent a rich variety of backgrounds and perspectives. Therefore, I am committed to providing an atmosphere for learning that respects diversity. While working together to build this community I ask all students to:

- share their unique experiences, values and beliefs
- be open to the views of others
- honor the uniqueness of other students
- appreciate the opportunity that we have to learn from each other in this class
- value each other’s opinions and communicate in a respectful manner
- keep confidential discussions that the community has of a personal (or professional) nature
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the college campus
University Policies (available online)
The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodations, counseling, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Academic Integrity Policy
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/.

Each student in this course is expected to conduct themselves with academic integrity. Any work submitted by a student in this course for academic credit will be the student's own work. You are encouraged to study together to discuss major concepts covered in lecture. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy, or in any other format.

Students are expected to submit college-level original work, with proper credit and in-text citations given to external sources using American Psychological Association (APA) 6th edition format. A list of references must also be provided for each typewritten assignment. For more information on proper citations in APA format, visit www.apastyle.org.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive 0 points for the assignment. Penalties can also be extended to include University disciplinary action.

During examinations, you must do your own work and you must remain in class for the duration of the exam. Talking, discussion and use of notes, taking breaks to the bathroom and use of electronic devices is not permitted during the examinations; nor may you compare papers, copy from others, or collaborate in any way. Any collaborative behavior during the examinations will result in 0 points on the exam and college disciplinary action.

Course Incomplete/ Withdrawal/ Grade Change Policy
I expect each student to monitor their own academic progress in the class using the course points system listed in the syllabus. Students who are having difficulty should consult with me during office hours for guidance (as soon as they notice they are having difficulty) or seek other academic assistance (tutoring, disability accommodations, counseling, etc.). Grade changes after the semester is over will only be allowed for instructor clerical error. Sometimes students are not performing well (having a "bad" semester) or have other emergencies that prohibit them from completing the course on time. If this happens, a student may wish to apply for an incomplete or withdraw from the course. (See University Catalog for more information).
The following schedule outlines assigned readings and general topics that will be covered during each class meeting. Assigned readings are expected to be completed before attending class lecture. Students are expected to arrive prepared to actively participate in the lecture and discussions by being familiar with the material. This schedule is subject to change to accommodate guest speakers or student needs. Substantive changes will be announced in class and/or posted on the Canvas webpage.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topics for class</th>
<th>Readings + Assignments due before class</th>
</tr>
</thead>
</table>
| 1     | Thursday 08/25/2016 | • Course Syllabus Review; Attendance and Enrollment Adds  
• Introduction to Abnormal Psychology  
• Discussion: what behavior is normal or abnormal? | READINGS: Course Syllabus (available on Canvas) |
| 2     | Thursday 09/01/2016 | • Historical perspectives of abnormal behavior  
• Models of understanding Abnormal Psychology | READINGS: Chapters 1-2 |
| 3     | Thursday 09/08/2016 | **Clinical Research and Assessment**  
• Discussion: The Mental Status Examination  
• Activity: Hypothetical cases - What assessment tools are best?  
• Review of Case Study Paper assignment requirements – Rubric | READINGS: Chapter 3 |
| 4     | Thursday 09/15/2016 | • Anxiety Disorders  
• Trauma- and Stressor- Related Disorders  
• Obsessive-Compulsive Disorders  
• Discussion: Treatment of Phobias – Fear of Snakes  
• Film Clip - PTSD: “Call me crazy – A Five Film” | READINGS: Chapter 4 |
| 5     | Thursday 09/22/2016 | **EXAM 1 (covers Chapters 1, 2, 3 & 4)** | Study for Exam 1 |
| 6     | Thursday 09/29/2016 | • Stress and Health; Disorders affecting Medical Conditions  
• Heart Disease, Stroke, Migraine headaches  
• Discussion: Common Stressors in College Students | READINGS: Chapter 7 |
| 7     | Thursday 10/06/2016 | • Depressive Disorders  
• Bipolar Disorders  
• Bipolar disorder: “Call me crazy – A Five Film”  
• Discussion: Suicide Risk and Prevention | READINGS: Chapter 6 |
| 8     | Thursday 10/13/2016 | • Eating Disorders and treatment options  
• Film: “Thin” | READINGS: Chapter 8 |
<table>
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<th>Topics for class</th>
<th>Readings + Assignments due before class</th>
</tr>
</thead>
</table>
| 9     | Thursday 10/20/2016 | • Somatic Symptom and Related Disorders  
                   • Dissociative Disorders  
                   • Film Clips: Sybil | READINGS: Chapter 5                          |
| 10    | Thursday 10/27/2016 | • Sexual Dysfunctions  
                   • Paraphilic Disorders |                                         |
| 11    | Thursday 11/03/2016 | **Exam 2 (covers Chapters 5, 6, 7, 8, & 9)** | Study for Exam 2                         |
| 12    | Thursday 11/10/2016 | • Substance-Related Disorders  
                   • Discussion: Alcohol Use Disorder Survey (in-class)  
                   • Personality Disorders | READINGS: Chapter 10 - 11                   |
| 13    | Thursday 11/17/2016 | • Schizophrenia Spectrum and other Psychotic Disorders  
                   • Discussion: What's the diagnosis? (in-class)  
                   • Film clip: "Call me Crazy – A Five Film" | **CASE STUDY PAPER DUE** READINGS: Chapter 12 |
| 14    | 11/24/2016 | **THANKSGIVING HOLIDAY – NO classes – Campus Closed** | Enjoy the break!                          |
| 15    | Thursday 12/01/2016 | • Neurocognitive Disorders  
                   • Stroke, Alzheimer's Disease, Parkinson’s disease, Huntington’s disease, Traumatic brain injury, HIV/AIDS, Lewy body disease | READINGS: Chapter 13                         |
| 16    | Thursday 12/08/2016 | • Legal and Ethical Issues in Abnormal Psychology  
                   • The Insanity Defense – 4 legal rules/guidelines  
                   • Discussion: The case of Ellie Nesler | READINGS: Chapter 14                         |
| 17    | Thursday 12/15/2016 | **FINAL EXAM – 6pm, Business Center 105**  
                   **Exam 3 (Chapter 10, 11, 12, 13 & 14)** | Study for the Final Exam                   |

**Important University Dates and Deadlines**

<table>
<thead>
<tr>
<th>Event</th>
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<tbody>
<tr>
<td>Instruction Begins</td>
<td>08/24/16</td>
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<tr>
<td>Labor Day – campus closed</td>
<td>09/05/16</td>
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<tr>
<td>Last Date to Drop with no 'W'</td>
<td>09/06/16</td>
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<tr>
<td>Last Date to Add</td>
<td>09/13/16</td>
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<tr>
<td>Last Date to Request CR/NC</td>
<td>09/13/16</td>
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<tr>
<td>Census Date</td>
<td>09/21/16</td>
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<tr>
<td>Veterans Day – campus closed</td>
<td>11/11/16</td>
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<tr>
<td>Last Date to Drop with 'W'</td>
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<tr>
<td>Last Day of Classes</td>
<td>12/12/16</td>
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<tr>
<td>Final Exams</td>
<td>12/14/16 – 12/20/16</td>
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<tr>
<td>Grades Due</td>
<td>01/02/2017</td>
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