San José State University
Psychology Department

Psyc 110 (6) Adult Psychopathology

Section # 48493, Fall Semester 2018

Instructor: Naomi Wagner, PhD
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Telephone: (408) 924-5646
Email: Naomi.wagner@sjsu.edu

Office Hours: Mon, Wed 2:45-4:30 PM
Class Days/Time: Mon, Wed 4:30-5:45 PM
Classroom: Washington Square Hall (WSQ) # 207
Prerequisites: PSYC 100

Course Canvas Web Page and Messaging
Copies of the course materials such as the syllabus, chapter lecture notes, major assignment or handouts and study guides are posted on the course website on Canvas.
You are responsible for regularly checking with the Canvas In Box for messages from the instructor.
NOTE: I will NOT be in school on these two dates:

Monday, September 10, 2018
Wednesday, September 19, 2018

Course Description:

- This course aims at introducing the student to the world of mental disorders and at providing the student with tools necessary to think critically about abnormal behavior.
- After the completion of the course, the student will be familiar with the various models of mental disorders, and will hopefully understand the connection between a model's principles and the studies, assessment tools, and the treatment approaches that stem from that model.
- The strengths and weaknesses of the various theories of abnormal psychology will be explored.
- The presentation of the material will be organized around the diagnostic system of the DSM-5 (2013).
- We will discuss various diagnostic categories, their symptoms, etiology, and interventions, primarily the interventions that were found to be effective for a given disorder.

Course Goals and Student Learning Objectives

Specifically, our course 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 assessments 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 intervention

These objectives will be satisfied through on-line quizzes, in-class exams, and the analysis of vignette.

Program Learning Outcomes (PLO)
Upon successful completion of the class students will be able to:

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:

Definition of a Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Classroom Protocol
This course is based on the active participation of the student, and the main expectations of the students are READING and ATTENDANCE. You are expected to read the assigned materials before class, so that the teacher can elaborate and expand. Because of time constraints it may not be impossible to cover all the segments of a given unit. However, you are responsible for all the assigned reading, as the exams will include questions from all part of the reading. Some parts of the chapters will be skipped, please see reading list below.

Students are expected to:
- Maintain polite and considerate behavior toward their fellow students and the instructor.
- Not to text-message during class
- Not to make or receive phone calls
- Not to surf the Internet during class.
- NOT leave class to use their cell-phone.

Recording of Class Lectures
Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

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

**Attendance:**
Your regular attendance and participation are factors contributing to the successful completion of this course. If you do not attend class you will miss on the opportunity to ask questions and to get clarifications. In addition, please make all effort to come to class on time. Tardiness disturbs the instructor and other students, and also deprives you of the short reviews of the previous lecture that are presented at the beginning of each class.

**If you hold a full time job, please make all effort to attend class regularly, and to study each night for at least an hour and a half.** Cramming before the test has not been very effective for most students. As you read, take notes and go over the material that has been discussed in class, pay attention to concepts, and examples of these concepts. Be familiar with important studies.

**Teacher Availability:**
Do not hesitate to e-mail me or to come by with questions. If you have not done so well on any of the tests, please come to see me ASAP, in order to go over test questions that you missed, so we can understand how you interpreted the questions, and devise strategies for doing better on the next test.

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

**Assignments and Grading Policy:**

**Quizzes:**

- **Upon the completion of each chapter there will be an on-line quiz.** We will cover 9 chapters and we will have 9 quizzes, one for each chapter. Each quiz has 10 questions and each question is worth 1 point, so each
quiz can give you maximum 10 points, and the 9 quizzes maximum 90 points. You need to take the quiz on line at the conclusion of each chapter. Dates and times are specified on Canvas. The questions on the quiz will be very similar to the questions on the test. The quiz is NOT timed, but you can take it only once, and it is important you read before you respond.

- The purpose of this assignment is to help you master the information in a timely manner rather than cramming before a midterm.
- The max 90 points on the quizzes will count for 10% of your class grade.

Exams:

- We will have 3 midterms and a final. Each midterm will consist of 50 multiple-choice questions. The questions are factual (specific information), conceptual (assigning a concept to a scenario), and applied (use the information to offer solution to a problem). Each midterm will cover about 3 to 4 chapters. Please bring a scantron (#882) and a pencil. The final will include 100 multiple-choice questions and will be selectively cumulative; that is, it will cover the central themes for each topic studied (you will receive a study guide).

Analysis of a Vignette (Clinical Case Study):

You will be presented with a fictional clinical case of a person who is referred to a psychologist because of concerns about his or her behavior. On Canvas you will find an outline within which to organize your thoughts and ideas about this child. The vignette response paper is an opportunity for students to apply the knowledge they have gained in the course to a fictitious clinical case. The case provides an opportunity to express and develop knowledge about cultural issues, ethics, treatment planning, diagnostic issues, and more. Writing on the vignette should begin by mid semester and will take a considerable amount of time.

You MUST follow the instructions for the write-up as they appear on the assignment.

This is a scholarly assignment, but you are allowed to talk in the first person, assuming this is your client. However, keep the language more formal and professional. This is how you would talk about your own clients as a psychotherapist.

This vignette assignment will be turned in toward the end of the semester and will be submitted online only (Canvas), not as a hard copy in person.
Due Date is: Monday, December 10, 2018, by 11:59 PM. Late assignments will NOT be accepted. This date is the last day of instructions and you have ample time to develop a very good paper!

Extra Credit: Analysis of a movie character: 5% addition to your grade
You need to watch one of the movies listed below, describing a person with a mental health issue, and provide an analysis of the main character of the movie (as there might be other characters in the movie who struggle with mental health issues.

Movie Review:
Choose a movie displaying a mental illness of the main character.
Below is a list of movies, but you may choose any other movie in this domain.
Write a short paper (no more than 5-6 page long, double-spaced), that will provide the analysis of the main character addressing the following points:

1. The movie: State the movie you watched, the name of the character you will describe, and summarize the story as it relates to the character.

2. The main character’s diagnosis: Identify the behaviors depicted that are consistent with a diagnosable psychological disorder covered in your text. Make sure you identify the necessary DSM-5 Criteria for that diagnosis.

3. The etiology (causes) of the character’s condition: Address what you think might be the origins of the individual’s psychological disorder based on the textbook.

4. The management or treatment of the disorder: Address how the psychological disorder is treated or managed in the movie, and what treatments you might recommend based on your text.

- Movies:
  - A beautiful mind
  - As good as it gets
  - It’s kind of a funny story
  - Girl, Interrupted
  - The clockwork orange
  - Good will hunting

- Assessments of this paper will be as pass or no pass.
Grading:

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Points Available</th>
<th>Percentage of Grade</th>
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</thead>
<tbody>
<tr>
<td>3 midterms (50 pts each)</td>
<td>150</td>
<td>50%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>30%</td>
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<tr>
<td>Quizzes</td>
<td>90</td>
<td>10%</td>
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<tr>
<td>Clinical case analysis</td>
<td>100</td>
<td>10%</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>350</strong></td>
<td><strong>100%</strong></td>
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<tr>
<td>Extra credit</td>
<td>Pass/no pass</td>
<td>5%</td>
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Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>A</td>
<td>93-96%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D+</td>
<td>67-69%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F=</td>
<td>59% and below</td>
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</tbody>
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Exam Dates:
- Midterm 1: Monday, October 1, 2018
- Midterm 2: Wed, October 31, 2018
- Midterm 3: Monday, December 5, 2018

Final: Thursday, December 13, 2018; 2:45-5:00 PM

Make up exams:
Please note exam dates and plan your trips and events accordingly. You will be allowed to reschedule an exam ONLY upon the presentation of documented medical reason, or if you have a mandatory, documented school activity.

University Policies

Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct
Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.at.sjsu.edu/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

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

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

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

**SJSU Writing Center**

The SJSU Writing Center is located in Suite 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center staff can be found at http://www.sjsu.edu/writingcenter/about/staff/. 
This is a tentative list, the sequence will be followed but the time allocation may change. Please note that the quizzes due date are on the weekend to make it easier for you. Open =book and no time limit- but you can take only once.

Table 1 Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>August 22</td>
<td>Chapter 1 Abnormal Behavior pp. 1-14;</td>
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<td>2</td>
<td>August 27</td>
<td>Chapter 1 cont-d</td>
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<td>August 29</td>
<td>Sept 1 on-line quiz chapter 1 due by 11:59 PM</td>
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<td>Chapter 2: Models of Abnormality: pp., 37-44</td>
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<td>3</td>
<td>Sept 3</td>
<td>No School Labor Day</td>
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<td></td>
<td>Sept 5</td>
<td>Chapter 2 cont-d</td>
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<td>4</td>
<td>Sept 10</td>
<td>No Class teacher out</td>
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<tr>
<td></td>
<td>Sept 12</td>
<td>September 8 On-line quiz chapter 2 due by 11:59 PM</td>
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<td></td>
<td></td>
<td>Chapter 3: Clinical Assessment, Diagnosis and Treatment pp. 77-81; 92-97; 97-100</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 3 cont-d</td>
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<tr>
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<td>September 15 On-line quiz for chapter 3 is due by 11:59PM</td>
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<tr>
<td>5</td>
<td>Sept 17</td>
<td>Chapter 4: Anxiety and Mood</td>
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<tr>
<td></td>
<td>Sept 19</td>
<td>No Class teacher out</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
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</tbody>
</table>
| 6    | Sept 24, Sept 26 | Review for Midterm # 1  
Midterm #1 chapters 1,2,3, The assigned pages (above) |
| 7    | Oct 1, Oct 3 | Chapter 4 cont-d  
Chapter 4 Cont-d  
Oct 6 on-line quiz for chapter 4 is due by 11:59PM |
| 8    | Oct 8, Oct 10 | Chapter 6: Depressive and Bi-Polar Disorders pp. 183-196; 211-218 |
| 9    | Oct 15, Oct 17 | Chapter 6 cont-d  
Chapter 8: Somatic Features pp. 250-262; 262-267  
October 20: on-line quiz for chapter 6 due by 11:59PM |
| 10   | Oct 22, Oct 24 | Chapter 8: cont-d  
Chapter 12: Schizophrenia pp. 386-401  
October 27 on-line quiz for chapter 8 due by 11:59PM |
| 11   | Oct 29, Oct 31 | Review for Midterm # 2  
Midterm #2 chapters 4, 6, |
| 12   | Nov 5, Nov 7 | Chapter 12 Schizophrenia : pp. 386-401  
Chapter 12 cont-d  
November 10 on-line quiz for Chapter 12 due by 11:59PM |
| 13   | Nov 12, Nov 14 | Chapter 13: Personality Disorders  
Chapter 13 cont-d  
November17 on-line Quiz for chapter 13 due by 11:59 PM |
| 14   | Nov 19, Nov 21 | Chapter 14: Childhood Disorders pp. 464-476; 484-493  
Non-instructional Day: No Class |
| 15   | Nov 26, Nov 28 | Chapter 14 cont-d  
Chapter 16: Law Society, and Mental health (general topics) |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>December 1 on-line quiz for chapter 14 due by 11:59PM</strong></td>
</tr>
</tbody>
</table>
| Dec  3 | Dec 5 | Dec 10                     | **Review for Midterm # 3**  
**Midterm # 3 chapters  8, 12**  
**Review for Final** |
| F I N A L | **FINAL** | **Thursday, December 13, 2108, 2:45-5:00 PM**  
*The Final is selectively cumulative has questions from chapters 13, 14,15 and a few from the first 3 chapters. Exam 3 chapters are not on the final* |