San Jose State University
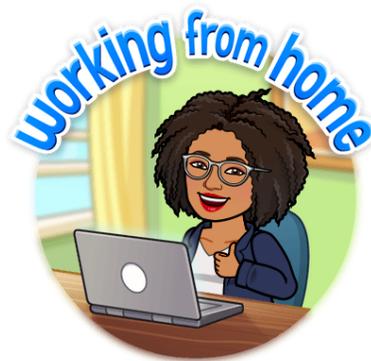
College of Social Sciences, Department of Psychology

PSYC 110: Adult Psychopathology

Summer 2020
Session: July 6, 2020 - August 7, 2020
CRN # 30348

Instructor:	Leslye M. Tinson, M.S., LMFT (she/her) Lecturer of Psychology & African American Studies
Office Location:	@ home due to COVID-19 pandemic
Office Hours:	Thursdays, **by appointment (via ZOOM)**
Voicemail:	408.924.6415 **Email is strongly preferred**
Email:	Leslye.Tinson@sjsu.edu
Class Days/Time:	This course is fully online using Canvas: https://sjsu.instructure.com
Class Location:	This course is fully online. All course materials are located on Canvas
Prerequisites:	PSYC 1 - General Psychology (or its equivalent)
Student helpers:	None

Course Description

PSYC 110 - Adult Psychopathology, *3 unit(s)*

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(s): PSYC 1.
Grading: Graded

Welcome to our course!

Dear Students,

My name is Professor Leslye Tinson and I am excited that you will be joining me in **PSYC 110** this semester! It's an interesting time to be exploring the science of adult psychopathology (also known as abnormal psychology) and I look forward to sharing ideas, answering questions, and learning with you in the weeks ahead.

The summer session dates are Monday 7/6 - Friday 8/7.
Our class officially starts on Tuesday 7/7, and that is when you can login to begin. To successfully login use the following:

- SJSU One page: one.sjsu.edu
- Canvas website: SJSU Login

On **Tuesday 7/7 @ 1:00 PM** I'll be hosting a Live Course Welcome Session and Lecture 1. I'll use Zoom to give you a tour around our course website and answer your questions. We will also have a discussion of course content. You can join from your desktop, laptop, or smartphone. **Zoom link for our class session**

Our class is fully online, and there are required activities to complete in order to stay actively enrolled. Please login and finish the following Orientation module by **Friday, 7/10.**

1. Read the Week 1 module (includes our syllabus)
2. Participate in the "Intro" Discussion Board
3. Complete the "Getting to Know You" Survey
4. Submit "Assignment #1: Course Kick-off"
5. Setup your study plan schedule

To Summarize:
- Course starts on **Tuesday 7/7, and ends Friday 8/7.**
- I'll host the Live Course Welcome Meeting using Zoom on **Tuesday 7/7 @ 1:00 PM**, and
- You have several items to complete before **Friday 7/10.**

That's it for now. Feel free to email me if you have any questions or concerns getting started. I'm looking forward to an awesome semester of learning with you.

Professor Tinson

Leslye M. Tinson, M.S., LMFT
Leslye.Tinson@sjsu.edu

Course Format

This course will be conducted through weekly Zoom meetings, active discussions, online forums, required films, and assignments on the Canvas course website. To use Canvas, students will need access to an electronic device such as a computer, and will need to login using their SJSU credentials.

Since this is a fully online course, therefore, Canvas will be the centralized source of course material, communication and supplemental material.

Login regularly and check Canvas often!!!

HOW TO ACCESS Canvas

Canvas

Canvas is SJSU's Learning management tool. All of our course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas course website. Students are responsible for regularly checking Canvas and their SJSU email address regularly to learn of any updates.

NEED TECH SUPPORT???

If you think you need tech support, try these 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. Maybe a classmate can help! Post in our **Q&A discussion forum** on Canvas.
4. Visit the Canvas Student guide for step-by-step instructions.
5. Contact SJSU eCampus for help
6. Inside Canvas, use the **help emoji** (question mark icon) on the left navigation menu and submit a trouble ticket.
7. **If all else fails**, email Professor Tinson: Leslye.Tinson@sjsu.edu

Required Computer Equipment

You will need a computer and reliable internet access in order to successfully complete this course. Some of the course material may be accessible by phone or other e-device, but the majority of the course's content may require a full computer/laptop browser and a large bandwidth of data access. Therefore, it is strongly recommended that you utilize a full computer or laptop to access all course materials. Computers are available for loan from the campus.

Student Computing Services

STUDENT COMPUTING SERVICES LOANS

- If you have any questions about technology loans from Student Computing Services please email us at: Library-SCS-group@sjsu.edu

LAPTOPS AVAILABLE FOR LOAN BY APPOINTMENT:

- Equipment checkouts are currently being made by appointment only through the Instructional Resource Center. To schedule an appointment:
- Email: classroom-support@sjsu.edu (please explain what equipment you need)
- Call: (408) 924-2867
- You must have a physical, valid Tower ID to pick up equipment.

SJSU students, faculty, and staff can borrow laptops, iPads, and more from SCS at no charge.

NOTE: It is highly recommended that you use a FULL COMPUTER OR LAPTOP and have reliable internet access. It is not guaranteed that you will be able to successfully complete all modules of this course by only using a smartphone or iPad. There may sometimes be apps that are incompatible with iPad or Chromebook security settings.

The following equipment is also needed:

1. Speakers
2. Earbuds or headphones with a microphone
3. Wi-Fi or wired, reliable internet access

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.

Student Learning Outcomes (SLO)

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

1. *SLO1 – Critical thinking development*: *Historical context* - to understand the importance of **history and context** when examining and classifying psychological distress.

   We will meet this learning objective by:
   - **Thinking & Speaking:** viewing a documentary on the history of mental illness, and participating in small group discussions on stigma and advancements in mental health treatment
   - **Analytical Writing:** critiquing the current medical model, Big Pharma, and implications of managed health care industry

2. *SLO2 – 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.

   We will meet this learning objective by:
   - **Practical skills:** completing a mini mental status exam mock interview
   - **Analytical writing:** organizing a list of assessment tools to use for a hypothetical client and exploring various treatment options for the mental diagnoses covered throughout the semester.
   - **Thinking & speaking:** discussing the DSM-5, current issues and challenges of diagnostic categorization.

3. *SLO3 – Research Methods development: Clinical science*: to understand the **role of science** (with its varying methods) in the study of abnormal behavior.

   We will meet this learning objective by:
   - **Thinking and speaking:** analyzing the experimental method, comparing various approaches to research and discussing a possible research question for exploration.
   - **Analytical writing:** review of empirical articles and critique of current research findings and treatment advancements

4. *SLO4 – Critical thinking and application: Assessment and classification* – to understand the process of **classification** and its dependence on theoretical paradigms.

   We will meet this learning objective by:
   - **Thinking and speaking:** demonstrating grasp of various theories through verbal expression and small group discussions
   - **Analytical writing:** case study presentations that demonstrate application of clinical materials.

5. *SLO5 – Critical thinking and application: Assessment and classification* - to be familiar with and critical of **different types of assessment** of abnormal behavior.

    We will meet this learning objective by:
    - **Thinking and speaking:** exploring controversies of tests and measurements, limitations and setbacks
    - **Analytical writing:** examining the cultural influences of clinical diagnosis, treatment approaches and mental health stigmatization

6. *SLO6 – 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.

    We will meet this learning objective by:
    - **Analytical writing**: case study presentations that demonstrate application of clinical materials.

7. *SLO7 – Knowledge base and application development - Cultural competency and context*– to develop a broad knowledge base of the multicultural factors (age, race, gender, sexual orientation, language, class, etc) that add to the context of a mental disorder, the person diagnosed and corresponding interventions prescribed and received.

    We will meet this learning objective by:
    - **Analytical writing**: case study presentations that demonstrate application of clinical materials.

Student suggested learning path

This is a fully online course. Most course material will be presented by short videos from the instructor, assigned videos and films, assigned readings from the textbook, discussion forums, quizzes and assignments.
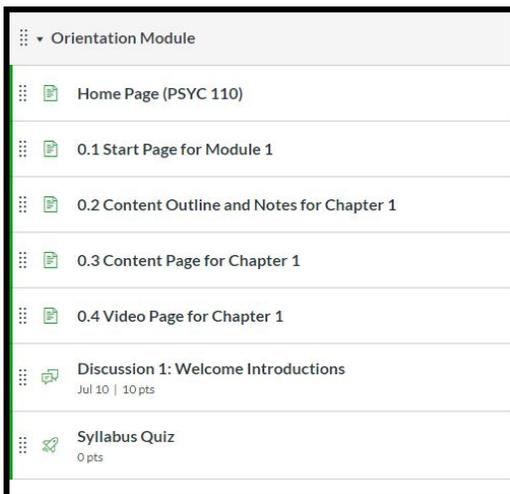
All Canvas information is setup and accessible from the Modules. Be sure to click through and access all information in order so that you don't miss anything. Here's an example of what the Modules look like:

At the bottom of each page of the module will be a NEXT button. Click NEXT to continue, so that you do not miss any content.

Course Requirements Overview

Courses are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Please keep in mind that additional discipline in making sure assignments are completed on time, is the responsibility of the student enrolled in an online course. The course requirements are as follows:

1. Course Orientation   30 points
2. Syllabus Quiz   10 points
3. Homework   50 points
4. Discussions   50 points
5. Case Exams   60 points

Total course points possible: 200 points

Schedule at a Glance

- **Week 1**
    - **Complete orientation module** (Orientation Module, Canvas Training Module)
    - Tuesday: Intro (Canvas Module 1)
    - **Discussion 1, Syllabus Quiz, Intro forums (text and video)**
- **Week 2**
    - **Tuesday**
        - Theories and Models (Canvas Module 2)
        - Clinical Assessment + Diagnosis (Canvas Module 3)
    - Thursday: Research methods + Treatment (Canvas Module 4)
    - **Discussion 2, Homework 1, Survey**
- **Week 3**
    - Tuesday: Anxiety disorders + O-C disorders (Canvas Module 5)
    - Thursday: Depressive disorders + suicide (Canvas Module 6)
    - **Discussion 3, Homework 2, Midterm assessment 1**
- **Week 4**
    - Tuesday: Bipolar disorders + Trauma-stressor related disorders (Canvas Module 7)
    - Thursday: Eating disorders + Somatic symptom disorders (Canvas Module 8)
    - **Discussion 4, Homework 3, Midterm assessment 2**
- **Week 5**
    - Tuesday: Schizophrenia + Personality Disorders (Canvas Module 9)
    - Thursday: Substance disorders + Law/Ethics (Canvas Module 10)
    - **Discussion 5, Homework 4, Homework 5, Midterm (final) assessment 3, Survey 2**

Assignment Details in Brief

Course orientation module - 30 points

- Attend Zoom orientation or view the recording
- Create your Canvas profile and set your notifications
- Watch the introduction videos
- Complete the Online preparedness self-assessment
- Prepare a learning schedule
- Post on the introductory discussion board
- Post introduction video
- Submit "Getting to know you" sheet to instructor

Syllabus Quiz - 10 points

The course syllabus is our agreement for the semester. Students are expected to read the syllabus thoroughly. We will have one quiz (administered on Canvas) that will review your understanding of the syllabus policies and course requirements. **Students who do not complete the syllabus quiz by the deadline will receive 0 points on this assignment.**

Homework (1, 2, 3, 4, 5)

Students will complete Canvas assignments through submission of written assignments. Examples of these assignments 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, or analyzing content based on a popular media article or peer-reviewed journal.

- Homework 1- Hypothetical Cases
- Homework 2- Common stressors of college students
- Homework 3- Self care plan
- Homework 4- Alcohol use disorder survey
- Homework 5- Case of Ellie Nesler

Discussion Forums (1, 2, 3, 4, 5)

Students will participate in virtual dialogue through the Canvas discussion forums. Examples might include: sharing your favorite theoretical orientation and why, or analysis of a video or controversial issue in abnormal psychology. Students will post their original ideas then reply to several colleagues in the course. Discussion posts can be submitted as written text or video *using Canvas studio. This is highly recommended so that we can have some interactions during the class time.

- Canvas Discussion 1- Normal vs. Abnormal
- Canvas Discussion 2- Which theory do you prefer
- Canvas Discussion 3- Normative fear and worry
- Canvas Discussion 4- Malingering

- Canvas Discussion 5- ~~Sexual dysfunctions~~ Psychopathy and antisocial personality disorder

Case Study Midterms (1, 2, 3)

There are 3 midterm exams in the class. Each exam will consist of a case study that will explore different diagnostic criteria that we have covered so far. The case files will be available on Canvas.

- 1- Depression
- 2- Eating disorder
- 3- Schizophrenia

Assessments

- Survey 1: Week 2 of the course (complete/incomplete)
- Survey 2: End of semester   (complete/incomplete)

Case Study Exams - Instructions (20 points each)

Goal of the exams is for students to apply case history to their conceptualization of the client's problems as presented. Students will identify the clinical diagnosis for a client, and analyze the case for other clinical considerations. Students are expected to make proper usage of the abnormal psychology textbooks and outside references (if necessary) to complete this assignment.

PLEASE USE THESE SUBHEADINGS in your paper, (e.g. Assessment, Diagnosis, Case Conceptualization, Treatment and Prognosis).

1. **Client Introduction/Presenting problem** – 2 points
   a. In a few sentences, introduce your client (background information) and summarize their symptoms.
2. **Assessment** – 5 points
   a. Identify assessment tools used and why they would be useful in assessment for this case. Refer to the Clinical assessment chapter of your textbook for help.
   b. Identify key areas of the Mental Status Exam that might be particularly useful in assessing this case.
   c. Assess suicidality risk (even if not included in the vignette, extrapolate information based on what we know about at-risk groups and certain disorders and suicide risk).
3. **Diagnosis** – 3 points
   a. What is the client's DSM-5 primary or preliminary diagnosis?
   b. Consider comorbidity. Are there other disorders that the client might meet criteria for?
   c. Any diagnostic rule outs? Symptoms that you may need to continue to assess for?
4. **Case Conceptualization** – 5 points
   a. Draw from at least 2 theories (biological, psychodynamic, behavioral, cognitive, humanistic) to help explain the etiology of the client's problems. See the Models/Theories chapter of your textbook for help.
   b. Identify and explain potential etiology (biological, psychodynamic, behavioral, cognitive, humanistic) of the client's problems?
   c. Cultural considerations: Identify and explain any relevant social, cultural, sociocultural considerations (including but not limited to race, ethnicity, gender, profession, language, geography, etc.) that might be relevant for this case? Be sure to include the impact of family and other relationships (if indicated) as well.
5. **Treatment Recommendations and Prognosis** – 3 points
   a. Treatment: Based on the client's diagnosis, what treatment options are available? Identify at least 2 different treatment recommendations for this client. See treatments covered in the chapter of your textbook appropriate for that diagnosis.
   b. Prognosis: If the client follows the treatment recommendations, what would recovery look like? Would this client have trouble with symptom reduction? What factors might contribute to treatment being less effective?
6. **FORMAT** – 2 points
   ● **Minimum length: 2 typewritten pages of content.**
   ● Includes a Cover Page
   ● Includes References Page (with DSM-5 and the textbook listed)
   ● Paper shall be typewritten, double-spaced and submitted to the Course Canvas website by stated deadline.
   ● Late or emailed papers will not be accepted.
   ● Students must ensure that **spelling and grammar** errors have been corrected, and the writing style shall be clear and concise for full credit points.

Grading for the course

This is a points-based course. The minimum points required for each grade is listed below. Students will be assigned a letter grade based on the total points they earned in the course. Letter grades on the Canvas website are not considered official grades. If students have questions about their progress in the course, I strongly encourage you to meet with me during office hours.

<mark>MAX GRADE: 200 points</mark>

The table below demonstrates the minimum points for each letter grade:

Letter Grade	Minimum Points	Percentage
A plus	195	97%
A	186	93%
A minus	180	90%
B plus	174	87%
B	166	83%
B minus	160	80%
C plus	154	77%
C	146	73%
C minus	**140**	**70%**
D plus	134	67%
D	126	63%
D minus	120	60%
Fail	0 to 119	Below 60%
Credit	**140 or above**	**70% or better**
No Credit	**0 to 139**	**Below 70%**

Determination of Grades

- Add up the points in the required areas, up to the max points in that category (see Assignments section of the syllabus).
- Final letter grades are not rounded up. Percentages on Canvas are not the official grade. Students should refer to this syllabus for the points assigned to each letter grade.
- 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.

- Petitions for 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.

Extra Credit Options

- I typically do not offer extra credit. At my sole discretion, I may offer limited extra credit opportunities, and if so, those opportunities will be announced on Canvas.
- If extra credit becomes available, no more than 20 extra credit points can be gained toward the student's final grade in the course. Additionally, extra credit will not be acceptable for missed assignments.

Classroom Management

Office Hours

- Due to the nature of the fully online course, and the current health pandemic, I will not physically be available to meet on the SJSU campus.
- I am happy to have face-to-face video appointments with you using **ZOOM**, a video conferencing service.
- I expect students to meet me for office hours as soon as they realize they are having difficulty.
- If my office hour times do not work for you, please email me your availability so we can try to schedule an alternative.

Email etiquette

- 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:
- I will do my best to reply to your emails within 1 day during the week. However, on occasion it may take a longer time to reply. Please ensure that the courtesy of at least 24 hours has passed before emailing me again.
- **ALWAYS include "PSYC 110" in the subject line of the email. Example emails are below:**

Dear Professor Tinson:
 I am in your Abnormal psych class. I have a question about Chapter 4. Can you help me understand the humanistic perspective of depression?
 	
     Thanks,
     Jane Smithsonian
	Hi Ms. T:
	 I would like to meet but can't attend your scheduled office hours. Can we setup an alternate time? I'm available Tuesday and Wednesday 3-5pm.
	     Sincerely,
	     Matt Washington

Online Classroom Behavior Policy

1. Please be respectful of the instructor and other students in the course, by refraining from use of profanity, racism, sexism, etc. and any other offensive comments on the discussion forums and in your electronic communications.
2. If a behavioral disruption arises, I will ask to set up a meeting prior to the student being allowed to return to the course.

3. 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**)
4. I expect students to take risks, try hard and do their best. Having a positive attitude will go a long way!
5. **TIME MANAGEMENT is important.** Taking an online course requires additional discipline. We won't have the day to day reminders and in-person interaction. I will do my best to send email reminders, or post Canvas reminders online. However, it is ultimately the student's responsibility to manage time wisely, study in a progressive manner (as opposed to cramming) and submit all assignments by their stated deadlines.
6. **Special reminders about email etiquette**
   a. Please use kind words and maintain a respectful tone in your emails to me.
   b. Please avoid emailing me when you are upset or frustrated.
   c. Please avoid accusatory language, use of emoticons, or any other language that may be interpreted as rude, condescending, harassing or inappropriate to the instructor.
   d. If your email is disrespectful, demeaning or disruptive, I will refer it to the psychology department chair and/or College Dean for further action. Additionally, I will also ask you to refrain from emailing me further until we have scheduled a meeting to discuss in person.

Academic Integrity Policy

Your commitment, as a student, to learning is evidenced by your enrollment at San Francisco State University. The academic integrity policy and Student Code of Conduct requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the Office of Student Affairs - Student Conduct.

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) current edition style guide. 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.

Student Absences

This is a fully online course, so attendance is expected by students engaging on Canvas multiple times per week. The professor will have the ability to monitor Canvas engagement through the activity report. This view shows the professor how often the student is logged into our course and interacting with the assignment and materials. I expect students will be able to manage their own time. Since this is an online class, I expect students to develop their own learning schedule, ensuring that they adhere to the deadlines. Since we are in a current health pandemic, I am using the deadlines as "suggestions" and will accept late work without lengthy explanation. With that said, do not wait until the last week of class to try to do all the modules.

Course Incomplete/ Withdrawal/ Grade Change Policy

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.

University Policies

This page contains information relevant to all courses at SJSU.

- General Expectations, Rights and Responsibilities of the Student
- Academic Integrity
- Accommodation to Students' Religious Holidays
- Adding and Dropping Classes
- Attendance and Participation
- Accommodations for Students with Disabilities
- Consent for Recording of Class and Public Sharing of Instructor Material
- Timely Feedback on Class Assignments
- Workload and Credit Hour Requirements

University Resources for Students

- Counseling and Psychological Services (CAPS)
- Peer Connections
- SJSU Cares
- Student Technology Resources
- Writing Center

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
- appreciate the opportunity that we have to learn from each other
- 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, on campus, and in our communities

Mental Health Disclaimer & Support Services

All course material has been carefully selected to enhance the educational experience, and is not intended to traumatize or harm students. However, there are topics that we will cover that might be difficult to hear about, view films or witness others' experiences. There may also be some material that has the potential to be retriggering of past trauma. I strongly suggest that students "put your safety mask on first" – which means, take good care of yourself as you take this online course, take breaks when needed, and regularly practice self-care, as well as solicit mental health services (if needed) as you pursue the course content.

- **If you are experiencing a psychiatric emergency, please dial 911 or go to your nearest hospital.**
- SJSU Counseling and Psychological Services

Our 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.

Start Goal	Topics, assignments and study materials	Finish Goal
WEEK 1: Course orientation and introductions		

Tuesday 7/7	**Orientation Module: Course Orientation**
	❏ Attend orientation meeting - Tuesday 7/7 at 1pm on Zoom
	❏ Complete Orientation module (30 pts total)
	  ❏ Setup your Canvas profile
	  ❏ Setup your Canvas notifications and email preferences
	  ❏ Download and read the Course Syllabus (PDF)
	  ❏ Complete the Syllabus Quiz on Canvas
	  ❏ Purchase/download textbook and materials
	  ❏ Setup your study plan
	
	Module 1: Introduction to Abnormal Psychology
	● Defining abnormal behavior
	● Historical perspectives of abnormal behavior
	❏ Read introductory chapters of textbook (Chapter 1)
	❏ Watch intro videos from instructor
	❏ Watch part of " Madness" film:
	Richard Denton, & Brook Productions (Producers), & Denton, R. (Director). (1991). *To define true madness.* [Video/DVD] BBC Worldwide.
	https://video-alexanderstreet-com.libaccess.sjlibrary.org/watch/to-define-true-madness
	
	Assignments
	❏ Post in the introductory discussion forum and video forum (10 points + 10 points)
	❏ Submit "Getting to know you" sheet to Professor Tinson (10 points)
	❏ Syllabus Quiz (10 points)
	❏ Canvas discussion 1: What is normal or abnormal?
		Friday 7/10

WEEK 2: Theories, assessment and diagnosis		
7/13	**Module 2: Theoretical Models of understanding abnormal behavior** ● Biological ● Psychological (psychodynamic, cognitive, behavioral, humanistic) ● Social and cultural factors **ASSIGNMENTS** ❏ Read corresponding chapter of the textbook (Chapter 2) ❏ **Additional Reading:** Sue, et al. (2019). Chapter 2: Understanding and treating mental disorders (link on Canvas)	**7/17**

❏ Watch theory videos on Canvas
❏ <mark>Canvas discussion 2:</mark> Which theory do you prefer?

Module 3: Clinical Research and Assessment
- Clinical assessment, diagnosis and treatment
- Observations, interviews, tests and measures
- Research methods

ASSIGNMENTS
❏ Read Chapter of the textbook <mark>(Ray: Chapters 3 + 4 OR Bridley & Daffin, Ch. 3)</mark>
❏ Watch assigned videos on Canvas
❏ <mark>Homework 1: Hypothetical cases for assessment</mark>

WEEK 3: Disorders of fear, worry and sadness

| 7/20 | **Module 4: Anxiety Disorders**
- Panic disorder
- Agoraphobia
- Specific phobia
- Social anxiety disorder
- Generalized anxiety disorder
Module 4: Obsessive-Compulsive Disorders
- OCD, Obsessive-Compulsive disorder
- Body dysmorphic disorder
- Hoarding disorder
- Trichotillomania
- Excoriation disorder

ASSIGNMENTS
❏ Read corresponding chapter of the textbook <mark>(Ray: Chapter 8 **OR** Bridley & Daffin: Chapters 7 + 9)</mark>
❏ Watch assigned videos on Canvas
   ❏ What is anxiety?
   ❏ My strange addiction clip
❏ <mark>Canvas discussion 3:</mark> Normative fear and worry | **7/24** |
| 7/20 | **Module 5: Depressive Disorders**
- Major depressive disorder
- Persistent depressive disorder
- Premenstrual dysphoric disorder
Module 5: Suicide
- Risk factors, risk groups by age, gender and culture

Self-study material
❏ Review PPT slides
❏ Watch documentary on Chamique Holdsclaw "Mind over Game"
❏ Watch Depression video
ASSIGNMENTS
❏ Read Chapter of the textbook <mark>(Ray: Chapter 6, Bradley & Daffin: Chapter 4)</mark>
❏ Watch assigned videos on Canvas
❏ <mark>Homework 3: Your self-care plan</mark> | **7/24** |

	❏ **Case Study midterm 1**: Depression	

WEEK 4: Disorders of trauma, stress, mood, and body

7/27	**Module 6: Trauma- and Stressor- Related disorders**
	   ● PTSD
	   ● Acute stress disorder
	   ● Adjustment disorders
	
	Self-study materials
	   ● Review PPT slides
	   ● Review CDC website on Adverse Childhood Experiences
	   ● Watch ACE Study video on Kanopy
	   ● Review the Child Maltreatment annual report
	Recommended film (optional)
	   ● Netflix: The Trials of Gabriel Fernandez
	
	ASSIGNMENTS
	   ❏ Read Chapter of the textbook
	   ❏ Watch assigned videos on Canvas
	   ❏ Homework 2: Common Stressors of College Students
		7/31

7/27	**Module 6: Bipolar Disorders**
	   ● Bipolar I disorder
	   ● Bipolar II disorder
	   ● Cyclothymic disorder
	
	ASSIGNMENTS
	   ❏ Read Chapter of the textbook (Ray: Chapter 6, Bradley & Daffin: Chapter 4)
	   ❏ Watch assigned videos on Canvas
		7/31

7/27	**Module 7: Eating Disorders**
	   ● Anorexia nervosa
	   ● Bulimia nervosa
	   ● Binge-eating disorder
	   ● Pica
	
	Films:
	Kanopy: Families and eating disorders (1 hour)
	Kanopy: Slim Hopes (30 mins)
	Kanopy: Eating disorders, Australian Broadcasting (30 mins)
	
	   ASSIGNMENTS
	   ❏ Read Chapter 9 of the textbook
	   ❏ Watch assigned videos on Canvas
	   ❏ Case study midterm 2: Eating disorders
		7/31

7/27	**Module 7: Somatic Symptom and Related Disorders** ● Somatic symptom disorder ● Illness anxiety disorder ● Factitious disorder ● Conversion disorder **Module 7: Dissociative Disorders** ● Dissociative identity disorder ● Dissociative amnesia, dissociative fugue ● Depersonalization/ derealization disorder **ASSIGNMENTS** ❏ Read Chapter 8 of the textbook ❏ Watch assigned videos on Canvas ❏ Canvas discussion 4: Malingering?	**7/31**

WEEK 5: Disorders of consciousness, sensation, & perception

8/3	**Module 8: Schizophrenia Spectrum and other Psychotic Disorders** ● Schizophrenia ● Delusional disorder ● Brief psychotic disorder ● Schizophreniform disorder ● Schizoaffective disorder **ASSIGNMENTS** ❏ Read Chapter of the textbook ❏ Watch assigned videos on Canvas ❏ Case study midterm: Schizophrenia	**8/7**
8/3	**Module 8: Substance-Related and Addictive Disorders** ● Alcohol ● Cannabis ● Caffeine ● Stimulants ● Opioids, Inhalants, and other drugs ● Treatment and Recovery **ASSIGNMENTS** ❏ Read Chapter of the textbook ❏ Watch assigned videos on Canvas ❏ Homework 4: Alcohol Use Disorder Survey	**8/7**

8/3	~~**Module 9: Sexual Dysfunctions**~~	8/7
	~~● Normal sexual functioning~~	
	~~● Disorders with loss of sexual interest, pleasure, arousal, and pain~~	
	~~**Module 9: Paraphilic Disorders**~~	
	~~● Exhibitionistic, voyeuristic, fetishistic, frotteuristic,~~	
	~~● Pedophilic disorder~~	
	~~● Sadistic, masochistic~~	
	~~**ASSIGNMENTS**~~	
	~~❏ Read Chapter 11 of the textbook~~	
	~~❏ Watch assigned videos on Canvas~~	
	~~❏ Discussion 5: Sexual dysfunctions~~	
8/3	**Module 10: Personality Disorders**	8/7
	● 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	
	❏ **Discussion 5: Psychopathy and antisocial personality disorder**	
8/3	**Module 10: Legal and Ethical Issues**	8/7
	● The Insanity Defense – legal standards	
	● Competency to stand trial, 5150 assessments, Tarasoff law, confidentiality, ethical dilemmas	
	ASSIGNMENTS	
	❏ Read Chapter 16 of the textbook	
	❏ Watch assigned videos on Canvas	
	❏ Homework 5: Case of Ellie Nesler	

Summer 2020 Registrar Schedule

Course ends on Friday, August 7. I cannot accept any assignments after this date. Thanks!

Chapter Textbook Cross-walk chart

CANVAS Module	Course Topic	**Ray, 2020.** Abnormal Psych, 3rd ed. (Sage)	**Bridley & Daffin, 2019** (Pressbooks) https://opentext.wsu.edu/abnormal-psych	**Sue, Sue & Sue, 2019.** Essentials of understanding abnormal behavior, 3rd ed. (Cengage)
1	**Intro to abnormal**	1	1	1
2	**Theories and Models**	2 - neuro focus	2	2
3	**Clinical assessment**	4	3	3
4	**Research methods**	3	3	3
4	**Treatment approaches**	4	3	2
5	**Anxiety Disorders**	8	7	4
5	**O-C Disorders**	8	9	4
6	**Depressive Disorders**	6	4	7
6	**Suicide**	6	No separate chapter	8
7	**Bipolar Disorders**	6	4	7
7	**Trauma/Stress Dx**	7	5	5
8	**Somatic**	9	8	6
8	**Dissociative**	9	6	6
8	**Eating Disorders**	10	10	9
9	Schizophrenia	13	12	11
9	**Personality**	14	13	14
~~10~~	~~Sexual Dysfunction~~	~~11~~	~~Not included~~	~~13~~
~~10~~	~~Paraphilic Dx~~	~~11~~	~~Not included~~	~~13~~
10	**Substance Use**	12	11	10
~~**Not covered**~~	~~**Neurocognitive**~~	~~15~~	~~14~~	~~12~~
10	**Law and Ethics**	16	15	16