San José State University  
College of Social Sciences  
Psychology 110 (01)  
Adult Psychopathology (Abnormal Psychology)  
FALL 2020  
ONLINE HYBRID COURSE

Instructor: Glenn M. Callaghan, Ph.D. 
Office Location: Zoom (see link on Canvas) 
Telephone: (408) 924-5610 
Email: Glenn.Callaghan@sjsu.edu 
Office Hours: Online Office Hours W 12:00 - 1:15pm 
Class Days/Time: Lecture Discussion on M 12:00 - 1:15 
Online: Canvas and Zoom 
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.

Course Format

Online hybrid (asynchronous and synchronous) course

This course will not meet in person and will be fully online. All lectures are recorded and posted to the Canvas course website. This course will meet weekly on Mondays at 12:00-1:15 for class discussions (the time listed in the schedule of classes). The meeting time set for Wednesdays will be for office hours. All assignments will be posted and submitted through Canvas. 

We will all meet on Wednesday, August 19 at 12 noon, the first day of our class.

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 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 and recognize the importance of contextual variables impacting mental health and suffering including race, gender, ethnicity, culture, and sexual identity.

CLO6 – Knowledge base and application & Values in psychology - Evidence based interventions development

Students will be able 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 and learning outcomes will be evidenced through the following assessment strategies:

1. Examinations covering all key information will occur in 3 modules and address all CLOs.
2. Online quizzes will develop critical thinking and application of concepts to clinical situations
3. The three module assignments will help further critical thinking in history and assessment, develop a richer understanding of the role of racism in mental health, and develop critical thinking and application of concepts to clinical situations
4. The major paper focuses on an application of CLOs in assessment and evidence based treatment as well as critical thinking skills in the context of human suffering.

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. You do not need any DVD, booklets, or ancillary publisher materials for this course.


**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.

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<thead>
<tr>
<th>Assessment Items and Their Value</th>
<th>How Many?</th>
<th>% of Final Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>3</td>
<td>300/600=50%</td>
<td>300</td>
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<tr>
<td>Quizzes</td>
<td>13</td>
<td>130/600=22%</td>
<td>10 each</td>
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<tr>
<td>Assignments</td>
<td>3</td>
<td>75/600=12%</td>
<td>25 each</td>
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<tr>
<td>Exam Prep Questions</td>
<td>3</td>
<td>30/600=5%</td>
<td>10 each</td>
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<td>Final Paper</td>
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<td>65/600=11%</td>
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The grading scheme for this course is determined as follows:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A plus</td>
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<td>A</td>
<td>92.5 to 98.9%</td>
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<td>A minus</td>
<td>90 to 92.4%</td>
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<td>B plus</td>
<td>87.5 to 89%</td>
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<td>B</td>
<td>82.5 to 87.4%</td>
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<td>B minus</td>
<td>80 to 82.4%</td>
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<td>C plus</td>
<td>77.5 to 79%</td>
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<tr>
<td>Grade</td>
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<td>C</td>
<td>72.5 to 77.4%</td>
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<tr>
<td>C minus</td>
<td>70 to 72.4%</td>
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<td>D plus</td>
<td>67.5 to 69%</td>
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<td>D</td>
<td>62.5 to 67.4%</td>
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<td>D minus</td>
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<td>59% and below</td>
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**Exams**

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 worth 2 points. Each exam will be given during our Monday lecture discussion meeting time, and you will have 1 hour and 15 minutes to complete the exam. The exams typically take 60 minutes to complete. If you need any kind of accommodation, please contact the AEC.

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 (not typically more than 6 points or 94/100).

**Final Examination**

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.

Module Assignments

Each module will have an assignment particular to that module. They are listed in the Quizzes section due to some limitations in Canvas. Don't let that fool you, they are assignments to dig a little deeper into important topics or skills in psychopathology. These will cover critical thinking about how we know if someone is really "insane," critically examine the effects of racism on mental health, and the ins and outs of diagnosing using the DSM system.

Exam Prep Questions

In order to help develop study skills, engage others in the course, and perform better on the exam, you will write 5 exam questions with explanations for the correct answers. We will meet online in breakout groups to discuss these. More information is posted on Canvas about this process and the rules for the questions.

Final Paper

The final paper is designed to be engaging and hopefully a little entertaining. In Psychopathology at the Cinema, you will diagnose a main character in a movie of your choice, talk about the treatment that was and/or should have been implemented, and take a larger look at the character than only their clinical problems.

Class 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. Your participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.

How Our Online Class is Set up

I know every website is different and that many of your courses are set up differently, so I wanted to let you know a bit about how this course is designed.

Hybrid Online Course Model

First, this class is called a hybrid synchronous/asynchronous course. That sounds fancy. What does it actually mean?
For this course is means we are entirely online (no in-person meetings), that the lectures are loaded up in video format for you to watch, just like if you were in class, but with much less humor and no live Q&A during lectures. That's the asynchronous part. The synchronous part is that we meet once a week (on Mondays) to talk about the content you viewed, took a quiz, on, and (of course!) have started studying for the next exam. The hybrid part is that the course is electric - we plug it all in, and it's better for the environment. No, that's not right. It's a mix of the two elements. It sure sounds expensive, though, right?

Do I have to turn my camera on for the meetings?

No, you don't. I do like to see who I am teaching to (as a sea of dark cameras is an odd experience as a teacher), but if you are uncomfortable with this, have spiritual or religious beliefs that would prohibit this, or otherwise prefer not to turn your camera on, then you can keep it off.

What's mandatory? What do I actually have to do? What's optional?

In some ways, there is a bit of choose your own adventure with respect to how you learn the material.

When does it start?

We will all meet on Wednesday, August 19 at 12 noon, the first day of our class.

From then on, we meet Mondays of each week for lecture discussions. [Wednesdays are office hour days.] See below for more.

When does it all have to be done?

The dates in Canvas should correspond with the course syllabus. Things are due for the date listed in the syllabus. For example, when we meet for class discussion on 8-31, you need to have completed all of the paradigm lecture videos and Quiz 2. The Quizzes have a hard deadline. The discussion will be much more useful and interesting if you have completed the lectures by the date listed.

Modules

There are three Modules, each containing 4-5 lecture components based on specific topics (e.g., assessment, anxiety disorders, substance use disorders, etc.).

Exams, Study Guides, and Sample Test Questions

There are three exams based on each Module. You have to take the three exams to pass the class. Can you take them early? I love your enthusiasm, but no. You have to take them on the day scheduled in the syllabus unless you have specific accommodations.
The good news is that they are all on Mondays, the day we meet for class discussions and the day you are expected to attend each week (see below).

The other good news is the exams are not cumulative in the sense that I will reach back to early material that is not discussed frequently in later parts of the course.

More good news! Each Module has a Study Guide and a set of sample test questions (that do NOT count toward your grade!) to see how things might go for the exam.

The exams are multiple choice and will be open book and open note. There are 50 questions, and each exam is worth 100 points. That said, you will NOT have enough time to learn the material, look up all the answers, or otherwise perform well without studying. The questions are not tricky, but there are too many to engage the test without some preparation. (see above for more information about how the curve is set for each exam)

*Here are the instructions for each exam posted to the exam pages on Canvas:*

Please choose the best answer among the options.

**WORKING ON YOUR OWN:** During the exam you cannot communicate with anyone else about the test or the answers you select. Do not call, text, or communicate in any way with anyone else. I will evaluate the exam for evidence of cheating in response patterns and other indicators.

**MATERIALS ALLOWED:** During the exam, you are allowed to use your book and notes. You cannot look for answers on the internet. If you get an item wrong because due to information from the internet, it will remain marked incorrect.

**TIMING:** You will have from 12 noon to 1:15pm to complete the exam, unless other accommodations have been made.

**COMPUTER USE:** I strongly encourage you to use a laptop or desktop computer to take the exam, as mobile devices do not always interface with Canvas as effectively.

**QUESTIONS:** I will be on Zoom during the exam time. Please enter the course meeting Zoom link we use for all class discussion meetings to ask questions if you have them. You will be put into a waiting room, and I will bring you into a Zoom conversation when it is your turn in line.

**BACKUP PLAN FOR TEST TAKING:** I encourage you to have some kind of backup plan in the even your internet goes out, your battery gets low, or some other dreadful thing happens. I know this is challenging, but it is better to have that plan than to be in a situation when things go badly with no backup plan.
Lecture Material

In each Module I have uploaded the lecture slides for you to read on your own. (I think this would be a hard way to learn the material, but students have done this in the past when they missed live lectures.)

I have uploaded video lectures in 10-15 minute segments of me narrating the lecture slides as I would in class. These are likely the best way to try to learn the course material.

Quizzes

As stated above, with each lecture section there is a Quiz that you have to complete. (For example, in the Mood disorders section, there is Quiz 8, which you must do.) The Quizzes are based on the readings from the textbook. I use the questions written by the authors for the Quizzes.

The Quizzes are due on the date shown in Canvas. They can be done any time you'd like until the due date. They and are not timed. You can open and close the Quiz until it is due. Then it will be locked.

Videos Concept Illustrations

Finally, there are video concept illustrations that help demonstrate key issues, disorder, and so. These are videos I would often show in class. When they say "Required," you need to view them. I know, that's crazy. When they are "optional," they are just that. I uploaded or linked them to help dig a little deeper than lecture, just in case you are interested.

Please do NOT save any of the concept videos, as they are copyright protected.

Monday Course Discussion Meetings

Each Monday, we meet as a class to discuss the material, answer questions, dive deeper into the content, and so on. Do you have to go? No. It's college. It's a lecture discussion, so you should go, but you don't have to. There are not points to attend lecture. I will say that attending will likely increase your grade (in part due to your investment of going, and in part because I will talk about things that show up on the exam and help clarify key concepts.

Each discussion meeting will be recorded so that if a student cannot attend, they can listen to them later. If you do not want to be recorded, you can turn your camera off, remove your name as it is shown, or not attend and view the recording later. Office hour meetings are not recorded.

Please note that you cannot record any material, and you cannot copy, save, or distribute any videos from the course website.
Wednesday Office Hours

Wednesday's are office hours. You do not have to go to these. I would love if you did. In fact, these office hours are exclusively yours. You do not have to compete with any other students from other classes. We can chat about course material, answer questions, discuss assignments, talk about grad school and the mental health profession, whatever you'd like!

Again, office hours are not recorded.

Needing Help with the Canvas Site

If you see any broken links, can't figure out where something, want to complain about the lack of dessert items, please email me whenever you'd like! I can likely help!

Needing Help with this Online Learning

Teaching and learning online can be fun and it can be challenging. I have tried to set up a course that will work for everyone, but each of us has our own unique way of learning. A "one size fits all" approach to online learning will not work for everyone! Let me know where you are having challenges and what you might need. In many cases I can try to help.

For a general set of useful resources for online learning, see SJSU distance learning resources.

Needing Help in this Challenging Time

This is an unprecedented time in all of our lives. The pandemic affects all aspects of living from our personal experience and distress, to our families, our work, our education, and many other situations. If you need help, feel lost, are getting behind, or have the essential parts of your life needing attention in this difficult time, please reach out to me. I want to make sure that this class is not the most challenging part of your life right now. Let's brainstorm and figure out what is possible to help you succeed at the level you are aiming for. Please reach out as things become challenging so we can create a plan for success that fits your unique situation.

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.

**Zoom 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**. From there, we have a few points of etiquette that are really worth attending to:

1. **Be polite and respectful** to the other people in the meetings, particularly when engaged in discussion.
   a. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.

2. **Attend to the discussions**: Do not work on any other course material during our meetings.

3. **Mute Your Microphone**: To help keep background noise to a minimum, make sure you mute your microphone when not talking.

4. **Be Mindful of Background Noise and Distractions**: Find a quiet place to "attend" class, to the greatest extent possible.
   a. Avoid video setups where people may be walking behind you, people talking/making noise, etc.
   b. Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.

5. **Position Your Camera Properly**: Be sure your webcam is in a stable position and focused at eye level.

6. **Limit Your Distractions/Avoid Multitasking**: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

7. **Use Appropriate Virtual Backgrounds**: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

**Professional Communication**

The best method of contacting me is via email. Please allow 1 to 2 business days for a response. I do not typically respond to email on weekends. Please use the email address listed on this syllabus. I do not respond to emails sent to Canvas as frequently.

Email is NOT a place to get extensive help with papers. If you have questions about a paper or larger assignment, you must attend online office hours to discuss them; I will not simply read drafts of papers over email. If you have specific questions about an upcoming assignment 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 San Jose State 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 4-12-2020).
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 with upper and lower case letters, and do not use abbreviations for words that are often used in text messages.
8. Be sure to use correct grammar and spelling in your message.
9. 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.
10. 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).

University Policies
Per University Policy S16-9 (http://www.sjsu.edu/senate/docs/S16-9.pdf), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on Syllabus Information web page (http://www.sjsu.edu/gup/syllabusinfo), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.
Here are important excerpts from these policies:

**Consent for Recording of Class and Public Sharing of Instructor Material**

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. **You may NEVER give or sell the course notes or any other course material to an outside agency** (e.g., a study website) as this material is copyrighted and legally protected by both the professor and SJSU.

Education Code of California Law section 66450-52 prohibits any person from selling or otherwise publishing class notes or presentation for a commercial purpose. In addition, Title 5, section 41301 in the Student Code of Conduct for all California State Universities prohibits the publication of academic presentations for commercial purposes.

Members of SJSU work actively to detect compromised coursework made available on the web and will determine the specific source of that compromise. We will seek academic and legal consequences to all individuals who posts any course material to another website (including course notes and test materials).

Distributing course or test material is a violation of academic integrity as well as intellectual property rights. These consequences can include academic dismissal and financial liability in civil court.

With respect to recording lectures, **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.

**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** 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/.

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**

**Presidential Directive 97-03** requires that students with disabilities requesting accommodations register with the [Accessible Education Center](#) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed. If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

Please do not hesitate to contact me by email or in person to discuss this.

**SJSU Writing Center**

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring is also available through online platforms.

To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](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](http://www.sjsu.edu/counseling).

**SJSU Cares**

Students experiencing challenges meeting their basic needs including, but not limited to, access to food, shelter, and a safe space are encouraged to contact SJSU Cares. Students who feel that their class performance may be affected by these challenges are encouraged to notify their professors, if comfortable doing so. Faculty members may be able to provide flexibility within the course for students working with a case manager.
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<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic/Class meeting</th>
<th>Videos to View</th>
<th>Quiz/Assignment Due</th>
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<td>Syllabus &amp; ALL links on front page</td>
<td>Introduction &amp; Meaning of Psychopathology</td>
<td>Quiz 1 (history) due 8-24</td>
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<td>FIRST CLASS MEETING</td>
<td>Meaning of Psychopathology pts 1&amp;2 [lectures]</td>
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<td>8-24</td>
<td>M</td>
<td>Ch. 1</td>
<td>History of Psychopathology pts 1&amp;2 [lectures]</td>
<td>Quiz 2 (theories) due 8-31</td>
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<td>Attend: Zoom Class Discussion</td>
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<td>8-26</td>
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<td>Ch. 2</td>
<td>Paradigms of Abnormality - pt 1 pts 1-3 [lectures]</td>
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<td>Quiz 3 (science) due 9-9</td>
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<td>Paradigms of Abnormality - pt 2 pts 3-6 [lectures]</td>
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<td>Quiz 4 (classification) due 9-14</td>
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<td>9-2</td>
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<td>The Scientific Method pts 1-4 [lectures]</td>
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<td>9-9</td>
<td>W</td>
<td>Ch. 3 (p. 69-95)</td>
<td>Classification pts 1-5 [lectures]</td>
<td>Quiz 1 Q&amp;A</td>
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<td>Exam 1 Question Exchange</td>
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<td>9-14</td>
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<td>Assessment pts 1&amp;2 [lecture]</td>
<td>Exam 1 Prep Questions due 9-16 on Canvas: 9-21</td>
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<tr>
<td>9-16</td>
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<td>Exam 1 Question Exchange</td>
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<tr>
<td>9-21</td>
<td>M</td>
<td>EXAM 1 for Module 1 (online during course time at 12 noon)</td>
<td>Online Office Hours/Discussion</td>
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**Month:** August
**Week:** 8-19 to 9-21 (8-19 W to 9-21 M)

**Syllabus & ALL links on front page**

**Introduction & Meaning of Psychopathology**

**FIRST CLASS MEETING**

**History of Psychopathology** pts 1&2 [lectures]

**Attend: Zoom Class Discussion**

**Paradigms of Abnormality - pt 1** pts 1-3 [lectures]

**Online Office Hours**

**Paradigms of Abnormality - pt 2** pts 3-6 [lectures]

**Attend: Zoom Class Discussion**

**The Scientific Method** pts 1-4 [lectures]

**Online Office Hours**

**Classification pts 1-5 [lectures]**

**Online Office Hours**

**Assessment** pts 1&2 [lecture]

**Exam 1 Q&A**

**Exam 1 Question Exchange**

**Module 1 Assignment** Due 9-2

**Labor Day**

**Classification**

**Exam 1 Prep Questions due 9-16 on Canvas: 9-21**

**Exam 1 for Module 1 (online during course time at 12 noon)**

**Exam 1 Q&A**

**Exam 1 Question Exchange**
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic/Class meeting</th>
<th>Videos to View</th>
<th>Quiz/Assignment Due</th>
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</table>
| 9-23 W | Ch. 4 | Anxiety - Models & Phobias  
Online Office Hours | Anxiety & Phobias pts 1-3 [lectures]  
Concept: Phobia exposure | Quiz 5 (anxiety) due 9-23 |
| 9-28 M |  | Panic, GAD, OCD, & PTSD  
Attend: Zoom Class Discussion | Panic & GAD pts 1-2  
OCD  
PTSD pts 1-2 [lectures]  
Concept: Panic [Sedata]; OCD [Jennifer]; PTSD | Module 2 Assignment Due 9-28 |
| 9-30 W | Ch. 5 (p.184-197) | Dissociative Disorders  
Online Office Hours | Dissociative Disorders & Memory pts 1-3 [lecture]  
Concept: DID [officer]; False Memory Syndrome; Factitious Disorder | Quiz 6 (dissoc) due 9-30 |
| 10-5 M | Ch. 6 (p.236-244) | Suicide  
Attend: Zoom Class Discussion | Suicide pts 1-3 [lecture]  
Concept: The Bridge (trailer) | Quiz 7 (suicide) due 10-5 |
| 10-7 W | Ch. 6 (200-235) | Mood Disorders - part 1  
Online Office Hours | Bipolar Disorder pts 1-2 [lectures]  
Concept:: Dell | |
| 10-12 M |  | Mood Disorders - part 2  
Attend: Zoom Class Discussion | Depression pts 1-5 [lectures]  
Concept: MDD [Evelyn]; MDD severe w/ psychotic features & ECT | Quiz 8 (mood) due 10-12 |
| 10-14 W |  | Exam 2 Q&A  
Exam 2 Question Exchange  
Online Office Hours/Discussion |  | Exam 2 Prep Questions due 10-14 on Canvas: 10-19 |
<p>| 10-19 M | EXAM 2 for Module 2 (online during course time 12 noon) | | | |</p>
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<td>Ch. 12</td>
<td>Schizophrenia - part 1</td>
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<td>Schizophrenia – pt 1-2</td>
<td>Quiz 9 (schizophrenia) due 10-21</td>
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<td>Schizophrenia - part 2</td>
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<td>Schizophrenia - part 3-4 [lecture]</td>
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<td>Concept: psychoanalysis; TD symptoms; lobotomies</td>
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<td>11-2</td>
<td>M</td>
<td>Personality Disorders - pts 4-5</td>
<td>PDs part 2 [lecture]</td>
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<td>Attend: Zoom Class Discussion</td>
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<td>11-9</td>
<td>M</td>
<td>Eating Disorders &amp; BDD pt 2</td>
<td>BDD pt 3 [lecture]</td>
<td>Quiz 11 (Eating) due 11-9</td>
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<td>Concept: Power of media; self-image; diverse beauty</td>
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<td>11-16</td>
<td>M</td>
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<td>Substance pts 1-3 [lecture]</td>
<td>Quiz 12 (Substance) due 11-16</td>
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<td>Ch 10</td>
<td>(367-398)</td>
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<td>11-23</td>
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<td>Final Paper Meeting &amp; Diagnosis Practice</td>
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<td>Thanksgiving</td>
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<td>11-30</td>
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<td>Sex Disorders - part 2</td>
<td>Sex disorders pts 3-5 [lecture]</td>
<td>Quiz 13 (Sex dis) due 11-30</td>
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<td>Final Paper (Psychopathology at the Cinema) due at 12 noon</td>
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<td>EXAM 3 for Module 3 (online during course time at 12 noon)</td>
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