San José State University
College of Social Sciences / Department of Psychology
PSYC 110, Abnormal Psychology, Section 04 (#20691)

**Spring 2016 Semester**

Course and Contact Information

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Leslye M. Tinson, M.S.</th>
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<tbody>
<tr>
<td></td>
<td>Lecturer of Psychology</td>
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<tr>
<td>Office Location:</td>
<td>DMH 232</td>
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<tr>
<td>Voicemail:</td>
<td>(408) 924 -6596</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:Leslye.Tinson@sjsu.edu">Leslye.Tinson@sjsu.edu</a></td>
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<td>Please put “PSYC 110” in subject line</td>
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<tr>
<td>Office Hours:</td>
<td>Thursdays 4:30 – 5:30pm</td>
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<tr>
<td>Class Days/Time:</td>
<td>Wednesdays 6pm – 8:45pm</td>
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<tr>
<td>Classroom Location</td>
<td>DMH 356</td>
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<tr>
<td>Prerequisites:</td>
<td>PSYC 001 - General Psychology</td>
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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**


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 website and announced in class.

**Other equipment / material requirements**

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

**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.

**Canvas LMS website**

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.
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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<table>
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<tbody>
<tr>
<td>Exam 1</td>
<td>50 pts</td>
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<tr>
<td>Exam 2</td>
<td>50 pts</td>
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<tr>
<td>Exam 3</td>
<td>50 pts</td>
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<tr>
<td>Case Study paper</td>
<td>50 pts</td>
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<tr>
<td>Thought exercises</td>
<td>25 pts</td>
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<tr>
<td>In-class activities</td>
<td>25 pts</td>
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<tr>
<td><strong>Total course points possible:</strong></td>
<td><strong>250 points</strong></td>
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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.

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 – 50 points

Students must identify a disorder and case study to analyze. More detailed instructions will be given on this assignment through the Canvas website. The paper must be typewritten and use APA format.

Thought exercises – 25 points
Throughout the semester, the instructor will randomly assign thought exercises and/or in-class group assignments in which students will have an opportunity to apply course material discussed in class and assigned readings. Submission of these assignments will be evaluated for credit.

**In-class assignments – 25 points**
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. Being absent during these activities cannot be made up.

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.

**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.

**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>Minimum Points</th>
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<tr>
<td>A+</td>
<td>240 points</td>
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<tr>
<td>A</td>
<td>232 points</td>
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<tr>
<td>A-</td>
<td>225 points</td>
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<tr>
<td>B+</td>
<td>217 points</td>
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<tr>
<td>B</td>
<td>207 points</td>
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<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>
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<tr>
<td>C-</td>
<td>175 points</td>
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<tr>
<td>D+</td>
<td>167 points</td>
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<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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For students who opt for Credit/No Credit:

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<th>CR</th>
<th>NC</th>
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| Credit grade is 70% or more; requires at least 175 points for Credit. | No Credit grade is 69% or less; 174 points or below will receive No Credit.

**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 senior standing PSY majors, junior standing PSY majors and then others. If space permits after that, non-PSY majors will be allowed to enroll.

**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).

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 visit office hours. I will be in DMH 232, but like to know when to expect students.
- 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:

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](http://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.**

**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**

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. See [University Policy S90-5](http://www.sjsu.edu/senate/docs/S90-5.pdf) at http://www.sjsu.edu/senate/docs/S90-5.pdf. More detailed information on a variety of related topics is available in the [SJSU catalog](http://info.sjsu.edu/webdbgen/narr/catalog/rec-12234.12506.html). In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

[University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class.”
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 and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate 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. Such 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.”

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/.

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 their disability.

Accommodation to Students’ Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student
request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

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 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 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.
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.

### Course Schedule

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<tr>
<th>Class</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1     | Wednesday 02/03/2016 | READINGS: Course Syllabus (available on Canvas)  
- Course Syllabus Review; Attendance and Enrollment Adds  
- Introduction to Abnormal Psychology  
- Discussion: what is abnormal? Do we use psychopathology terms correctly?  
- Historical Perspectives of Abnormal Psychology |
| 2     | Wednesday 02/10/2016 | READINGS: Chapters 1-2  
- Thought exercise: what is abnormal? (due in class)  
- Models of understanding Abnormal Psychology |
| 3     | Wednesday 02/17/2016 | READINGS: Chapter 3  
- 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  
Thought exercise: Cases needing clinical assessment |
| 4     | Wednesday 02/24/2016 | READINGS: Chapter 4  
- 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”  
Thought Exercise: Mapping Your Social Support Network |
| 5     | Wednesday 03/02/2016 | READINGS: Chapter 5  
- Somatic Symptom and Related Disorders  
- Dissociative Disorders  
- Film Clips: Sybil |
| 6     | Wednesday 03/09/2016 | **EXAM 1 (covers Week 1 -5)** READINGS: Chapter 7  
- Stress and Health; Disorders affecting Medical Conditions  
- Heart Disease, Stroke, Migraine headaches  
- Discussion: Common Stressors in College Students  
Thought Exercise: Developing coping strategies for stress |
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<tr>
<th>Class</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
</table>
| 7     | Wednesday 03/17/2016 | **READINGS: Chapter 6**  
- Depressive Disorders  
- Bipolar Disorders  
- Bipolar disorder: “Call me crazy – A Five Film”  
- Discussion: Suicide Risk and Prevention |
| 8     | Wednesday 03/24/2016 | **READINGS: Chapter 8**  
- Eating Disorders and treatment options  
- Discussion: What is the controversy with binge eating?  
- Film: “Thin”  
Thought Exercise: Psychological terms – Survey 2 people |
| 9     | Wednesday 03/31/2016 | **Spring Recess – Cesar Chavez Holiday – Campus Closed** |
| 10    | Wednesday 04/06/2016 | **READINGS: Chapter 9**  
- Sexual Dysfunctions  
- Paraphilic Disorders |
| 11    | Wednesday 04/13/2016 | **Exam 2 (covers Chapters 6, 7, 8, & 9)**  
**READINGS: Chapter 10**  
- Substance-Related Disorders  
Discussion: Alcohol Use Disorder Survey |
| 12    | Wednesday 04/20/2016 | **CASE PAPER DUE**  
**READINGS: Chapter 11**  
- Personality Disorders |
| 13    | Wednesday 04/27/2016 | **READINGS: Chapter 12**  
- Schizophrenia Spectrum and other Psychotic Disorders  
- Discussion: What's the diagnosis?  
- Film clip: “Call me Crazy – A Five Film”  
Thought Exercise: submit interview results to Canvas |
| 14    | Wednesday 05/04/2016 | **READINGS: Chapter 13**  
- Neurocognitive Disorders  
- Alzheimer’s Disease, HIV/AIDS, Lewy body disease |
| 15    | Wednesday 05/11/2016 | **READINGS: Chapter 14**  
- Legal and Ethical Issues in Abnormal Psychology  
- The Insanity Defense – 4 legal rules/guidelines  
- Discussion: The case of Ellie Nesler  
Thought Exercise: Not guilty by reason of insanity? |
| 16    | Wednesday 05/18/2016 | **Exam 3 (Chapter 10, 11, 12 & 14)** ** |