San José State University
College of Social Sciences
Psychology 110
Adult Psychopathology (Abnormal Psychology)
Winter 2019

Instructor: Glenn M. Callaghan, Ph.D.
Office Location: DMH 322
Telephone: (408) 924-5610
Email: Glenn.Callaghan@sjsu.edu
Office Hours: After class
Class Days/Time: M-F 9-11:55
Classroom: DMH 354
Prerequisites: PSYC 1

You are responsible for all of the material in this syllabus including due dates and times, location of assignments on Canvas, and the course and university’s policy on academic integrity.

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page on the Canvas Leaning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or Canvas) to learn of any updates.

Course Description

From the SJSU Catalog: Description: Nature, causes, assessment, and treatment of behavioral, emotional, and personality problems of adults. Emphasis on psychological, social, and biological determinants of human behavioral and psychological disturbance. Prerequisite: PSYC 001.

This 3 unit 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 Goals and Student Learning Outcomes

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 outcomes are as follows:

CLO1 – Critical thinking development: Historical context

Upon successful completion of this course, students will be able to discuss the importance of history and context when examining and classifying psychological disorders and their treatments.

CLO2 – Knowledge based and application development: Understanding paradigms

Upon successful completion of this course, students will be able to describe the major paradigms (biological, cognitive, behavioral, psychodynamic, and sociocultural) used in understanding the etiology, assessment, classification, and treatment of psychological problems.

CLO3 – Research Methods development: Clinical science

Upon successful completion of this course students will be able to describe the role of science (with its varying methods) in the study of “normal” and “abnormal” behavior.

CLO4 – Critical thinking and application: Classification

To identify the process of classification and explain its dependence on theoretical paradigms including the use of the current diagnostic system for psychopathology.

CLO5 – Critical thinking and application: Assessment

Students will be able to name different purposes of assessment of abnormal behavior, and to identify different modalities appropriate to these purposes.
CLO6 – Knowledge base and application & Values in psychology - Evidence based interventions development

To 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.

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
There is one text required for the course and can be purchased from the bookstore or on-line at your favorite used (or new) book site. I expect you to have completed the readings prior to the class meeting for that topic. You will need to do this to answer the online quiz questions for each section. In addition, this will greatly facilitate our discussions and will help you get answers to questions that will arise while you read the material.

Library Liaison

The library liaison for the Psychology Department is Bernd Becker. You can contact him at (408) 808-2348 or at Bernd.Becker@sjsu.edu if you have library research questions, or questions about accessing library resources.

Course Requirements and Assignments

Grading is based on the sum of the following: 3 exams and 13 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 13 quizzes; there will be 130 quiz points available. There will be 430 points possible in the course.

<table>
<thead>
<tr>
<th>Assessment Items and Their Value</th>
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<tbody>
<tr>
<td>How Many?</td>
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<tr>
<td>Exams</td>
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<tr>
<td>Quizzes</td>
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</tbody>
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The grading scheme for this course is determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>100-99%</td>
</tr>
<tr>
<td>A</td>
<td>98.9-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
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<tr>
<td>B+</td>
<td>89-87.5%</td>
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<tr>
<td>B</td>
<td>86-83%</td>
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<tr>
<td>B-</td>
<td>82-80%</td>
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<tr>
<td>C+</td>
<td>79-77.5%</td>
</tr>
<tr>
<td>C</td>
<td>76-73%</td>
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<tr>
<td>C-</td>
<td>72-70%</td>
</tr>
<tr>
<td>D+</td>
<td>69-67.5%</td>
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<tr>
<td>D</td>
<td>66-63%</td>
</tr>
<tr>
<td>D-</td>
<td>62-60%</td>
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<tr>
<td>F</td>
<td>59-0%</td>
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</tbody>
</table>

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 10 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.

The highest score for any exam will be based on the highest score achieved on the test so that the highest score is equal to 100% (that is, if there are 100 points
possible and the highest score is 96 points out of 100, percentages will be based on 96/96 = 100%). Tests will only be curved to a limit and within reason.

**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.

The final exam will count the same and be the same format as each of the other exam. It is not cumulative. The schedule for the final exam is listed in the course schedule below.

**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 by the start of class on that day. Quizzes will not be able to be turned in later than that deadline.** 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 unless you have a genuine emergency. It is better to ask for this exception before the due date of the assignment.

If you have questions about the quiz or items in the quiz, please see me in office hours. Do not debate or discuss quiz questions via email.

**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 tests occur. You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of tests. Check Canvas if you cannot be in class and want to check the times for exams, etc. 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.
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.

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 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.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

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 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.

Cell Phone and Personal Computer (Laptop) Use

All of the notes for the course are available for you to print after each lecture is completed. In general you do not need to have a laptop for the class lectures. If you prefer to take notes on your laptop, you need to see me for permission to bring the laptop to the class. You cannot use a laptop or any computer device in class unless you have spoken to me first. Without exception, laptop users will sit in the first two rows of the classroom. You may never connect to the internet during class or use your computer for personal or entertainment purposes during class time.

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.

*If you use your smart-phone, computer, or other device to connect to the web or text during class, you will be asked to leave the class. If you do this a second time, you will not be allowed to take the next exam.*

Office Hours

My office is room DMH 322. The best way to reach me outside of my office hours is by email. My phone number there is 924-5610. If I am not in my office, please leave a message for me at this number. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can e-mail or see me after class to set an appointment. I want to be available to you. If you call or email me, you can generally expect a response back in 48 hours during the week. If you call or email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

With office hours it is first come, first served. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

Please note that I am a busy professor, but I absolutely want to make time for our meetings. If I am unavailable at a time you try to see me, let me know, and we will make time to meet together.

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.
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 have specific questions about an upcoming exam with respect to material covered, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. 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 10-12-2018).
2. In the greeting, please address your professor by his or her title (e.g., 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 matter 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).

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, 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.

- In order to record a class a written request must be made to the instructor, who will respond in writing.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- 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.

**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](http://www.sjsu.edu/gup/syllabusinfo/). Make sure to review these policies and resources.

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](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](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

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 cheat, plagiarize, or otherwise violate the policy of academic integrity in this course, you will fail that assignment and may fail the entire course. All instances of violations of academic integrity will be reported.**

**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](http://www.sjsu.edu/policies/presidential/directives/97-03.html) requires that students with disabilities
requesting accommodations must register with the Accessible Education Center (AEC) to establish a record of their disability.

SJSU Writing Center

The Writing Center now has two locations: Drop-in tutoring sessions are in Clark Hall, Suite 126. We Regularly scheduled tutoring sessions on the second floor in the MLK Library. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter.

SJSU Counseling Services

The SJSU Counseling Services is located at the Student Wellness Center, room 300B. Professional psychologists, social workers, and counselors are available to provide consultation 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.
Psychology 110, Abnormal Psychology, Winter, 2019

This schedule is approximate and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. We will work very hard to stay on schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
<th>Quiz Due</th>
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<tbody>
<tr>
<td><strong>MODULE 1: Theory and Science of Psychopathology</strong></td>
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</tr>
<tr>
<td>Jan. 2</td>
<td>Ch. 1</td>
<td>Meaning of abnormal / Historical overview/ Paradigms</td>
<td>Work on quiz 1</td>
</tr>
<tr>
<td>Jan. 3</td>
<td>Ch. 2</td>
<td>Paradigms of Abnormality</td>
<td>Quiz 1 due</td>
</tr>
<tr>
<td>Jan. 3</td>
<td>Ch. 3 (92-113)</td>
<td>The Scientific Method</td>
<td>Quiz 2 due</td>
</tr>
<tr>
<td>Jan. 4</td>
<td>Ch. 3 (70-92)</td>
<td>Classification and Assessment</td>
<td>Quiz 3 due</td>
</tr>
<tr>
<td>Jan. 7</td>
<td></td>
<td>EXAM 1 for Module 1 – First Hour</td>
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<tr>
<td><strong>MODULE 2: Anxiety, Dissociation, &amp; Mood</strong></td>
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<tr>
<td>Jan. 7,8</td>
<td>Ch. 4</td>
<td>Anxiety disorders</td>
<td>Quiz 5 due</td>
</tr>
<tr>
<td>Jan. 7,8</td>
<td>Ch. 5 (184-196)</td>
<td>Dissociative disorders</td>
<td>Quiz 6 due on Jan. 8</td>
</tr>
<tr>
<td>Jan. 8,9</td>
<td>Ch. 6 (201-235)</td>
<td>Mood disorders</td>
<td>Quiz 7 due Jan 9</td>
</tr>
<tr>
<td>Jan. 10</td>
<td>Ch. 6 (235-243)</td>
<td>Mood disorders; Suicide</td>
<td>Quiz 8 due</td>
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<tr>
<td>Jan. 11</td>
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<td>EXAM 2 for Module 2 – First Hour</td>
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<tr>
<td><strong>MODULE 3: Schizophrenia and Other Disorders</strong></td>
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<tr>
<td>Jan. 11,14</td>
<td>Ch. 12</td>
<td>Schizophrenia</td>
<td>Quiz 9 due Jan 14</td>
</tr>
<tr>
<td>Jan. 15,16</td>
<td>Ch. 11</td>
<td>Personality disorders</td>
<td>Quiz 10 due Jan 15</td>
</tr>
<tr>
<td>Jan. 15,16</td>
<td>Ch. 8 (283-302) &amp; 158-161</td>
<td>Eating disorders</td>
<td>Quiz 11 due* Jan 16</td>
</tr>
<tr>
<td>Jan. 16,17</td>
<td>Ch 10 (367-398)</td>
<td>Substance use disorders</td>
<td>Quiz 12 due* Jan 17</td>
</tr>
<tr>
<td>Jan. 16,17</td>
<td>Ch. 9</td>
<td>Sex disorders</td>
<td>Quiz 13 due* Jan 17</td>
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<tr>
<td>Jan. 18</td>
<td></td>
<td>EXAM 3 for Module 3 – Last Hour</td>
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*NOTE: we may not fully lecture on this before the test, but at least the text material will be on the exam*