San José State University
Psychology
PSYC 110 Section 01, Spring, 2018

Course and Contact Information

Instructor: Sarah Nadeau, M.S., LMFT
Office Location: DMH 230
Telephone: None (please email me instead!)
Email: Sarah.nadeau@sjsu.edu
Office Hours: Wednesdays, 10.30am – 11.30am or by appointment
Class Days/Time: Mondays and Wednesdays 9.00am – 10.15am
Classroom: WSH 207
Prerequisites: PSYC 1

Canvas and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning Management System at http://sjsu.instructure.com. Use your SJSUOne login and password. You are responsible for regularly checking in Canvas for any class announcements or updates.

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.

Course Learning Outcomes (CLO)

The two primary goals of the course are (1) to provide students with a general understanding of the various types of psychological disorders discussed within the field of psychological science, (2) to provide a basic familiarity with evidence based treatments for some disorders, (3) to recognize the important role of culture and contextual variables in the assessment, diagnosis, and treatment of psychopathology, and (4) to develop an ability to think critically about these disorders and the study of them as abnormal behavior.

Specifically, our course learning objectives are as follows:

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

These goals will be evidenced through the following assessment strategies:

1. Examinations covering all key information will occur in 3 modules
2. Online quizzes will determine critical thinking and application of concepts to clinical situations

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


This book is available at the campus bookstore.

Other Readings

Additional readings may be provided on the Canvas learning management system course website.

Library Liaison for Psychology Department

Bernd Becker: 408.808.2348, Email: bernd.becker@sjsu.edu

Course Requirements and Assignments
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.

The quizzes address the follow learning outcomes: CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, PLO1, and PLO2.

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 15 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.

Grading Information
There will be 420 points available in the course.

Grading is based on the following:

1. Quizzes (10 points each x 12 = 120 points)
2. Exams (100 points each x 3 = 300 points)

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 for 10 points each; there will be 120 quiz points available. There will be 420 points possible in the course.

<table>
<thead>
<tr>
<th>Assessment Items and Their Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How Many?</strong></td>
</tr>
<tr>
<td>Exams</td>
</tr>
<tr>
<td>Quizzes</td>
</tr>
</tbody>
</table>

The grading scheme for this course is determined as follows:

- A+ = 100-99%
- A = 98-93%
- A- = 92-90%
- B+ = 89-87%
- B = 86-83%
- B- = 82-80%
- C+ = 79-77%
- C = 76-73%
- C- = 72-70%
- D+ = 69-67%
- D = 66-63%
- D- = 62-60%
- F = 59-0%
Late policy

Quizzes may not be submitted late unless by prior agreement with me.

Exams can only be rescheduled by prior arrangement or due to an emergency.

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 assignments are due. You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of assignments. Check the class web site if you cannot be in class and want to check the due dates. 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.

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.

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.

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. Please use the email address listed on this syllabus.

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 are not able to attend my office hours, please let me know so that we can schedule a time that works for both of us. 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 7-11-07).
2. In the greeting, please address your professor by his or her title (e.g., Ms., 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 manner 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).

**Technology Use**

All of the notes for the course are available for you to print out and bring to class or access on your personal device. In general, you do not need to have a laptop for the class lectures. You will not be working on assignments during class time.
Silence your electronics during class. Don’t text, check your phone, IM, or surf off-topic websites during class; if you have a legitimate need to do these things, leave the room quietly. You may never connect to the internet during class or use your computer for personal or entertainment purposes during class time. If you do any of these things in class, you will be asked to leave.

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.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

Academic Integrity/Plagiarism/Cheating

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/.

If you are found to be violating the Academic Integrity Policy, you will fail the exam, which is likely to result in also failing the class.

Counseling Center

The SJSU Counseling Services is located in the Student Wellness Center (at the corner of 7th Street and San Carlos, across from the Event Center) in Room 300B. 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.

Food Resources

Students experiencing food insecurity can find a list of resources (both on and off campus) at http://www.sjsu.edu/wellness/foodresources/
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
<th>Quiz Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MODULE 1: Theory and Science of Psychopathology</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/24</td>
<td>Read syllabus!</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>1/29, 1/31</td>
<td>Ch. 1</td>
<td>The meaning of abnormal behavior/Historical overview</td>
<td>Quiz 1 due 2/7</td>
</tr>
<tr>
<td>2/5, 2/7</td>
<td>Ch. 2</td>
<td>Paradigms of Abnormality</td>
<td>Quiz 2 due 2/7</td>
</tr>
<tr>
<td>2/12, 2/14</td>
<td>Ch. 3 (89-109)</td>
<td>The Scientific Method</td>
<td>Quiz 3 due 2/12</td>
</tr>
<tr>
<td>2/19, 2/21</td>
<td>Ch. 3 (67-89)</td>
<td>Classification and Assessment</td>
<td>Quiz 4 due 2/19</td>
</tr>
<tr>
<td>2/26</td>
<td>EXAM 1 for Module 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MODULE 2: Anxiety, Dissociation, &amp; Mood</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/28, 3/5, 3/7</td>
<td>Ch. 4</td>
<td>Anxiety disorders</td>
<td>Quiz 5 due 2/28</td>
</tr>
<tr>
<td>3/12, 3/14</td>
<td>Ch. 5 (183-195)</td>
<td>Dissociative disorders</td>
<td>Quiz 6 due 3/12</td>
</tr>
<tr>
<td>3/19, 3/21,</td>
<td>Ch. 6 (201-235)</td>
<td>Mood disorders</td>
<td>Quiz 7 due 3/19</td>
</tr>
<tr>
<td>3/26, 3/28</td>
<td>NO CLASS</td>
<td>SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>4/2</td>
<td>Ch 6 continued</td>
<td>Mood disorders, continued</td>
<td></td>
</tr>
<tr>
<td>4/4, 4/9</td>
<td>Ch. 6 (235-243)</td>
<td>Suicide</td>
<td>Quiz 8 due 4/4</td>
</tr>
<tr>
<td>4/11</td>
<td>EXAM 2 for Module 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## MODULE 3: Schizophrenia and Other Disorders

<table>
<thead>
<tr>
<th>Date</th>
<th>Chapter(s)</th>
<th>Topic</th>
<th>Quiz Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/16, 4/18</td>
<td>Ch. 12</td>
<td>Schizophrenia</td>
<td>4/16</td>
</tr>
<tr>
<td>4/23, 4/25</td>
<td>Ch. 11</td>
<td>Personality disorders</td>
<td>4/23</td>
</tr>
<tr>
<td>4/30, 5/2</td>
<td>Ch. 8 (285-303) &amp; 178-182</td>
<td>Eating disorders</td>
<td>4/30</td>
</tr>
<tr>
<td>5/7, 5/9</td>
<td>Ch. 9</td>
<td>Sex disorders (read about dysfunctions)</td>
<td>5/7</td>
</tr>
<tr>
<td>5/14</td>
<td></td>
<td>EXAM 3 for Module 3</td>
<td></td>
</tr>
<tr>
<td>5/22</td>
<td></td>
<td>Scheduled final time: Tuesday, May 22nd, 7.15am – 9.30am</td>
<td></td>
</tr>
</tbody>
</table>