PSYC 110: Adult Psychopathology
Fall 2021, Section 85, CRN #46712, 3 units

| 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:    | Mondays through Thursdays 3:30pm-4:00pm or by appointment |
| Voicemail:       | 408.924.6415  Email is strongly preferred |
| Email:           | Leslye.Tinson@sjsu.edu |
| Class Days/Time: | Tuesday, Thursday 2:15pm - 3:30pm |
| Class Location:  | This course is fully online. All course materials are located on Canvas,  
|                 | https://sjsu.instructure.com |
| Prerequisites:   | PSYC 1 - General Psychology (or its equivalent) |

Course Description

PSYC 110 - Adult Psychopathology, 3 units


Prerequisite(s): PSYC 1.  
Grading: Graded
Welcome to PSYC 110!

Dear Students,

My name is Professor Leslye Tinson and I am excited that you will be joining me in learning this semester! It’s an interesting time to be exploring the psychological, biological and sociocultural dynamics of mental health diagnoses and treatments. As we continue to deal with the ongoing challenges of the COVID-19 pandemic, taking care of our psychic energy, reducing stress, and coping with multiple environmental stressors has raised awareness of the urgency for adequate healthcare services.

This welcome letter provides a brief overview of our first day of class and some logistics. We will cover the course in greater detail by reviewing the syllabus together on our first day of class. Fall 2021 instruction begins on Thursday, August 19 and Fall classes end on December 6, 2021. Finals week is scheduled for December 8-14.

Our course, Adult Psychopathology, starts this Thursday, August 19 at 2:15pm. The login information for our online meetings will be posted on the Syllabus tab inside Canvas. To successfully login, you will need to use your SJSU Zoom account. Please access the websites below for more information:

- SJSU Canvas Login Page
- SJSU Zoom Login Page

During our first class meeting, I’ll be hosting a Welcome Session and we will have a brief introductory discussion of our course. This course will require your active participation, so verbal and text contributions in the chat, and collaboration with other students is expected. Since we won’t be able to meet in person, we will do our best to simulate active discussions using the technology we have. I hope that you will be able to participate by:

- When possible, consider using a webcam or smartphone camera so that you are visible in class.
- As much as possible, be in a space free from distractions, and with good sound and lighting.
- Using a virtual background (if desired) to remove distractions from our view.
- Using a headset or headphones to maintain confidentiality during our class discussions.

This course is scheduled to be fully online. All class meetings will be held on Zoom. You can join from your desktop, laptop, tablet, or smartphone. We will use Google Meet as a backup method if Zoom breaks down, so be sure you have your Canvas Announcement Notifications set to ON, as that is how I will notify you of any changes.

In the meantime, please login and review the syllabus and initial readings.

1. Read the Orientation module (includes our syllabus).
2. View Reading Assignment for Week 1.
3. Complete the intro assignment.
4. Setup your individual study plan schedule, calendar important dates, etc.

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.

Sincerely,

Professor Tinson

Leslye M. Tinson, M.S., LMFT, Lecturer of Psychology & African American Studies, San José State University

SJSU Faculty Webpage: Leslye Tinson; Licensed Marriage and Family Therapist #110060, www.leslyetinson.com
Course Format

This course will be conducted through weekly Zoom meetings, online discussion 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.

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. Since this is a fully online course, Canvas will be the centralized source of course material, communication and supplemental material. You will also need to use your SJSU Library account to access certain required films in the course.

- Login regularly and check Canvas often!!
- Video: How to Access Canvas (Canvas Overview).

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

NOTE: There may be some apps that are incompatible with iPad or Chromebook security settings. In these cases please contact me as soon as possible, so we can try to figure out an alternative.

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.
Textbooks and Materials

There is one textbook required for our course. There is also a free PDF of another book that will be available online for your study materials.

**Textbook Required:**
- E-book link ($38.99) from Cengage Learning

**Free Resource Provided:**

You will also need:
- a composition book or paper for taking notes,
- a computer/laptop/e-device for accessing Canvas, and submitting assignments, and
- reliable Wi-fi connection for accessing our online classroom discussions.
- Please use earbuds (or headphones) with a microphone for our class meetings.
- Computers are available for rental from SJSU Student Computing Services.

**Need Tech Support??? If you think you need tech support, try these things first:**

1. **Log out** and try to log back in. Restart your computer.
2. Try a different web browser. See if it works in Chrome or Firefox.
3. Maybe a classmate can help! Post your question to our Q&A forum on Canvas.
5. Contact SJSU eCampus for help
6. Inside Canvas, use the help emoji (question mark icon) on the left navigation Canvas menu and submit a trouble ticket.
7. **If all else fails**, email Professor Tinson: Leslye.Tinson@sjsu.edu
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 and 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 diagnostes covered throughout the semester.
   - **Thinking and 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.

**Program Learning Objectives: B.A. Psychology**

1. **Knowledge Base of Psychology**
   Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

2. **Research Methods in Psychology**
   Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

3. **Critical Thinking Skills**
   Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

4. **Applications of Psychology**
   Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

5. **Values in Psychology**
   Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.
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 set up 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 20 points
2. Syllabus Quiz 10 points
3. Homework 50 points (10 points each)
4. Discussions 50 points (10 points each)
5. Case Study Exams 60 points (20 points each)
6. Assessments 10 points (5 points each)

Total course points possible: 200 points
Assignment Details in Brief

Course orientation module - 20 points

- Attend Zoom orientation or view the recording
- Create your Canvas profile and set your notifications
- Watch the introduction videos
- Prepare a learning schedule
- Post on the introductory discussion board
- 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) - 50 points

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 for Assessment
- Homework 2- Common stressors of college students
- Homework 3- Your Self care plan
- Homework 4- Alcohol use disorder survey
- Homework 5- Case of Ellie Nesler

Discussion Forums (1, 2, 3, 4, 5) - 50 points

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- Mental health PSA
- Canvas Discussion 5- Psychopathy and antisocial personality disorder
Case Study Midterms (1, 2, 3) - 60 points

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.

- Case study midterm 1: Depressive disorders
- Case study midterm 2: Eating disorders
- Case study midterm 3: Mystery Case with Legal & Ethical Issues (Final Exam)

Assessments - 10 points

- Survey 1: Week 3 of the course (complete/incomplete)
- Survey 2: Week 9 Mid-semester (complete/incomplete)

Final Examination

The final exam for our course is Case Study Midterm 3. It is not weighted any heavier than any other exam in our class and will cover the course material since Exam 2. The final exam for our class is listed in the course schedule. The final exam may not be taken early. Please plan your vacations for after final exams.

If a student has 3 different classes with final exams scheduled for the same day, the student may contact me for rescheduling to another day, based on the SJSU final exams policy.
Case Study Exams - Midterm 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

Students will be assigned a letter grade based on the percentage 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.

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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A plus</td>
<td>97%</td>
</tr>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A minus</td>
<td>90%</td>
</tr>
<tr>
<td>B plus</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B minus</td>
<td>80%</td>
</tr>
<tr>
<td>C plus</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C minus</td>
<td>70%</td>
</tr>
<tr>
<td>D plus</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
</tr>
<tr>
<td>D minus</td>
<td>60%</td>
</tr>
<tr>
<td>Fail</td>
<td>Below 60%</td>
</tr>
<tr>
<td>Credit</td>
<td>70% or better</td>
</tr>
<tr>
<td>No Credit</td>
<td>Below 70%</td>
</tr>
</tbody>
</table>

Determination of Grades

- 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 at least 24 hours have 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 set up 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 wait at least 24 hours of non-response from the instructor before emailing a second time.
d. Please avoid accusatory language, use of emoticons, or any other language that may be interpreted as rude, condescending, harassing or inappropriate to the instructor.

e. If your email is disrespectful, demeaning or disruptive, I will refer it to the Department Chair and/or College Dean for further action. Additionally, I will also ask you to refrain from emailing me further until we have been able to schedule a meeting to discuss the matter amicably.

**Academic Integrity Policy**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose 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 email, 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 an ongoing health pandemic, I am using the deadlines as “suggestions” and will accept late work without your need to provide me with a lengthy explanation. With that said, however, 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.

**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

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

Waiting list procedures

In accordance with University Policy F20-1, the waitlists for most courses will remain active for the first nine days of the fall semester, through 11:59 p.m. Friday, August 27. As seats open up in a class, students on the waitlist will be automatically enrolled and will gain access to the Canvas course shell (at 8:00am and 8:00pm).
We are no longer issuing “graduating senior cards.” Graduating seniors who have graduation applications on file for Fall 2021, Spring 2022, and Summer 2022 are automatically moved to the top of the waitlists on a daily basis. Additional Student Information on the waitlist process is posted on the Registrar’s website.

Starting August 28, all students will need a permission number to enroll. As a reminder, the course drop deadline for Fall 2021 is August 31; the add deadline, and Instructor Drop deadline, is September 8.

Note that the waitlist process applies to courses taught in all modalities: in-person, online, and hybrid. If students come to an in-person class to request a permission number, they should be directed to place themselves on the waitlist through MySJSU, or to request a permission number by email.

### Important Dates

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 19</td>
<td><strong>First Day of Instruction</strong> Late Registration Begins on MySJSU after 7am (Ends September 8) <strong>Automated waitlists process</strong> started (Ends August 27)</td>
</tr>
<tr>
<td>August 28</td>
<td>Permission Number required to enroll</td>
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<tr>
<td><strong>August 31</strong></td>
<td><strong>Last Day to Drop Classes without a W grade</strong></td>
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<tr>
<td>September 1</td>
<td>Late Drop Petition Required</td>
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<td>September 6</td>
<td>Labor Day - no classes, campus closed</td>
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<td>September 8</td>
<td>Last Day to Add Classes via MySJSU</td>
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<td>Last Day to Submit Audit</td>
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<td></td>
<td>Last Day to Submit Instructor Drops</td>
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<tr>
<td>September 9</td>
<td>Late Add Pre-Census Request requirement begins</td>
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<td>September 16</td>
<td>Enrollment Census Date</td>
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<td>September 17</td>
<td>Late Add Post Census Request Requirement begins</td>
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<td>November 11</td>
<td>Veterans’ Day - no classes, campus closed</td>
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<td>November 12</td>
<td>Semester Withdrawal Deadline  <em>(AARS’ Withdrawal Request)</em></td>
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<td></td>
<td>Last day to submit Late Enrollment Post Census for current semester</td>
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<tr>
<td>November 24-26</td>
<td>No classes, Thanksgiving Holiday, Campus Closure</td>
</tr>
<tr>
<td>December 6</td>
<td>Last Day of Instruction</td>
</tr>
<tr>
<td></td>
<td>Last day to complete Coursework for &quot;Incomplete Grades&quot;</td>
</tr>
<tr>
<td>December 7</td>
<td>STUDY DAY - no classes or exams. Faculty Web Access for Grade Posting Opens</td>
</tr>
<tr>
<td>December 8-10, December 13-14</td>
<td>Final Exams</td>
</tr>
<tr>
<td>December 17</td>
<td>Grades Due from Faculty (first deadline)</td>
</tr>
<tr>
<td>December 18</td>
<td>Grades Viewable on MySJSU</td>
</tr>
<tr>
<td>December 25</td>
<td>Winter Recess</td>
</tr>
<tr>
<td><strong>January 2, 2022</strong></td>
<td><strong>Final deadline for Grade Submission (11:59 pm)</strong></td>
</tr>
<tr>
<td></td>
<td>January 4, 2022: Last day for instructors to submit incomplete grade changes</td>
</tr>
<tr>
<td>January 11, 2022</td>
<td>Academic Standing &amp; Current Semester Grades Posted on MySJSU &amp; Transcripts</td>
</tr>
</tbody>
</table>
# 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.

Please review the course schedule regularly. You will typically need to submit one assignment per week/module. Deadlines will also be posted on Canvas.

**Class Assignments:** Unless otherwise noted below, all assignments are set on Canvas to be due by 11:59pm. The deadlines should be considered a suggested benchmark to keep you on track, but I will accept late assignments. Please do not wait until the end of the semester to try to submit everything late.

**Exams:** All exams have specific dates and times, and deadlines of when you should submit. These are hard deadlines. Please be sure to take the exam on the time and date that it is available. You will be taking the exams online. They are timed for 1 hour. While the exams are taken, it is expected that each student conducts themselves with academic integrity and does not include taking the exam with other students, nor sharing information or questions about exams with anyone else. Violations will result in college disciplinary action.

<table>
<thead>
<tr>
<th>Start Goal</th>
<th>Topics, assignments and study materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August 19</strong></td>
<td><strong>Orientation Module: Course Orientation</strong></td>
</tr>
<tr>
<td>- Attend orientation meeting</td>
<td></td>
</tr>
<tr>
<td>- Complete Orientation module (20 pts total)</td>
<td></td>
</tr>
<tr>
<td>- Setup your Canvas profile</td>
<td></td>
</tr>
<tr>
<td>- Setup your Canvas notifications and email preferences</td>
<td></td>
</tr>
<tr>
<td>- Download and read the Course Syllabus</td>
<td></td>
</tr>
<tr>
<td>- Complete the Syllabus Quiz on Canvas</td>
<td></td>
</tr>
<tr>
<td>- Purchase/download textbook and materials</td>
<td></td>
</tr>
<tr>
<td>- Setup your study plan</td>
<td></td>
</tr>
<tr>
<td><strong>Assignments</strong></td>
<td></td>
</tr>
<tr>
<td>- Post in the introductory discussion forum (10 points)</td>
<td></td>
</tr>
<tr>
<td>- Submit “Getting to know you” sheet to Professor Tinson (10 points)</td>
<td></td>
</tr>
<tr>
<td>- Syllabus Quiz (10 points)</td>
<td></td>
</tr>
<tr>
<td>- Discussion 1: What is normal or abnormal?</td>
<td></td>
</tr>
<tr>
<td><strong>August 24</strong></td>
<td><strong>Module 1: Introduction to Abnormal Psychology</strong></td>
</tr>
<tr>
<td>(self-study 8/26)</td>
<td>How do we go about defining what is and is not abnormal behavior? What are the historical perspectives of abnormal behavior and how do they shape what we determine is out of the norm?</td>
</tr>
<tr>
<td>- Read Chapter 1: Abnormal Behavior (Sue et al., 2017)</td>
<td></td>
</tr>
<tr>
<td>- Watch intro videos from instructor</td>
<td></td>
</tr>
<tr>
<td>- Watch part of “Madness” film:</td>
<td></td>
</tr>
</tbody>
</table>
# Theories of psychopathology, clinical assessment and diagnosis

<table>
<thead>
<tr>
<th>August 31</th>
<th>Module 2: Theoretical Models (Understanding and Treating Mental Disorders)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this module we will explore a variety of theories that help to explain disorders. These theories include models of understanding of how biological, psychological (e.g. psychodynamic, cognitive, behavioral, humanistic), social and cultural factors play a role in human behavior.</td>
</tr>
<tr>
<td></td>
<td>- Read Chapter 2: Understanding and treating mental disorders (Sue et al., 2017)</td>
</tr>
<tr>
<td></td>
<td>- Watch theory videos on Canvas</td>
</tr>
<tr>
<td></td>
<td>- Canvas discussion 2: Which theory do you prefer?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sept 7</th>
<th>Module 3: Clinical Research and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this module, we will learn some of the tests and tools used in clinical assessment that help mental health professionals and practitioners in identifying a diagnosis and available treatment options for said diagnoses. We will explore a number of assessment strategies including behavioral observations, clinical interviewing, personality testing, cognitive performance measures and biometric indicators via body scanning technology (e.g. CT, PET, MRI). We will also explore the scientific method, systematic processes for experimentation and challenges of research studies.</td>
</tr>
<tr>
<td></td>
<td>- Read Chapter 3: Clinical research, assessment, and classification of mental disorders (Sue et al., 2017)</td>
</tr>
<tr>
<td></td>
<td>- Watch assigned videos on Canvas</td>
</tr>
<tr>
<td></td>
<td>- Homework 1: Hypothetical cases for assessment</td>
</tr>
</tbody>
</table>

## Disorders of fear, worry and sadness

<table>
<thead>
<tr>
<th>Sept 14</th>
<th>Module 4: Anxiety Disorders &amp; Obsessive-Compulsive Disorders</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In this module, we will learn about the normative emotions of fear and worry, and how repetitive patterns of these emotions can contribute to panic disorder, phobias, or social anxiety. We will also look at the category of obsessive-compulsive disorders. Diagnostic criteria, prevention and treatment options will be analyzed.</td>
</tr>
<tr>
<td></td>
<td>- Panic disorder</td>
</tr>
<tr>
<td></td>
<td>- Agoraphobia</td>
</tr>
<tr>
<td></td>
<td>- Specific phobia</td>
</tr>
<tr>
<td></td>
<td>- Social anxiety disorder</td>
</tr>
<tr>
<td></td>
<td>- Generalized anxiety disorder</td>
</tr>
<tr>
<td></td>
<td>- OCD, Obsessive-Compulsive disorder</td>
</tr>
<tr>
<td></td>
<td>- Body dysmorphic disorder</td>
</tr>
<tr>
<td></td>
<td>- Hoarding disorder</td>
</tr>
<tr>
<td></td>
<td>- Trichotillomania</td>
</tr>
<tr>
<td></td>
<td>- Excoriation disorder</td>
</tr>
<tr>
<td></td>
<td>- Read Chapter 4: Anxiety and obsessive-compulsive and related behaviors (Sue et al., 2017)</td>
</tr>
<tr>
<td></td>
<td>- Watch What is anxiety?</td>
</tr>
<tr>
<td></td>
<td>- Watch My strange addiction clip</td>
</tr>
<tr>
<td></td>
<td>- Canvas discussion 3: Normative fear and worry</td>
</tr>
</tbody>
</table>
### Sept 21

**Module 5: Depressive Disorders & Suicide**

In this module we will explore mood disturbances that result in sadness and isolation from others. These disorders include: Major depressive disorder, Persistent depressive disorder, Premenstrual dysphoric disorder and others. We will also address risks of self-harm behavior, namely suicidal ideation, risk factors, and review risk groups by age, gender and culture.

Self-study material
- Review PPT slides
- Watch documentary on “The Bridge”
- Watch Depression video

**ASSIGNMENTS**
- Read Chapter 7: Depressive and Bipolar disorders (pp. 173-192) from Sue et al., 2017
- Read Chapter 8: Suicide (Sue et al., 2017)
- Watch assigned videos on Canvas
- **Homework 3: Your self-care plan**
- **Case Study midterm 1: Depression (due by 9/24)**

### Disorders of trauma, stress, mood, and body

### Sept 28

**Module 6: Trauma- and Stressor-Related disorders**

In this module we will learn about the impact of stress on our overall health, and how traumatic experiences can affect our mood, sleep patterns and consciousness. Disorders include: PTSD, Acute stress disorder and Adjustment disorders. We will discuss prevention and treatment for these problems.

Self-study materials
- Review PPT slides
- Review CDC website on Adverse Childhood Experiences
- Watch ACE Study video on Kanopy

Recommended film (optional)
- Netflix: The Trials of Gabriel Fernandez

**ASSIGNMENTS**
- Read Chapter 5: Trauma- and Stressor-Related disorders (Sue et al., 2017)
- Watch assigned videos on Canvas
- **Homework 2: Common Stressors of College Students**

### October 5

**Module 6: Bipolar Disorders**

Bipolar disorder is an experience of mania that often co-occurs with depression in the same individual. We will look at the different cycles or patterns of bipolar disorder, discuss effective treatment options,
- Bipolar I disorder
- Bipolar II disorder
- Cyclothymic disorder

Films:
- Living with Bipolar Disorder (Kanopy)
- Bipolarized (Kanopy)

**ASSIGNMENTS**
- Read Chapter 7: Depressive and Bipolar disorders (pp. 193-203) from Sue et al., 2017
### October 12
**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: Eating disorders (Sue et al., 2017)
- Watch assigned videos on Canvas
- Case study midterm 2: Eating disorders

### October 19
**Module 8: Somatic Symptom and Related Disorders**
- Somatic symptom disorder
- Illness anxiety disorder
- Factitious disorder
- Conversion disorder

**Module 8: Dissociative Disorders**
- Dissociative identity disorder
- Dissociative amnesia, dissociative fugue
- Depersonalization/derealization disorder

**ASSIGNMENTS**
- Read Chapter 6: Somatic symptom and dissociative disorders (Sue et al., 2017)
- Watch assigned videos on Canvas
- **Canvas discussion 4**: Mental health PSA (Post by 10/21, Reply by 10/25)

### Disorders of consciousness, sensation, & perception
**October 26**
**Module 9: Schizophrenia Spectrum and other Psychotic Disorders**
- Schizophrenia
- Delusional disorder
- Brief psychotic disorder
- Schizophreniform disorder
- Schizoaffective disorder

**ASSIGNMENTS**
- Read Chapter 11: Schizophrenia spectrum disorders (Sue et al., 2017)
- Watch assigned videos on Canvas
- **Simulation assignment**: Schizophrenia (due by 11/1)
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 2</td>
<td><strong>Module 10: Personality Disorders</strong></td>
<td>- Cluster A: Paranoid, Schizoid and Schizotypal</td>
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<tr>
<td></td>
<td></td>
<td>- Cluster B: Antisocial, Borderline, Histrionic and Narcissistic</td>
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<td></td>
<td></td>
<td>- Cluster C: Avoidant, Dependent, and Obsessive-compulsive</td>
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<tr>
<td></td>
<td><strong>ASSIGNMENTS</strong></td>
<td>- Read Chapter 14: Personality psychopathology (Sue et al., 2017)</td>
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<tr>
<td></td>
<td></td>
<td>- Watch assigned videos on Canvas</td>
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<tr>
<td></td>
<td></td>
<td>- Discussion 5: Psychopathy and antisocial personality disorder (Post by 11/4, Reply by 11/8)</td>
</tr>
<tr>
<td>November 9</td>
<td><strong>Module 11: Substance-Related and Addictive Disorders</strong></td>
<td>- Alcohol</td>
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<tr>
<td></td>
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<td>- Cannabis</td>
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<td>- Caffeine</td>
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<td>- Stimulants</td>
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<td></td>
<td></td>
<td>- Opioids, Inhalants, and other drugs</td>
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<tr>
<td></td>
<td></td>
<td>- Treatment and Recovery</td>
</tr>
<tr>
<td></td>
<td><strong>ASSIGNMENTS</strong></td>
<td>- Read Chapter 10: Substance-related and other addictive disorders (Sue et al., 2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Watch assigned videos on Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Homework 4: Alcohol Use Disorder Survey (Due by Friday 11/12)</td>
</tr>
<tr>
<td>November 16</td>
<td><strong>Module 12: Sexual Dysfunctions</strong></td>
<td>- Normal sexual functioning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Disorders with loss of sexual interest, pleasure, arousal, and pain</td>
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<tr>
<td></td>
<td><strong>Module 12: Paraphilic Disorders</strong></td>
<td>- Exhibitionistic, voyeuristic, fetishistic, frotteuristic, pedophilic, sadistic, masochistic</td>
</tr>
<tr>
<td></td>
<td><strong>ASSIGNMENTS</strong></td>
<td>- Read Chapter 13: Sexual dysfunctions, gender dysphoria &amp; paraphilic disorders (Sue et al., 2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Watch assigned videos on Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Discussion 6: Sexual dysfunctions</td>
</tr>
<tr>
<td>November 21</td>
<td>Self-care assignment</td>
<td></td>
</tr>
<tr>
<td>November 30</td>
<td><strong>Module 13: Legal and Ethical Issues</strong></td>
<td>- The Insanity Defense – legal standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Competency to stand trial, 5150 assessments, Tarasoff law, confidentiality, ethical dilemmas</td>
</tr>
<tr>
<td></td>
<td><strong>ASSIGNMENTS</strong></td>
<td>- Read Chapter 16: Law and ethics in abnormal psychology (Sue et al., 2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Watch assigned videos on Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Homework 5: Case of Ellie Nesler</td>
</tr>
<tr>
<td>December 2</td>
<td>Last day of our class, course review, celebrations</td>
<td></td>
</tr>
</tbody>
</table>
# Final Exam

## Case Study Midterm 3: Mystery Case with Legal & Ethical Issues

The final exam for our course is scheduled for Friday, December 10 and it is due to Canvas by 2:30pm. The exam will close at 2:30pm. Complete it prior to this deadline.

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## Chapter Textbook Crosswalk Chart

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to abnormal</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Theories and Models</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Clinical assessment</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Research methods</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Treatment approaches</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Anxiety Disorders</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>O-C Disorders</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>Depressive Disorders</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Suicide</td>
<td>8</td>
<td>No separate chapter</td>
</tr>
<tr>
<td>Bipolar Disorders</td>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>Trauma/Stress Dx (PTSD)</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Eating Disorders</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Somatic Symptom disorders</td>
<td>6</td>
<td>8</td>
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<tr>
<td>Dissociative disorders</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Schizophrenia spectrum</td>
<td>11</td>
<td>12</td>
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<tr>
<td>Personality disorders</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Sexual dysfunctions and Paraphilic</td>
<td>13</td>
<td>No chapter available</td>
</tr>
<tr>
<td>Substance Use disorders</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Law and Ethics</td>
<td>16</td>
<td>15</td>
</tr>
</tbody>
</table>

We will not cover:

- Neurocognitive
- Childhood & Adolescent disorders

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PSYC 110, Adult Psychopathology, Tinson, Fall 2021