PSYCHOLOGY 110 (Section 83)  
Adult Psychopathology (Abnormal Psychology)  
Spring 2022

Course and Contact Information
Professor: Dr. Lynda Heiden  
Office: Online - Zoom  
Email: via Canvas (see info below)  
Office hours: Tu 12:00-12:45p and by appointment  
Class time: Tu 10:30-11:45am; asynchronous activities  
Location: Online – Synchronous and Asynchronous (Canvas)  
Prerequisite: PSYC 001

You are responsible for all of the material in this syllabus including course requirements, due dates, location of assignments on Canvas, and the course and university’s policy on academic integrity. It is important to check Canvas frequently for any schedule changes or class announcements.

Email/Messaging info: Send all messages through our Canvas page. To help me track and respond to messages, please do not use my university email unless there is an urgent issue and Canvas is down. When Canvas is down: lynda.heiden@sjsu.edu

Office Hours info: Office hours are on Zoom and are managed on a first come, first served basis. You will be placed in the virtual waiting room until it is your turn. I want to be available to you, so if the you not able to connect during the scheduled office hours, please contact me to arrange a time that will work for both of us.

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 Format
This is a fully online course. We will cover one topic each week (see schedule). A lecture on the assigned topic will be provided every Tuesday on Zoom from 10:30-11:45am and you will have an opportunity to discuss and ask questions during this period. All Tuesday course meetings will be recorded and posted to the Canvas course website.

Additionally, there will be weekly assignments with some time flexibility built in, such as watching a video, completing a case study, or short writing assignments. Assignment materials will be available throughout the week, with a Saturday submission deadline of each week.
All dates and times are listed in Pacific Time.

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

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 Outcomes (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.

Psychology Department Program Learning Outcomes (PLOs)
This course meets the following Psychology department PLOs:

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.

**PLO3:** Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

**PLO4:** Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

**PLO5:** Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

**Required Textbook**

**Textbook:** Essentials of Abnormal Psychology. 8th Edition (Durand, Barlow, & Hofmann, 2019) with MindTap included

Unfortunately, only the 8th edition, with Mindtap, will work for this course.

There are two options available for purchasing the text with Mindtap:

**Option 1: MindTap + eBook:** Durand Essentials of Abnormal Psychology 8e MindTap **ISBN: PAC: 9781337619424** $95 available access through your SP22: PSYC-110 course in Canvas LMS or from the Spartan Bookstore

**Accessing Course Materials through Canvas**

From Canvas SP22: PSYC-110 -Adult Psychopathol > MODULES> Durand Essentials of Abnormal Psychology 8e MindTap SP22: PSYC-110 - MindTap > Load SP22: PSYC-110 – MindTap in a new window Here is a video to walk you through the steps: **MindTap on Canvas Registration and Login (Links to an external site.)**

**Option 2: MindTap + eBook + physical book:** Cengage Unlimited subscription. ONLY $119.99 (+7.99 physical book rental) for 1 semester, you get access to ALL your Cengage MindTap, CNOWv2, WebAssign, OWLv2, SAM, and OPENNOW. Note: Buy one Cengage Unlimited subscription. You will then have access to **ALL SJSU Courses listed (Links to an external site.)** at no extra cost. Ask for **Cengage Unlimited (Links to an external site.)** in the bookstore or try it for free. Download the free **Cengage Mobile App (Links to an external site.)** to get your Cengage eTextbook and study tools on your phone.

**COURSE REQUIREMENTS AND ASSIGNMENTS**
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 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).

Exams are timed (60 minutes) and must be completed in one session without stopping or logging out. All exams should be taken on a laptop or desktop to minimize problems. Using cellphones can be problematic.

Note: Exam 3 will be given during the time scheduled by the University during finals week. Although given during finals, this exam is not comprehensive; it will cover only the last unit/module of study.

If you qualify for testing accomodations, please contact the AEC.

No testing process is perfect, so the scores for each exam will be “curved up” by a maximum of 4 points.

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 can not 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 to encourage students to stay current on reading assignments. Each quiz is scheduled before Zoom lectures to help us all start “on the same page” in terms of knowledge”. The lecture will clarify and expand on what you learned in the text.

Each quiz consists of 10 items (=10pts.) and will cover the chapter assigned for that week (see class schedule for reading assignments). Quizzes are timed and will be available for two days, typically Sundays and Mondays. You can take it at any time
during the open period, and must be taken in one testing session. Quizzes must be completed by 11:50pm 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 are 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 or will be responses to video clips or other materials.

There is no term paper requirement in this class.

*University Policy S16-9,* “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.”

**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.

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SJSU complies with the Americans with Disabilities Act. If you need course adaptations or accommodations because of a disability, 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 AEC to establish a record of their disability and to determine specific accommodations and I work with you to facilitate any AEC recommendations.
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, typing, 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/
SJSU Deadlines:

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

*Presidential Directive 97-03* requires that students with disabilities requesting accommodations register with the Accessible Education Center (AEC) to establish a record of their disability. AEC will contact the instructor with further details, if needed.

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 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](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 the Counseling Services website at [http://www.sjsu.edu/counseling](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.