PSYCHOLOGY 110 (Section 7)
Adult Psychopathology (Abnormal Psychology)
Syllabus
Spring 2021

Professor: Dr. Lynda Heiden  
Office: Zoom  
Office hours: Thursday 7:30-8:15pm  
Class time: Thursday 6:00-7:15pm  
Class Location: Zoom  
Prerequisite: PSYC 001

Email/Messaging: Send all messages through our Canvas page (please do not use my university email unless there is an urgent issue and Canvas is down).
lynda.heiden@sjsu.edu

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. Please check frequently.

Course Format  Online blended (asynchronous and synchronous) course

This course will not meet in-person and will be fully online through Canvas and Zoom. All Tuesday course meetings will be recorded and posted to the Canvas course website.

All times are listed in Pacific Standard Time (PST).

This course will meet weekly on Thursdays from 6:00pm - 7:15pm (PST). This is the time listed in the schedule of classes.

Office hours are set for Thursdays from 7:30-8:15pm (PST). If you cannot make that time, send me a message on Canvas so we can arrange a time that will work for both of us.

All assignments (quizzes, exams, writing) will be posted, submitted, and graded using Canvas.

Course Description
This course will survey the causes, diagnosis, and effects of adult disorders. An integrative perspective will be used that acknowledges biological, psychological, and social/cultural influences on abnormal behavior. Diagnostic criteria using the DSM-5, clinical descriptions, examples, and empirical work related to each disorder will be covered. Because we will not be able to cover all clinical disorders, our focus will be on those seen most frequently in clinical populations.

Course Goals
1. To be able to appreciate the complexity of psychopathology. There are rarely
single causes for psychological and emotional problems, but instead, psychopathology typically arises from a complex mix of genetic, biological, psychological, social-familial, and cultural factors. Each disorder can be partially explained at each of these levels of analysis; however, we usually get the clearest picture of when we integrate evidence across multiple levels and over time.

2. **Develop appreciation for the Scientist-Practitioner model.** Psychological research and clinical practice are interdependent. The best clinicians use the research literature to guide their practice whereas the best researchers make their findings relevant and accessible to clinicians.

3. **Participation in this course will have relevance to your everyday life.** You will likely be called upon to help others at some point in your life, even if you do not become a mental health professional. I hope that this course will provide you a beginning knowledge and the critical thinking skills necessary to help you understand the impact of psychological disorders and the resources available for those who struggle with these disorders.

### Course Learning Objectives (CLOs)
The goal of this course is to facilitate a basic understanding of psychological disorders affecting adults. Upon successful completion of the course:

1. Students will demonstrate a basic understanding of major causal theories of adult disorders, including biological, psychosocial, and integrative theories.
2. Students will demonstrate a basic understanding of the primary symptoms associated with psychological disorders as described in the DSM-5.
3. Students will understand the Scientist-Practitioner model as it relates to the diagnosis and treatment of psychological disorders in adults.
4. Students will demonstrate basic understanding of the impact of disorders on the person, their families, and their community.
5. Students will demonstrate awareness of how ethnic/cultural values and traditions may impact the assessment, diagnosis, and treatment of adult disorders.

### Required Texts and Websites

1. **Textbook:** Essentials of Abnormal Psychology  
   V. Mark Durand, David H. Barlow, Stefan G. Hofmann  
   ISBN: 9781337754941

2. **Mindtap:** Mindtap provides textbook-specific resources and study tools and is included free with your textbook.

3. **Canvas course website**
COURSE REQUIREMENTS

1. EXAMS (100 pts. each): There will be three exams covering lectures, class materials (e.g., videotapes, handouts; publisher provided material), and assigned readings. Each exam will consist of 50 multiple-choice, true-false, or matching questions worth 2 points each and will cover only material assigned or discussed since the last exam (in other words, each exam covers only one module of study). The final (Exam 3) is not comprehensive; it will cover the last module only.

All exams must be taken on the date assigned. The only exception to this policy is missing an exam for medical reasons. Only those who provide signed medical documentation for any dates missed AND and notification prior to the exam will qualify to take the exam late. The makeup exam must be taken on the first weekday (not first class day) after medical concerns are resolved (which is the date the doctor says you can return to full activity).

Exam 1 and 2 will each be given during our Tuesday meeting time, and you will have 1 hour and 15 minutes to complete the exam.

Exam 3 will be given for 75 minutes during the time scheduled by the University during finals week, in this case 9:45am Thursday May 20, 202. The exam will be open from 9:45am until 11am (PST). Although given during finals, this exam is not comprehensive; it will cover only the last unit/module of study.

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).

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.

2. QUIZZES (10 pts. each): Quizzes will be assigned for each chapter a to encourage students to stay current on reading assignments. Each quiz will consist of 10 items
(=10pts.) and will cover the chapter assigned for that week (see class schedule for reading assignments). Quizzes must be completed on time to be scored for credit. Quizzes will not be available after the deadline, so please plan ahead. YOU ARE EXPECTED TO WORK ALONE ON ALL ONLINE QUIZZES; TO CONSULT WITH OTHERS ABOUT THE QUIZ AND WHILE TAKING THE QUIZ CONSTITUTES ACADEMIC DISHONESTY.

To allow for unexpected events, including illness, your single lowest quiz scores will be dropped. No make-up quizzes will be allowed.

3. WRITING ASSIGNMENTS (variable points)

There will be writing assignments within each module that will encourage reflection and critical thinking. Most will be in the form of case studies of varying lengths.

**GRADES**

Grades will be determined by the percentage of points earned. All grades will be posted on Canvas. You will be able to calculate your grade at anytime during the semester by adding total points earned and dividing that number by total points possible.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-97.99%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99%</td>
</tr>
<tr>
<td>B</td>
<td>88-89.99%</td>
</tr>
<tr>
<td>B-</td>
<td>83-87.99%</td>
</tr>
<tr>
<td>C</td>
<td>78-79.99%</td>
</tr>
<tr>
<td>C-</td>
<td>73-77.99%</td>
</tr>
<tr>
<td>D</td>
<td>68-69.99%</td>
</tr>
<tr>
<td>D-</td>
<td>63-67.99%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>

SJSU complies with the Americans with Disabilities Act. If you need course adaptations or accommodations because of a disability, or if you need 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 requires that students with disabilities register with DRC to establish a record of their disability.

**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 worth mentioning:

1. **Be polite and respectful** to the other people in the meetings, particularly when engaged in discussion. Please refrain from using language that is prejudicial or hurtful to others.

2. **Attend to the discussions**: We all multi-task at times; however, it is best to focus only on class 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**: It is best to turn off text and other notifications, close or minimize running apps, and to put your phone 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.

**ADMINISTRATIVE INFORMATION**

The information in this syllabus is for your convenience. Any portion of it may change as deemed appropriate, especially the dates on which topics and presentations occur. You are responsible for keeping current on deviations from the class syllabus.

You are responsible for understanding the dates, policies and procedures about add/drops, academic renewal, fee payment, withdrawal and so forth. Important links:

- Policies: [http://www.sjsu.edu/gup/syllabusinfo/](http://www.sjsu.edu/gup/syllabusinfo/)
- Deadlines: [https://www.sjsu.edu/registrar/calendar/Spring-2021.php](https://www.sjsu.edu/registrar/calendar/Spring-2021.php)

**Campus Policy in Compliance with the American Disabilities Act**

[Presidential Directive 97-03](http://www.sjsu.edu/gup/syllabusinfo/) requires that students with disabilities requesting accommodations register with the [Accessible Education Center](http://www.sjsu.edu/gup/) (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed.

Please do not hesitate to contact me to discuss this.
ACADEMIC INTEGRITY

The complete Academic Integrity Policy can be found at: http://info.sjsu.edu/static/catalog/integrity.html

Academic integrity is essential to the mission of San José State University. As such, students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor) without the use of any outside resources. Students are not permitted to use old tests, quizzes when preparing for exams, nor may they consult with students who have already taken the exam. When practiced, academic integrity ensures that all students are fairly graded. Violations of the Academic Integrity Policy undermine the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students and the course instructor and diminishes the value of degrees granted by the University.

Anyone who violates of the Academic Integrity Policy will be subject to an “F” in the course (not just on the assignment) and will be reported to the appropriate university office for disciplinary action, such as suspension or expulsion from San José State University.

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

Copying in part or in whole, from another’s test or other evaluation instrument; submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy; submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy; altering or interfering with grading or grading instructions; sitting for an examination by a surrogate, or as a surrogate, any other act committed by a student in the course of his or her academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

Plagiarism
At SJSU plagiarism is the act of representing the work of another as one’s own (without giving appropriate credit) regardless of how that work was obtained, and submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another’s work, without giving appropriate credit, and representing the product as one’s own work; representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, painting, drawing, sculptures, or similar works as one’s own.

Please note that "I didn't know" is not an adequate defense for violating any of the academic integrity policies.
WHERE TO FIND HELP

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

SJSU Counseling Services

The SJSU Counseling Services is located at the Student Wellness Center, room 300B. Professional psychologists, social workers, and counselors are available to provide consultation on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling Services website at http://www.sjsu.edu/counseling.

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.