Hello, and welcome to our class!

We will explore a specialized area of clinical psychology called “psychopathology”, and together we will specifically focus on exploring the ways that human behavior can be labeled normal or abnormal. There are many other words we may have been exposed to, like “weird”, “psycho”, and some terms that are even real diagnoses, for example, calling someone “bipolar” because they have different moods and emotions, or simply because they are having a bad day. As your instructor this semester, I will help to guide you toward a greater understanding and compassion for human suffering. Two notices of caution:

- This course is NOT intended to help you diagnose yourself, a family member, a friend or a stranger. In fact, only a licensed mental health professional (after meeting and assessing that person) can do that!
- This class is not therapy, but I welcome you to practice self-disclosure where appropriate.

I look forward to a great semester together as we learn more about adults who are experiencing mental and physical suffering that is impacting their ability to thrive!

Enclosed are many of the key details you will need for the course, in a long document called a syllabus. Please keep your syllabus handy throughout the semester, so you are aware of key information needed to be successful! I look forward to working with you!

**Professor Tinson or “Ms. T” (She/Her)**

**Course Description**

Required Textbook


- The Spartan bookstore will carry printed, loose-leaf, shrink wrapped copies of the textbook which you can put into a binder. The loose-leaf copy will also have an access code included, so that you can access Launchpad.
- If you do not wish to have a printed, loose-leaf, shrink wrapped copy of the textbook, you can simply login to the Launchpad directly through Canvas (after paying the registration fee).
- **DO NOT purchase a version of the textbook without LAUNCHPAD ACCESS! You will not be able to do the assignments required without an access code.**

Other technology requirements / equipment / material

- You will need Canvas access through OneSJSU. This will allow you to access all the course materials.
- You will need a stable WiFi connection in order to access Canvas.
- You will need Scantron #882E for the exams we take in class.
- You will need a #2 pencil when we take exams.

Course Format

This course is scheduled to meet in person each week, Tuesdays at 6pm. We will take a short break at some point during the time of our class. During class, we will have lecture, small groups discussion, interactive activities, and watch films. Outside of the class, students will complete “homework” assignments using Launchpad Macmillan LMS. Other assignments and requirements for the course can be met by submitting them on Canvas.

Course Methods and Procedures

This course will be delivered through face-to-face lecture and discussion. We will meet each week for the 2 hours and 45 minutes. There will be a short break during each class meeting. 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.
Success in this course includes:

- Reading assigned textbook chapters before class
- Attending class meetings regularly
- Taking notes during class lectures
- Actively participating in class discussions and activities
- Reviewing your course notes and other materials outside of class
- Checking Canvas regularly and submitting any assignments required there
- Meeting with Professor Tinson for office hours if additional support is needed
- Seeking tutoring and mental health support as needed
- Completing all assignments timely and in a scholarly manner

Canvas Learning Management System

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty on the Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU on Spartan App Portal http://one.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates or changes. I will use the Course Announcements feature in Canvas to provide updates. I recommend downloading the Canvas Student app to your smartphone so that you can stay connected with the class.

Launchpad Access

Canvas allows for Launchpad to be integrated into the course. As such, you can access Launchpad directly within Canvas.

From the left navigation menu, select “Macmillan Higher Education” and our Launchpad course is directly embedded within. I will provide a short tutorial in class.

If you have any trouble navigating the Launchpad, you can contact Macmillan Tech Support at https://macmillan.force.com/macmillanlearning/s/

Launchpad registration process

Students can join the Launchpad course inside Canvas, by selecting “Macmillan Higher Education” from the left navigation menu.

Once it loads, follow these steps to get started. If you need additional guidance, consult the support site, especially the system requirements which list recommended browsers.

Enroll in this course using one of the following options:

- If you have an access code, select "I have a student access code", enter the code exactly as it appears on the card, and click Submit.
- If you don't have an access code, either purchase a text package that includes one OR click "I want to purchase access" and follow the instructions.
- If you need to start working but can't purchase right away, select "I want temporary access" and follow the instructions. Please note: Your grades are linked to your Launchpad account username (email address). If you use temporary access, make sure you purchase or register your code using the same email address for your paid access.
If you have problems registering, purchasing, or logging in, please contact Customer Support. You can reach a representative 7 days a week:

- through the online form
- by chat
- by phone at (800) 936-6899

**NEED TECH SUPPORT??**

If you think you need tech support, try these 3 things first:

If you need help with Launchpad or it appears to not be working.
1) Log out and try to log back in.
2) Try a different web browser. See if it works in Chrome, or Firefox, and vice versa.
3) Visit the digital support community for college students: https://community.macmillan.com/community/digital-product-support/college-students-support-community
4) Contact web support at 1-800-936-6899

**Technical Support Hours (Eastern Time)**

- Monday - Thursday: 8:00 a.m. - 3:00 a.m. (5am – midnight, Pacific time)
- Friday: 8:00 a.m. - 12:00 a.m. (5am – 9pm, Pacific time)
- Saturday: 12:00 p.m. - 8:00 p.m. (9am – 5pm, Pacific time)
- Sunday: 12:00 p.m. - 3:00 a.m. (9am – 12pm, Pacific time)

**What is Launchpad?** Launchpad is a digital learning product published by Macmillan (a textbook company). It is intended to help students by: being an electronic textbook, 24 hour access, audio narration, text resizing, interactive videos and study quizzes to help you retain information. You can make highlights and write notes directly on the e-book.

**Is Launchpad the textbook?** Yes, and no. Launchpad is the online textbook system, that has an e-copy of our required textbook inside. Think of it as a digitally enhanced textbook! A textbook that talks to you and shows you videos.

**I know that I need to get Launchpad for this semester. But what if I want to own a copy of the textbook forever?** Either purchase the looseleaf copy at Spartan bookstore or order a “Lifetime e-book” from VitalSource. The lifetime copy on VitalSource is $145.99 but it does NOT have Launchpad access. https://www.vitalsource.com/products/fundamentals-of-abnormal-psychology-ronald-j-comer-v9781319117382

**What happens if I don’t want to get Launchpad?** Launchpad is a required part of this Adult Psychopathology course. Launchpad activities accounts for a large part of your overall course grade. Please be sure to purchase or rent the correct materials for the course in order to have the best success in the class.
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 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.
Course Requirements and Assignments (Required)

“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.”

Launchpad 150 points 10 points per chapter
Exams (3 exams) 150 points 50 points per exam
Case Study paper 50 points 50 points per paper (1)
In-class activities 50 points 5-10 points per activity

Total course points possible: 400 points

Launchpad activities (via Canvas LMS) – 150 points

Launchpad is an online learning tool that will allow students to read the textbook online, take quizzes and complete other learning activities. The tool is intended to help students study and integrate course material from lecture and the readings.

The point system in Launchpad is slightly different, and will not translate 1:1 into Canvas. I will take the overall The percentage completed of each assigned chapter, will be translated into points for the course grade. It is expected that students will complete the assigned Launchpad activities by the stated deadlines. An easy way to remember this is that each Launchpad chapter completed is worth up to 10 points in the class. If a student only completes 50% of the chapter, they should only expect 50% of the points. This is my first semester using the Canvas integration on Launchpad. Barring any technical problems, or if additional clarification of the Launchpad grading is needed, I will provide a syllabus addendum to all students.

Examinations - 3 exams worth 50 points each (150 points total)

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 during class time, and there will be a time limit of 1 hour and 15 minutes. If the exam will be taken on paper, a Scantron 882E will be required. Depending on the schedule, some exams may be scheduled using Canvas and Lockdown Browser. The instructor will notify students of the exam 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, hospital note, etc.). 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 at the SJSU Testing Office.

Case Study Paper – 50 points total
Students must select a case study (from a set provided on Canvas) 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. Detailed instructions and a grading rubric will be given on this assignment through the Canvas website.

**In-class assignments** – various activities (50 points total)

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 the activity in order to receive credit for the assignment. **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.

**Final Examination**

“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.”

**The final exam for this course is Exam #3. It will cover the content since Exam #2. Exam #3 is scheduled according to the SJSU finals schedule, and will occur on Tuesday, May 21, 2019 at 5:15pm-7:30pm.**

**Grading Information (Required)**

Grades are assigned based on the work completed and the quality of that work being assessed as college-level work. Students are not graded based on “effort”, the “time invested”, nor are “side deals” to bump your points allowed. As the instructor, I will grade all students work in the same manner, often using detailed grading rubrics. If at any point during the semester you would like to meet about your course progress, please let me know or stop by my office hours.

**This is a POINTS-BASED course.** The total grade for PSYC 110 of 400 Points.

The total number of points a student earns will be factored into the chart below to determine the final letter grade in the course. Letter grades and percentages listed on the Canvas website are **unofficial grades.** Letter grades will not be rounded up and there is no extra credit.

<table>
<thead>
<tr>
<th>Final Letter Grades</th>
<th>Percentage</th>
<th>Minimum course points needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>97%</td>
<td>388 points</td>
</tr>
<tr>
<td>A</td>
<td>93%</td>
<td>372 points</td>
</tr>
</tbody>
</table>
### Final Letter Grades

<table>
<thead>
<tr>
<th>Final Letter Grades</th>
<th>Percentage</th>
<th>Minimum course points needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>A minus</td>
<td>90%</td>
<td>360 points</td>
</tr>
<tr>
<td>B plus</td>
<td>87%</td>
<td>348 points</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
<td>332 points</td>
</tr>
<tr>
<td>B minus</td>
<td>80%</td>
<td>320 points</td>
</tr>
<tr>
<td>C plus</td>
<td>77%</td>
<td>308 points</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
<td>292 points</td>
</tr>
<tr>
<td>C minus</td>
<td>70%</td>
<td>280 points</td>
</tr>
<tr>
<td>D plus</td>
<td>67%</td>
<td>268 points</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
<td>252 points</td>
</tr>
<tr>
<td>D minus</td>
<td>60%</td>
<td>240 points</td>
</tr>
<tr>
<td>Fail</td>
<td>Less than 60%</td>
<td>239 points or less</td>
</tr>
<tr>
<td>CREDIT</td>
<td>70% or above</td>
<td>280 points or more</td>
</tr>
<tr>
<td>NO CREDIT</td>
<td>Less than 70%</td>
<td>279 points or less</td>
</tr>
</tbody>
</table>

### Determination of Final Grades in the course

- Add up the points in the required areas, up to the max points in that category (see Assignments section of the syllabus).
- **Unless announced by the instructor to the entire class, there is no extra credit in this course. Students should plan to complete the required assignments in order to get the grade that they want in the course.**
- Final points and letter grades are not rounded up.
- Grades on Canvas are not considered official. Any student who has questions about their progress in the course should contact the instructor directly.
- Except in the case of an instructor clerical error, all grades submitted to the Registrar are final and cannot be changed after the semester ends.
- Grades of Incomplete are only approved in the rare circumstance of which a student, who is currently passing the class, has completed over 80% of the coursework, and is unable to finish due to an unforeseen emergency.

### Course Incomplete/ Withdrawal/ Grade Change Policy

It is the student’s responsibility to ensure their course schedule is accurate and that they are enrolled in the correct course. Students must attend classes prior to the University’s last day to drop without W, or they may be dropped from the roster by the instructor. After the drop deadline, if a student wishes to drop the course, they must petition to the instructor for a withdrawal. Withdrawals will result in a “W” on the student’s transcript. Course withdrawals are typically only approved for serious reasons (i.e. medical emergency, etc.). The department does not typically approve withdrawals for students who simply stopped attending class or for poor academic performance.

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 Protocol

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, chatting, video watching, web surfing, etc. as this distracts me and 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!
8. Please see me during office hours or ask questions in class. I am unable to answer questions of a personal nature, so please use office hours regarding grades, personal family matters and other issues that require privacy and confidentiality.

Attendance Policy

- **Late and Missed assignments:** Students must be present to earn points for in-class activities. There are no makeup assignments! If an emergency arises (that is unexpected and documented in writing by the appropriate professional), the professor can work with the student to ensure that the student is not penalized for the emergency. The alternative assignment will be given and the student will have 1 week (7 days) to complete it after returning to campus. However, the documentation of the emergency will be verified before the student is allowed such arrangement. Students are responsible for adhering to the stated deadlines on Canvas for submitting their assignments on time.

- **Missed exams:** If you miss an exam for a serious, documented, and verifiable reason, students have the option of completing a written essay makeup exam within 1 week (7 days) of returning to campus. This is a completely written exam with no multiple choice items. If the student has a documented serious illness or unforeseen emergency (e.g., verified hospital note, military call to duty, police report, homelessness, etc.), they will be allowed to makeup the exam during office hours. All documentation
will be verified for authenticity PRIOR to the exam being rescheduled. The student will receive a 0 if they do not take the exam within 7 days of returning to campus.

- **Life Happens Policy:** College can be a particularly stressful time in your adult life. If you are facing significant hardships, please let me know. I am interested in helping students succeed in spite of the various life hurdles we may face. Please reach out so that we can find an amicable solution, or connect you to the various campus resources available to help you succeed.

**Office Hours and Email**

- I expect students to come to office hours as soon as they realize they are having difficulty.
- My office hours are Tuesday 4:30-5:30pm and Friday 4-4:30pm. Please send me an email if you need to meet outside of these times.
- I will do my best to reply to your emails within 48 hours (during the week).
- 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

**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.**

**SJSU Counseling and Psychological Services**
The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential 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 and Psychological Services website](http://www.sjsu.edu/counseling)

**University Policies (available online)**
Per University Policy S16-9 ([http://www.sjsu.edu/senate/docs/S16-9.pdf](http://www.sjsu.edu/senate/docs/S16-9.pdf)), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/)

**Important University Dates and Deadlines**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Instruction Begins</td>
<td>01/24/19</td>
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<tr>
<td><strong>Our class begins on</strong></td>
<td><strong>01/29/19</strong></td>
</tr>
<tr>
<td>Last Date to Drop with no 'W'</td>
<td>02/05/19</td>
</tr>
<tr>
<td>Last Date to Add</td>
<td>02/12/19</td>
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<tr>
<td>Last Date to Request CR/NC</td>
<td>02/12/19</td>
</tr>
<tr>
<td>Last Day for instructor drops</td>
<td>02/12/19</td>
</tr>
<tr>
<td>Census Date</td>
<td>02/20/19</td>
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<tr>
<td>Spring Recess – no classes</td>
<td>04/01/19 – 04/05/19</td>
</tr>
<tr>
<td>Cesar Chavez Day – Campus closed</td>
<td>04/01/19</td>
</tr>
<tr>
<td>Last Day of Classes</td>
<td>05/13/19 (Monday)</td>
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<tr>
<td><strong>Our final class will be on Tuesday, 05/06/19</strong></td>
<td><strong>05/17/19 – 05/21/19</strong></td>
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<tr>
<td>Final Exams</td>
<td>05/17/19 – 05/21/19</td>
</tr>
<tr>
<td><strong>Our final exam will be on Tuesday, 05/21/19 at 5:15pm – 7:30pm</strong></td>
<td><strong>05/27/17</strong></td>
</tr>
<tr>
<td>Commencement</td>
<td>05/27/17</td>
</tr>
<tr>
<td>Memorial Day – campus closed</td>
<td>05/29/17</td>
</tr>
<tr>
<td>Grades Due</td>
<td>05/30/17</td>
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</tbody>
</table>
# PSYC 110 - Spring 2019 Course Schedule

The following schedule outlines assigned readings and general topics that will be covered each week. Substantive changes will be announced via email and on the Canvas webpage.

<table>
<thead>
<tr>
<th>Start date</th>
<th>Textbook Chapter</th>
<th>Lecture Topics and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/29/19</td>
<td>Course Orientation</td>
<td>• Course Orientation</td>
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<tr>
<td></td>
<td></td>
<td>• Review the Course Syllabus</td>
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<td></td>
<td>• Enrollment Adds</td>
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<tr>
<td></td>
<td></td>
<td>• Brief introduction to Abnormal Psychology</td>
</tr>
<tr>
<td></td>
<td>Read the Syllabus</td>
<td>ASSIGNMENTS Due by 2/5/19</td>
</tr>
<tr>
<td></td>
<td>Chapter 1: Abnormal psychology - Past and present</td>
<td>• Setup Canvas login</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Setup Launchpad login</td>
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<tr>
<td></td>
<td></td>
<td>• Read Chapter 1 of the textbook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• LaunchPad – Complete Chapter 1 assignments</td>
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<td></td>
<td></td>
<td>• Activity: What is normal or abnormal?</td>
</tr>
<tr>
<td>2/5/19</td>
<td>Chapter 2: Models of abnormality</td>
<td>• Defining abnormal behavior</td>
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<tr>
<td></td>
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<td>• Historical perspectives of abnormal behavior</td>
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<tr>
<td></td>
<td></td>
<td>• Models of understanding abnormal behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Biological, psychological, social and cultural understandings</td>
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<td>ASSIGNMENTS Due by 2/12/19</td>
<td>• Read Chapter 2 of the textbook</td>
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<td>• Watch theory videos on Canvas</td>
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<td>• LaunchPad – Complete Chapter 2 assignments</td>
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<td></td>
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<td>• Activity: Which model do you prefer?</td>
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<tr>
<td>2/12/19</td>
<td>Chapter 3: Clinical assessment, diagnosis and treatment</td>
<td>• Clinical Research and Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Observations, interviews, tests and measures</td>
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<td>• Research methods</td>
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<td>ASSIGNMENTS Due by 2/19/19</td>
<td>• Read Chapter 3 of the textbook</td>
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<td>• Watch assigned videos on Canvas</td>
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<td>• Launchpad – Complete Chapter 3 assignments</td>
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<td>• Activity: Hypothetical cases for assessment</td>
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<tr>
<td>Start date</td>
<td>Textbook Chapter</td>
<td>Lecture Topics and Assignments Due</td>
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</tbody>
</table>
| 2/19/19    | Chapter 4: Anxiety, obsessive-compulsive and related disorders | **Anxiety Disorders**  
  - Panic disorder  
  - Agoraphobia  
  - Generalized anxiety disorder  
  - Social anxiety disorder  
  - Specific phobia  

**Obsessive-Compulsive Disorders**  
- OCD  
- Body dysmorphic disorder  
- Hoarding disorder  
- Trichotillomania  
- Excoriation disorder  

**ASSIGNMENTS**  
Read Chapter 4 of the textbook  
Watch assigned videos on Canvas  
LaunchPad – Complete all Chapter 4 assignments |
| 2/26/19    | Chapter 5: Disorders of trauma and stress | **Trauma- and Stressor- Related disorders**  
  - PTSD  
  - Acute stress disorder  
  - Adjustment disorders  

**Dissociative Disorders**  
- Dissociative identity disorder  
- Dissociative amnesia  
- Depersonalization/derealization disorder  

**Stress and Health**  
- Disorders affecting Medical Conditions  
- Heart Disease, Stroke, Migraines  

**ASSIGNMENTS**  
- Read Chapter 5 of the textbook  
- Watch assigned videos on Canvas  
- LaunchPad – Complete all Chapter 5 assignments  
- Activity: Common Stressors of College Students |
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<th>Lecture Topics and Assignments Due</th>
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</table>
| 3/5/19     | Chapter 6: Depressive and bipolar disorders | **Depressive Disorders**  
• Major depressive disorder  
• Persistent depressive disorder  
• Premenstrual dysphoric disorder  

**Bipolar Disorders**  
• Bipolar I disorder, Bipolar II disorder  

**ASSIGNMENTS**  
• Read Chapter 6 of the textbook  
• Watch assigned videos on Canvas  
• LaunchPad – Complete all Chapter 6 activities  
• Canvas Submission: Your self-care plan |
| 3/12/19    | Chapter 7: Suicide | **Suicide**  
• Risk factors, risk groups by age, gender and culture  

**ASSIGNMENTS**  
• Read Chapter 7 of the textbook  
• LaunchPad – Complete all Chapter 7 Launchpad activities  
• Activity: Suicide prevention PSA |
| 3/19/19    | Chapter 8: Disorders featuring somatic symptoms | **Somatic Symptom and Related Disorders**  
• Somatic symptom disorder  
• Illness anxiety disorder  
• Factitious disorder  
• Conversion disorder  

**ASSIGNMENTS**  
• Read Chapter 8 of the textbook  
• Watch assigned videos on Canvas  
• Submit all Chapter 8 LaunchPad activities  
• Discussion: Are they faking it? |
| 03/26/19   | Chapter 9: Eating disorders | **Eating Disorders**  
• Anorexia nervosa  
• Bulimia nervosa  
• Binge-eating disorder  

**ASSIGNMENTS**  
• Read Chapter 9 of the textbook  
• Watch assigned videos on Canvas  
• Submit all Chapter 9 LaunchPad assignments |
| 04/01/19 – 04/05/19 | 04/01/19 – 04/05/19 | 04/01/19 – 04/05/19  
Cesar Chavez Holiday and Spring Recess – No classes |
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<th>Start date</th>
<th>Textbook Chapter</th>
<th>Lecture Topics and Assignments Due</th>
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</thead>
</table>
| 4/9/19     | Chapter 10:      | **Substance-Related and Addictive Disorders**  
              | Substance use and addictive disorders   |  
|            |                  | • Alcohol, Cannabis, Caffeine, Stimulants, Opioids, Inhalants, and other drugs  
|            |                  | • Treatment and Recovery  
|            |                  | **ASSIGNMENTS**  
|            |                  | • Read Chapter 10 of the textbook  
|            |                  | • Watch assigned videos on Canvas  
|            |                  | • Submit all Chapter 10 LaunchPad assignments  
|            |                  | **CASE STUDY PAPERS DUE**  |
| 4/16/19    | Chapter 11:      | **Sexual Dysfunctions**  
              | Disorders of sex and gender           |  
|            |                  | • Models of healthy sexual functioning  
|            |                  | • Disorders with loss of sexual interest, pleasure, arousal, pain  
|            |                  | **Paraphilic Disorders**  
|            |                  | • Exhibitionistic, voyeuristic, fetishistic, pedophilic, sadistic, masochistic, frotteuristic, and transvestic disorders  
|            |                  | **ASSIGNMENTS**  
|            |                  | • Read Chapter 11 of the textbook  
|            |                  | • Watch assigned videos on Canvas  
|            |                  | • Submit all Chapter 11 LaunchPad assignments  
| 4/23/19    | Chapter 12:      | **Schizophrenia Spectrum and other Psychotic Disorders**  
              | Schizophrenia                          |  
|            |                  | • Schizophrenia  
|            |                  | • Delusional disorder  
|            |                  | • Brief psychotic disorder  
|            |                  | • Schizophreniform disorder  
|            |                  | • Schizoaffective disorder  
|            |                  | **ASSIGNMENTS**  
|            |                  | • Read Chapter 12 of the textbook  
|            |                  | • Watch assigned videos on Canvas  
|            |                  | • Submit all Chapter 12 LaunchPad assignments  
|            |                  | • Canvas assignment: Schizophrenia firsthand accounts  |
| 4/30/19    | Chapter 13:      | **Personality Disorders**  
              | Personality disorders                  |  
|            |                  | • Cluster A: Paranoid, Schizoid and Schizotypal  
|            |                  | • Cluster B: Antisocial, Borderline, Histrionic and Narcissistic  
|            |                  | • Cluster C: Avoidant, Dependent, and Obsessive-compulsive  
|            |                  | **ASSIGNMENTS**  
|            |                  | • Read Chapter 13 of the textbook  
|            |                  | • Watch assigned videos on Canvas  
|            |                  | • Submit all Chapter 13 LaunchPad assignments  

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<th>Lecture Topics and Assignments Due</th>
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<tr>
<td>5/07/19</td>
<td>Chapter 16: Law, society and the mental health profession</td>
<td><strong>Legal and Ethical Issues in Adult Psychopathology</strong></td>
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<td>• The Insanity Defense – legal standards</td>
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<td>• Competency to stand trial</td>
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<td>• 5150 assessments</td>
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<td>• Tarasoff law</td>
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<td>• Confidentiality</td>
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<td>• Handling ethical dilemmas</td>
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<td>ASSIGNMENTS</td>
<td>• Read Chapter 16 of the textbook</td>
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<td>• Watch assigned videos on Canvas</td>
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<td>• Submit all Chapter 16 LaunchPad assignments</td>
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<td>• Activity: Case of Ellie Nesler</td>
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<tr>
<td>FINALS</td>
<td><strong>Exam #3</strong></td>
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<tr>
<td>Tuesday 5/21/19</td>
<td><strong>5:15pm – 7:30pm</strong></td>
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