San José State University  
College of Social Sciences, Psychology Dept.  

Psyc 110, Adult Psychopathology, Section 09, Fall, 2019  

Course and Contact Information  
Instructor: Ellyn Herb, Ph.D.  
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Email: Ellyn.herb@sjsu.edu  
Office Hours: Mon. 5:30 to 6:00 p.m.  
Class Days/Time: Monday. 6:00 p.m. to 8:45 p.m.  
Classroom: DMH 356  
Prerequisites: Psyc 1  

Course Description  

Course Learning Outcomes (CLO)  

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

CLO1 - Discuss the importance of history and context when examining and classifying psychological disorders and their treatment.  

Assessment of CLO1: Quizzes, final exam, written assignments, video write ups, vignette writing, community group project, classroom activities (participation)  

CLO2 – Describe the major paradigms (biological, cognitive, behavioral, psychodynamic, and sociocultural) used in understanding etiology, assessment, classification, and treatment of psychological problems.  

Assessment of CLO2: Quizzes, final exam, video write ups, vignette writing, community group project, classroom activities (participation)  

CLO3 – Describe the role of science (with its varying methods) in the study of “normal” and “abnormal” behavior  

Assessment of CLO3: Quizzes, classroom activities (participation), Research article writeup
CLO4 – Identify the process of classification and explain its dependence on theoretical paradigms including the use of the current diagnostic system for psychopathology

Assessment of CLO4: quizzes, final exam, written assignments, vignette writing, community group project, classroom activities (participation)

CLO5 – Name different purposes of assessment of abnormal behavior, and to identify different modalities appropriate to these purposes

Assessment of CLO5: Quizzes, final exam, video write ups, classroom activities (participation), Research article writeup

CLO6 – Identify different types of psychological, social, and biological interventions used in treating psychological problems and clinical disorders and the value of empirical evidence for those interventions.

Assessment of CLO6: Vignette writing, quizzes, final exam, written assignments, video write ups, community group project, classroom activities (participation), Research article writeup

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 IS A REQUIRED TEXTBOOK AND WE WILL BE USING IT IN CLASS MOST DAYS. E-BOOKS ARE FINE, BUT BE SURE AND HAVE IT FOR EACH CLASS.
Recording Policies

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.

- “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.”

PLEASE NOTE: Recordings of classroom activities (demonstrations, practicing skills, etc.) and copyrighted material (videos) are prohibited. If you wish to record lectures, please ask the instructor for permission prior to the start of the lecture.

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/”

Canvas and E-Campus

Parts of this course will be on Canvas, a part of E-Campus, found on the SJSU web site. You are responsible for regularly checking this site for changes, additions to the syllabus and notes from the instructor.
See http://www.online.sjsu.edu for more information regarding student use of Canvas
Notes posted on the site are for your use but are not a substitute for attending class.

NOTE: STUDENTS ARE RESPONSIBLE FOR NOTIFYING THE INSTRUCTOR OF ERRORS AND OMISSIONS IN THE GRADE SECTION OF CANVAS. If you are missing a grade or a grade has been recorded incorrectly, students must notify the instructor prior to the end of the semester. Once grades have been posted, no changes will be processed unless a clerical error has been made by the instructor.

Classroom Protocol

This syllabus is subject to change at the discretion of the instructor. You are responsible for assigned reading and participating in classroom discussions. No make-ups for quizzes unless prior arrangement with the instructor. Attendance is not mandatory, but highly encouraged.
Should you happen to miss a class, you are welcome to obtain notes from a peer in the course. Also, please ask your peers in the course if you, “missed anything important,” and **do not ask the instructor**. It is important to mention that those students who regularly attend class tend to do significantly better in the course.

**Professional Communication**

The best way to contact me is to leave a message on my private practice voice mail. The number is (408) 296-9600. You can also email me at Ellyn.herb@sjsu.edu. I don’t respond to texts from students. Since I teach multiple courses on campus, please communicate the following information when you contact me:

Your full name, course name, section number and phone number where I can reach you. Please don’t use abbreviations (as in texting), as I might not understand what you are trying to say. You do not need to notify me if you will not be in class, however, if you know, in advance, that you will miss a class you can let me know.

NOTE: I do not accept assignments by email unless by prior authorization from the instructor.

**Personal Computer (Laptop Use)**

You can use your computer to take notes during class, ONLY DURING LECTURES. No electronic devices may be used during experiential activities, showing of videos, student presentations, etc. Please do not surf the net, check your email or otherwise engage in interactive pursuits while in class (playing games!). If you are found to be using the computer inappropriately, you will lose the privilege of using a computer in class for the remainder of the semester.

**Classroom Etiquette**

1. Be polite and respectful to other people in the class, particularly when engaging in classroom discussions. Disrespectful behavior will not be tolerated and will be grounds for dismissal from class.
2. Do not carry on conversations with others during lecture, group presentations, etc. If you have a question or comment, please raise your hand so you can be recognized.
3. All electronic devices must be turned off during class. If you need to make or take an emergency call, let me know, in advance, and please leave the classroom to do so.
4. **Texting or surfing the net is not allowed in class at any time, unless directed by the instructor.**
5. If you plan to take exams/quizzes through the Accessible Education Center, please remind the instructor at least one week prior to the exam/quiz so that arrangements can be made to get the tests to the center.

**Class Participation**

Adult Psychopathology, Psyc 110-09, Fall 2019
In order to create an active learning environment, students are expected to attend class regularly, participate in class discussions, complete in-class assignments and come to class having read the assigned readings.

How does attendance and class participation help?

1. You will hear directly from the instructor about any changes in the course schedule or course requirements.
2. You have the opportunity to network with fellow students, which may be helpful in forming study groups, learning whom to work with on group projects and whom to turn to for notes if you miss a class.
3. Listening to lectures given in class enhances your learning. Research has also shown that taking notes by hand in class enhances learning course material. Even if you read your textbook, underline and take notes while reading, taking notes by hand, in class, can solidify your knowledge and grasp of the material.
4. Your instructor may get to know you better if you participate in class discussions, ask questions and generally become a part of the course climate. Also, asking and answering questions fosters learning for all students who are present.

SO, PLEASE COME TO CLASS PREPARED TO DISCUSS THE MATERIAL YOU HAVE READ, ASK QUESTIONS AND PARTICIPATE!

In order for the instructor to grade your participation, there are several ways for you to earn class participation points.

1. Complete in class assignments, as directed by instructor. You will be asked to take a number of confidential surveys during this course. PLEASE NOTE THAT WE ARE NOT DIAGNOSING MENTAL HEALTH PROBLEMS. These surveys are an attempt to help you see the continuum of “normality” vs. “abnormality” of symptoms. All surveys are read only by the instructor and promptly returned to you. Completion of surveys is part of “class participation”.

2. On certain days, you can use the index cards provided by the instructor to ask a question, make a comment, offer your opinion or give feedback. PRINT YOUR NAME AND THE DATE ON THE CARD AND SUBMIT IT THE SAME DAY AS CLASS. This is the only time you can submit participation cards!

3. Submit assignments listed in the syllabus as ” IN CLASS” on the due date. You must be present in class to obtain participation points for these activities.

Class participation will account for approximately 10% of your grade.
Course Requirements

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

Final Examination or Evaluation

“Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.” Details of the final exam for this course will be discussed in class.

Assignments and Grading Policies

NOTE: All papers submitted must be typed (double-spaced) unless completed during class. Assignments may be submitted EITHER online or as hard copy. Please do not submit them in both formats.

Assignments:

1. Class Participation – Your participation is assessed by submitting in-class workshops, surveys, assessment instruments, index cards, by contributing to discussion, asking questions, and engaging in the activities assigned in class. CL-01, CL-02, CL-03, CL-04, CL-05, CL-06
   30 points Total

2. Written Assignments – There will be two homework projects (Food Mood Log and Addiction Simulation Exercise) that will be explained in class and on Canvas. Note the DUE DATES and please read additional information. CL-01, CL-04, CL-06
   25 points each = Total of 50 points

3. Quizzes – There will be a total of 4 quizzes for this course. All quizzes are to taken ONLINE, on CANVAS. You will have a total of 3 days to complete each quiz. Each quiz is 15 questions, 2 points each. CL-01, CL-02, CL-03, CL-04, CL-05, CL-06
   30 points each quiz = Total of 120 points
SINCE QUIZZES ARE ACCESSIBLE ONLINE, THERE ARE NO MAKE-UPS. PAY ATTENTION TO TIME FRAMES!

4. **Video Write Ups** – In order to enhance your learning of the course material, a total of four (4) videos will be shown in class. After viewing each video, complete a summary review and critique and submit it by the due date in the syllabus. Your critique should include your own thoughts about the video and how it relates to class/textbook material!
   CL-01, CL-02, CL-05, CL-06

   10 points each write-up = Total 40 points

5. **Research Article Write Up** – Choose one diagnosis that you are interested in. Locate and copy a “peer-reviewed” Journal Article of your choosing that relates to the disorder you pick. Using the guidelines on Canvas, complete a written report on the article. You must submit the article with your writeup (you can post your writeup on Canvas and turn in a hard copy of the article OR submit both in HARD COPY).
   CL-03, CL-05, CL06

   20 points Total

6. **Vignette Writing** – For some of the chapters in the textbook, you will be working in small groups, during class, to create Vignettes related to the various disorders we are studying. This is an IN-CLASS assignment and you must be present to participate.
   CL-01, CL-02, CL-04, CL-05

   6 vignettes @ 5 points each = Total 30 points

7. **Community Group Project** – You will be assigned to a small group (input of your choices will be collected during week 2 of the semester). Each group will research the assigned topic, create a group presentation, and present it to the class on your assigned day. It is expected that you will consult peer reviewed journal articles, as part of this assignment, although you may also consult popular sources, as well. Your group will also create a workbook, handbook, paper, or poster detailing your content. It is expected that you will use POWERPOINT for your classroom presentation. See additional information on CANVAS.
   CL01, CL-02, CL-04, CL-06

   40 points Total
***Extra Credit*** This assignment may lead to your group being able to present your workshop in the community as partial fulfillment for “service learning”. There will also be opportunities to participate in community events for extra credit. More information will be forthcoming.

8. Final Exam – Using Vignettes created by the students, in a small group, you will provide information regarding, classification, assessment, diagnosis and treatment.

   CL-01, CL-02, CL-04, CL-05, CL-06

   50 points Total

   **GRADING CRITERIA:**

   Class Participation  30 points
   Written Assignments  50 points
   Quizzes             120 points
   Video Write-ups     40 points
   Research Article writeup  20 points
   Vignette Writing    30 points
   Community Project   40 points
   Final Exam          50 points

   **TOTAL POINTS**  380 points

   **GRADING SCALE:**

   A+  =  98 to 100%
   A   =  93 to 97%
   A-  =  90 to 92%
   B+  =  87 to 89%
   B   =  83 to 86%
   B-  =  80 to 82%
   C+  =  77 to 79%
   C   =  73 to 76%
   C-  =  70 to 72%
   D+  =  67 to 69%
   D   =  63 to 66%
   D-  =  60 to 62%
   F   =  below 60
# Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Readings (read before you come to class)</th>
<th>Activities</th>
<th>ASSIGNMENTS/DUE DATES</th>
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<tbody>
<tr>
<td>1 – 8/26/19</td>
<td><em>Chapter 1 – Abnormal Psychology &amp; Life Chapter 2 – Perspectives on Abnormal Psychology</em></td>
<td>In Class – Paradigm Identification Activity* (dyads)</td>
<td>TAKE QUIZ #1 AFTER CLASS (chapters 1-4) (Quiz opens after class and will remain open until 9/12/19, 11:59 p.m)</td>
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<tr>
<td>2 – 9/9/19</td>
<td><em>Chapter 3 – Risk &amp; Prevention of Mental Disorders Chapter 4 – Diagnosis and Study of Mental Disorders</em></td>
<td>In Class – Develop a primary or secondary Prevention Program* (small groups)</td>
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<td>3 – 9/16/19</td>
<td><em>Chapter 5 – Anxiety, Obsessive Compulsive &amp; Trauma Related Disorders</em></td>
<td>VIDEO – “Shadow Voices – Finding Hope in Mental Illness” (Write up DUE on 9/23)</td>
<td>Print out Screening Assessments (Anxiety, OCD &amp; PTSD) – Bring to class Mention FOOD/MOOD Log Assignment***</td>
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<td>4 – 9/23/10</td>
<td><em>Chapter 7 – Depressive, Bipolar Disorders &amp; Suicide</em></td>
<td>Vignette Writing – in class (1)</td>
<td>VIDEO Writeup DUE TAKE QUIZ #2 AFTER CLASS (chapter 5, 7) Print out Screening Assessments (Depression, Suicide, Mood Disorder) – Bring to class</td>
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<tr>
<td>Date</td>
<td>Chapter</td>
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| 5 – 9/30/19| *Chapter 8 – Eating Disorders* | [Assignment](#) | Print out Screening Assessment (Eating Disorders) – Bring to class  
[FOOD/MOOD LOG DUE](#)  
Vignette Writing in class (2)  
VIDEO – “Dying to Be Thin”  
(Write up DUE 10/7) |
| 6 – 10/7/19| *Chapter 9 – Substance Related Disorders* | [Assignment](#) | ADDICTION SIMULATION DUE  
[VIDEO Writeup DUE](#)  
Vignette Writing in class (2)  
VIDEO – “World’s Most Dangerous Drug” (Write up DUE 10/14) |
| 7 – 10/14/19| *Chapter 10 – Personality Disorders* |  | VIDEO Writeup DUE  
[TAKE QUIZ #3 AFTER CLASS](#) (chapters 8-10)  
Vignette Writing in class (3) |
| 8- 10/21/19| *Chapter 6 – Somatic Symptom & Dissociative Disorders* |  | Research Article Write Up DUE*  
Time to work on Community Projects in class  
Vignette Writing in class (4) |
| 9 – 10/28/19| *Chapter 12 – Schizophrenia & Other Psychotic Disorders* |  | Print out Screening Assessment (Dissociation screening, ADHD) – Bring to class  
Vignette Writing in class (5) |
| 10- 11/4/19| *Chapter 14 – Neurocognitive Disorders* |  | [TAKE QUIZ #4 AFTER CLASS](#) (chapters 6, 12, 14)  
Vignette Writing in class (6) |
| 11 – 11/18/19| *Chapter 11 – Sexual Dysfunction, Paraphilic Disorders &* |  | VIDEO – “Middle Sexes”  
Write up DUE 11/25 |

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**Notes:**
- [Assignment](#)
- [VIDEO Writeup DUE](#)
- [TAKE QUIZ #3 AFTER CLASS](#)
- [TAKE QUIZ #4 AFTER CLASS](#)
- [Research Article Write Up DUE*](#)
<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
<th>Video Writeup DUE</th>
<th>Final Exam</th>
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<tr>
<td>12 – 11/25/19</td>
<td>COMMUNITY PROJECT DAY</td>
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<td>13 – 12/2/19</td>
<td>COMMUNITY PROJECT DAY</td>
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<td>14 – 12/9</td>
<td>COMMUNITY PROJECT DAY</td>
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<tr>
<td>12/16/19</td>
<td>Final Exam</td>
<td>5:15 to 7:30</td>
<td>Small Group Final Exam</td>
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