San José State University
Psychology
PSYC 110, Adult Psychopathology, Section 05, Fall, 2020

Course and Contact Information

Instructor(s): Sarah Nadeau, M.S., LMFT
Office Location: DMH 230 – Not in use Fall 2020 due to Shelter in Place order. Office hours will be held over Zoom at this link: https://sjsu.zoom.us/j/93896732959?pwd=SWRsS2s4UJJxMDlzWk90RkwvVmlOZz09
Password: 963177

Telephone: No phone number. Please email me.
Email: Sarah.nadeau@sjsu.edu
Office Hours: Wednesdays 3.30pm – 4.30pm or by appointment
Class Days/Time: Wednesday 6pm to 8.45pm
Classroom: Link to Zoom class address
          Full address is: https://sjsu.zoom.us/j/98798095409?pwd=UGQyd1BhTVBwRm5WdGhzNULsVEJ4UT09
          Password: 158440

Prerequisites: PSYC 1

Course Description


This course is designed to provide you with an overview of the range of human behaviors described as psychopathology. 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 Format

Technology Intensive, Hybrid, and Online Courses

Classes will be held live at the assigned time each week via Zoom (see link listed above as classroom location). Quizzes, exams, and class activities will be administered through the Canvas learning system.
Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Link to Learn Anywhere website for current Wi-Fi options on campus.

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Assignment submission
- Assignment feedback from instructor
- Grade roster

My intention is that the site will become an additional forum, outside of class, in which we can debate, discuss, and raise questions about the course material. Check this site regularly for course announcements, articles, assignments, and other course materials.

Click this link to access the Canvas site or go to http://www.sjsu.edu/at/ec/canvas/ and click the Canvas icon to log in. You can also log in through one.sjsu.edu.

Username = SJSU 9-digit ID

Password = your current SJSUOne password

For additional information:

Link to Canvas Student Tutorial at https://community.canvaslms.com/t5/Student-Guide/tkb-p/student

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System at http://sjsu.instructure.com. Use your SJSUOne login and password to access Canvas. You are responsible for regularly checking in Canvas for any class announcements or updates. For help with using Canvas, see Canvas Student Resources page at http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

Program Information

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.

Course Goals
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 learning objectives are as follows:

CLO1 – Critical thinking development: Historical context - to understand the importance of history and context when examining and classifying psychological distress

CLO2 – Knowledge based and application development: Understanding paradigms - to have a basic familiarity with the major paradigms as used in the assessment, classification, and treatment of psychological problems

CLO3 – Research Methods development: Clinical science: to understand the role of science (with its varying methods) in the study of abnormal behavior

CLO4 – Critical thinking and application: Assessment and classification - to understand the process of classification and its dependence on theoretical paradigms

CLO5 – Critical thinking and application: Assessment and classification - to be familiar with and critical of different types of assessment of abnormal behavior

CLO6 – Knowledge base and application development - Interventions - to develop a broad knowledge base of the different types of psychopathology and corresponding psychological, social, and biological interventions

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 assess understanding of textbook content
3. Class activities will determine critical thinking and application of concepts to clinical situations

Required Texts/Readings

Textbook
ISBN: 9781337619370

Mindtap is not used in this class.
Other Readings
Additional readings may be provided on the Canvas learning management system course website.

Other technology requirements / equipment / material
Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students are responsible for ensuring that they have access to reliable Wi-Fi during tests. If students are unable to have reliable Wi-Fi, they must inform the instructor, as soon as possible or at the latest one week before the test date to determine an alternative. See Link to Learn Anywhere website for current Wi-Fi options on campus.

Library Liaison
The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials.

Psychology Librarian contact information:
Christa Bailey
christa.bailey@sjsu.edu
408-808-2422

The library also has an abundance of resources for doing psychology research which can be found in the Library Research Guides Psychology Section at http://libguides.sjsu.edu/psychology

Course Requirements and Assignments

Online Quizzes
There will be 12 quizzes worth 10 points each. 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. You MUST attend to the schedule of when the quizzes are due!

The quizzes have a due date, but they are not timed, and they can be completed in multiple sessions.

Quizzes will only be due as posted online and will not be able to be turned in later than that deadline. Quizzes will typically only be available for the week prior to the deadline. I cannot print or re-open a quiz for you if you miss one. Please keep track of your quiz schedule and the scores you receive.

The quizzes address the follow learning outcomes: CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, and PLO1.

Class Activities
There will be 13 class activities over the course of the semester. They will be worth 10 points each. Activities will provide opportunities to apply and respond to concepts learned in this course. Each activity will be available for 1 week. Activities will not be timed.

The activities address the follow learning outcomes: CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, PLO1, and PLO3.
Exams
There will be 3 exams. They will be worth 50 points each. The exams will be multiple-choice format and will have 50 questions. These will be administered through Canvas. The exams will cover both readings from the text and class lectures. Each exam will be given during the lecture period, and you will have 1 hour and 15 minutes to complete the exam. The exams typically take 60 minutes to complete.

You will be allowed to re-schedule an exam only in case of an emergency or if you have a mandatory university activity. For emergencies, please contact me as soon as possible in order to discuss the situation. For university activities, please bring me a note to that effect 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 for a reason that is known in advance.

The exams address the following learning outcomes: CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, and PLO1.

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

Final Examination
The final exam will be the third exam of the class, which covers the last section of the course. The final will not be cumulative.

Extra Credit
Extra credit assignments are given at the instructor’s discretion.

Grading Information
There will be 400 points available in the course.

Grading is based on the following:

- Quizzes (10 points each x 12 = 120 points)
- Class activities (10 points each x 13 = 130 points)
- Exams (50 points each x 3 = 150 points)

<table>
<thead>
<tr>
<th>Assessment Items and Their Value</th>
<th>Points (each)</th>
<th>% of Final Grade (each)</th>
<th>Points (total)</th>
<th>% of Final Grade (total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>3</td>
<td>50</td>
<td>150</td>
<td>150/400=37.5%</td>
</tr>
<tr>
<td>Activities</td>
<td>13</td>
<td>10</td>
<td>130</td>
<td>130/400=32.5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>12</td>
<td>10</td>
<td>120</td>
<td>120/400=30%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>400</td>
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Grading is based on the sum of the following: 3 exam scores, 13 class activity scores, and 12 quiz scores. Each exam will have 50 questions and will be worth 50 points for a total of 150 exam points. Class activities will be worth 10 points each, with a total of 130 points available in the class. Your quiz score will be based on the total of your 12 quizzes for 10 points each; there will be 120 quiz points available.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plus</td>
<td>386 to 400</td>
<td>97 to 100%</td>
</tr>
<tr>
<td>A</td>
<td>372 to 385</td>
<td>93 to 96%</td>
</tr>
<tr>
<td>A minus</td>
<td>360 to 371</td>
<td>90 to 92%</td>
</tr>
<tr>
<td>B plus</td>
<td>342 to 357</td>
<td>86 to 89%</td>
</tr>
<tr>
<td>B</td>
<td>330 to 341</td>
<td>83 to 85%</td>
</tr>
<tr>
<td>B minus</td>
<td>318 to 329</td>
<td>80 to 82%</td>
</tr>
<tr>
<td>C plus</td>
<td>302 to 317</td>
<td>76 to 79%</td>
</tr>
<tr>
<td>C</td>
<td>290 to 301</td>
<td>73 to 75%</td>
</tr>
<tr>
<td>C minus</td>
<td>278 to 289</td>
<td>70 to 72%</td>
</tr>
<tr>
<td>D plus</td>
<td>262 to 277</td>
<td>66 to 69%</td>
</tr>
<tr>
<td>D</td>
<td>250 to 261</td>
<td>63 to 65%</td>
</tr>
<tr>
<td>D minus</td>
<td>238 to 249</td>
<td>60 to 62%</td>
</tr>
<tr>
<td>F</td>
<td>0 to 237</td>
<td>0 to 59%</td>
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</tbody>
</table>

**Classroom Protocol**

**Attendance and Participation**

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 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.

Attendance is the responsibility of the student. However, attendance itself may not be used as a criterion for grading. Students are expected to attend all meetings for their courses, as they are responsible for all material covered during class meetings, and active participation is frequently essential to ensure maximum benefit to all class members. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at http://www.sjsu.edu/senate/docs/F15-3.pdf.

**Zoom Classroom Etiquette**

- Mute Your Microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible.
  - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
  - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- Position Your Camera Properly: Be sure your webcam is in a stable position and focused at eye level.
- 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).
- 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.

See Online Learning Resources Document for further information.
University Policies

Per University Policy S16-9 ([http://www.sjsu.edu/senate/docs/S16-9.pdf](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](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.

Academic Integrity/Plagiarism/Cheating

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](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/](http://www.sjsu.edu/studentconduct/).

If you are found to be violating the Academic Integrity Policy, you will fail the assignment, which may result in also failing the class.

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/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at [http://www.sjsu.edu/aec](http://www.sjsu.edu/aec) to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Accommodation to Students' Religious Holidays

University Policy S14-7 states that San José State University shall provide accommodation on any graded class work or activities for students observing religious holidays that require absence from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the absence. It is the responsibility of the instructor to make every reasonable effort to honor the request without penalty, and of the student to make up the work missed.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at [https://www.sjsu.edu/provost/academic_affairs/resources/Academic_Calendars/](https://www.sjsu.edu/provost/academic_affairs/resources/Academic_Calendars/). Students should be aware of the current deadlines and penalties for dropping classes (Link to Late Drop Information at [https://www.sjsu.edu/aars/policies/latestpolicy](https://www.sjsu.edu/aars/policies/latestpolicy)). Information about the latest changes and news is available at the this link to the Advising Hub found at [https://www.sjsu.edu/advising/](https://www.sjsu.edu/advising/).
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. “Students are not allowed to record without instructor permission” Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Other campus services

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 at http://www.sjsu.edu/writingcenter.

In the fall 2020 semester, the SJSU Writing Center will be offering online tutoring services (M-Th, 10:00-9:00 and F, 10:00-3:00) and providing an "Ask a Tutor" live chat service during select weekday hours posted on their website.

Counseling Center
The SJSU Counseling and Psychological Services is located in the Student Wellness Center (at the corner of 7th Street and San Carlos, across from the Event Center) in Room 300B. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

SJSU Cares – Food and other Resources
If you're an SJSU student who has had a recent crisis which has left you food insecure, couch-surfing, or facing unexpected bills, SJSU Cares may be able to help identify and connect you to resources.

SJSU offers a number of resources and services on campus to help you deal with situations and issues outside of the classroom that may take away from your academic success. Some of those services include mentoring, counseling, health and wellness, and public safety assistance. We also offer a coordinated response to students
matriculated in regular sessions programs who are experiencing an unforeseen economic crisis which is impacting their ability to be a successful student.

SJSU Cares can meet one to one with students who are experiencing an unforeseen economic crisis to determine which resources/support can be offered. For other students it might be helpful to know of our major programs such as Spartan Food Pantry, Just In Time Mobile Food Pantry, and CalFresh sign-up assistance.

**Peer Connections**

*Peer Connections* is your campus-wide resource for mentoring (time management, note taking, learning strategies, adjusting to college, etc.) and tutoring (including over 120 different courses and undergraduate writing). In addition, Peer Connections provides classroom support through Supplemental Instruction Leaders, Learning Assistants, Peer Mentors, and Embedded Tutors. Your instructor will announce if a Peer Educator is in your class. Peer Connections also has space for studying and offers breakfast snacks for students each day while supplies last. All services are FREE to SJSU students.

For more information on services, hours, locations, or a list of current student success workshops, please visit the website at [http://peerconnections.sjsu.edu](http://peerconnections.sjsu.edu).
PSYC 110, Clinical Psychology, Fall 2020

The schedule is an estimate of the pace at which we will move through the course material. It is subject to change, as needed. Changes to due dates will be posted as announcements on Canvas.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
<th>Quiz Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/19</td>
<td>CANCELED DUE TO AIR QUALITY</td>
<td></td>
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</tr>
<tr>
<td>8/26</td>
<td>Introduction to the course</td>
<td>Chapter 1</td>
<td>Quiz 1</td>
</tr>
<tr>
<td></td>
<td>Abnormal Behavior in Historical Context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9/2</td>
<td>Science and Psychopathology</td>
<td>Chapter 2</td>
<td>Quiz 2</td>
</tr>
<tr>
<td>9/9</td>
<td>Clinical Assessment, Diagnosis, &amp; Research</td>
<td>Chapter 3</td>
<td>Quiz 3</td>
</tr>
<tr>
<td>9/16</td>
<td>Physical Disorders &amp; Health Psychology</td>
<td>Chapter 7</td>
<td>Quiz 4</td>
</tr>
<tr>
<td>9/23</td>
<td>Anxiety, Trauma, &amp; OCD</td>
<td>Chapter 4</td>
<td>MIDTERM 1</td>
</tr>
<tr>
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<td></td>
<td>Quiz 5</td>
</tr>
<tr>
<td>9/30</td>
<td>Anxiety, Trauma, &amp; OCD</td>
<td>Chapter 4</td>
<td>Quiz 6</td>
</tr>
<tr>
<td>10/7</td>
<td>Somatic Symptom &amp; Dissociative Disorders</td>
<td>Chapter 5</td>
<td>Quiz 7</td>
</tr>
<tr>
<td>10/14</td>
<td>Mood Disorders &amp; Suicide</td>
<td>Chapter 6</td>
<td>Quiz 8</td>
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<tr>
<td>10/21</td>
<td>Mood Disorders &amp; Suicide</td>
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<tr>
<td>10/28</td>
<td>Schizophrenia</td>
<td>Chapter 12</td>
<td>MIDTERM 2</td>
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<td></td>
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<td>Quiz 9</td>
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<tr>
<td>11/4</td>
<td>Personality Disorders</td>
<td>Chapter 11</td>
<td>Quiz 10</td>
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<tr>
<td>11/11</td>
<td>NO CLASS – Veteran’s Day</td>
<td></td>
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<tr>
<td>11/18</td>
<td>Eating Disorders</td>
<td>Chapter 8 (p. 282-304)</td>
<td>Quiz 11</td>
</tr>
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<td>11/25</td>
<td>NO CLASS – Thanksgiving Holiday</td>
<td></td>
<td></td>
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<tr>
<td>12/2</td>
<td>Sex Disorders &amp; Gender Dysphoria</td>
<td>Chapter 9</td>
<td>Quiz 12</td>
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<tr>
<td>12/9</td>
<td>FINAL EXAM/ Midterm 3 (online)</td>
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</tr>
<tr>
<td></td>
<td>Wednesday 12/9 5.15pm – 7.30pm</td>
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