

**San José State University  
Department of Psychology  
PSYC 110 Sect. 1  
Adult Psychopathology  
Summer, 2020**

<b>Instructor:</b>	Dr. Steven Del Chiaro
<b>Graduate Teaching Assistant:</b>	TBD
<b>Office Location:</b>	Zoom
<b>Email:</b>	Through Canvas (Please indicate on the subject line of the email: class date and time)
<b>Office Hours:</b>	<b>By appointment (request through Canvas)</b>
<b>Class Days/Time:</b>	June 1 – July 2 Mo/We 9:00 a.m. – 1:15 p.m.
<b>Classroom:</b>	Synchronous Zoom Class: Address will be made available on Canvas Announcements. MUST HAVE WEBCAM.

### **Course Web Page**

#### Class Websites:

Canvas – ALL assignments are assigned and turned into Canvas. You must be able to upload .doc or pdf documents.

#### **Logging Into Canvas**

**Canvas Login URL:** <https://sjsu.instructure.com/> . Please note that it should NOT have the "www" at the start of the URL like many other websites. All students must first set up their SJSUOne account before accessing Canvas. To do so, go to <http://its.sjsu.edu/services/sjsuone/> . The **Username for Canvas** then is your 9 digit SID and your password is the one you chose when you established your SJSUOne account. You will see the courses you are taking (assuming the instructor is using Canvas).

#### **Further Assistance with Canvas**

Students should go first to <http://guides.instructure.com/m/4212> with problems and then to the University Help Desk for Canvas problems, including logging in (<http://www.sjsu.edu/helpdesk/>).

### **Course Description**

This course is designed to introduce you to some of the major topics in clinical psychology. This course will help you begin to appreciate the complexity of thought, feelings and behavior

through an examination of what can happen when these processes become dysfunctional. We will look at historical theories as well as new research and findings. Emphasis will be placed on psychological, biological, and environmental factors that interact to create symptoms and behaviors associated with specific disorders. Students are encouraged to think critically about stigmas and labels associated with the mentally ill. Societal and cultural norms influence what is considered “abnormal”; however, psychologists strive to empirically arrive at diagnostic criteria, etiology, prognosis, and treatments of mental disorders. Since many behaviors and symptoms we will address may seem familiar (e.g., checking to see if you locked your door 5x), you are forewarned NOT to self-diagnose. By the end of the course, you should be more sensitive to issues pertaining to psychological dysfunction, and more knowledgeable about the industry of mental illness and in modern America and its impact on individuals and society.

### **Required Texts/Readings**

Barlow, D. H. & Durand, V. M. (2015). *Abnormal Psychology: An Integrative Approach*. 7th Ed. ISBN: 9781285761343

**Rosenhan, D.L. (1973). On being sane in insane places. *Science*, 179, 250-258. Can be accessed on the web: [Rosenhan, D.L. \(1973\). On being sane in insane places. \*Science\*, 179, 250-258.](#)**

REQUIRED\* Video capability (web cam): Students must be present during class times with video on so I can see your smiley faces.

### **Learning Outcomes**

The two 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.

### **Course Learning Outcomes (CLOs)**

Upon successful completion of this course, students will be able to:

1. To understand the importance of history and context when examining and classifying psychological distress;
2. To familiarize students with diagnosable psychopathologies;
3. To be familiar with and critical of different types of assessment of abnormal behavior;
4. To present some theories of etiology and have students come to their own conclusions of the nature and causes of specific psychopathologies;
5. To introduce some clinical therapies that have been proven useful in the treatment of specific disorders.

### **Program Learning Outcomes (PLO)**

Upon successful completion of the psychology major requirements...

*PLO1 – Knowledge Base of Psychology* – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. (test, quizzes, paper)

*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. (paper)

*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. (paper)

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

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

### **Library Liaison**

Bailey, Christa

Phone: 408-808-2422

Email: [christa.bailey@sjsu.edu](mailto:christa.bailey@sjsu.edu)

### **Classroom Protocol**

#### **Syllabus Policy:**

The course syllabus presented in this document will be followed as closely as possible. However, the course syllabus, schedule, policies, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. This includes the tentative dates listed. The instructor will announce possible changes of the syllabus in advance. Since such announcements are typically made during class, it is the student's responsibility to clarify any of these changes that may have been made when the student is absent.

Although you will be responsible for all of the material in the assigned readings, some of the information may not be covered in class. Therefore, if there is material that is unclear to you it is highly recommended that you discuss this material with me at an appropriate time (e.g., during office hours). It is your responsibility to read the syllabus and ask questions about it so that you have a clear understanding of the expectations. If you are unclear about any of the requirements/expectations, then please set up a time to speak with me. I will be grading as though you have a clear understanding of the course requirements and material.

#### **Attendance:**

I will not be taking attendance. But I will have participation. You must have a web cam and be visible during class. You are adults and need to make your own decisions. Please realize that your decisions have consequences (If this makes no sense to you then you need to enroll in Psychology 155 Human Learning, because you will understand through operant conditioning that behaviors have consequences!). Students are responsible for everything that is said and done in class. I strive to make my classes not only educational but also enjoyable. It is important to note that it is the student's responsibility to withdraw from a course they do not wish to take. If you simply stop coming to the class and do not withdraw from the course, then you will still receive a grade that will be based on the completed work. Additionally, I encourage students to arrive on time for the class. However, I understand that extenuating circumstances do arise that can prevent your diligent efforts toward punctuality. If you are late to class, please take a seat in the row of desks/seats closest to the door in order to prevent disruption to the class. I hope you will take advantage of this policy only when absolutely necessary. I do have a small portion of your grade based on participation, tardiness affects participation. Many important pieces of information are discussed in class, and students are responsible for knowing and complying with

this information including changes in assignments. Please make appropriate adjustments to your schedule to allow for arrival to the class on time (e.g., arriving early to avoid traffic/parking problems).

### **Classroom courtesy and disruptions:**

Class disruptions are not tolerated. Students will be asked to leave if they are being disruptive to fellow students or the professor. Disruptions include but are not limited to cell phones going off for any reason (even accidental), TEXTING (yes, I still see it if you hold the phone under your desk during class!), talking when not participating in an instructor- assigned activity, and not paying attention (e.g., reading the newspaper, sleeping). In accordance with university policies on student conduct, it is expected that you will treat other students and the instructor with courtesy and respect. Being on the phone and texting ARE ACTIVITIES THAT ARE NOT RESPECTFUL! Additionally, this class is conducted where you have wireless Internet access, please do not “surf” the web. See Electronics Policy.

### **Cell phone policy:**

**ABSOLUTELY NO CELL PHONE USAGE IN CLASS!** Please keep cell phones stored away in backpacks/bags throughout the class. Students will be asked to leave the classroom if seen using cellphones.

### **Electronics Policy:**

Many students utilize their laptops and tablets to take notes during class. If you have your laptop open during class, it can only be for note taking during lecture. If you use your computer in any other way (i.e. web surfing), then there will be a no electronics rule for the entire class for the remainder of the semester. If you are expecting an urgent call you must notify the instructor before class, and then take your call outside of class without interruption to the classroom. If you are found using your cell phone in class you will lose participation points, if there are more than 5 incidents throughout the semester of people using their electronics inappropriately in the classroom then the entire class will start losing participation points. Notifications will go out via email to inform the class of violations of this policy.

**Research shows that [Websurfing/texting during class directly lowers your grade \(and disrupts those around you\)](#). Go to:**

**<http://chronicle.com/blogs/wiredcampus/students-stop-surfing-after-being-shown-how-in-class-laptop-use-lowers-test-scores/4576>**

### **Recording of Class Lectures:**

Common courtesy and professional behavior dictates that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. This permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor-generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade

forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

### **EXAMS:**

Exams will be multiple-choice. The tests will have questions from the text, lectures and videos. Each exam will be assigned during the lecture period, and you will have 65 minutes to complete the exam.

**Quizzes:** Complete the assigned quizzes on **Canvas**. You have to complete a quiz for each of the chapters on the syllabus. There is a time-limit of 20 minutes; once you start you have 20 minutes to complete. No starts and stops and coming back hours or days later. There are **NO MAKE-UPS on quizzes** (NO EXCEPTIONS). You must do them during the time period they are assigned. Check Canvas for assigned times. Quizzes are due before class. You will take 10 quizzes throughout the semester and each quiz is worth 5 points for a total of 50 quiz points for the semester.

**Fictional Character Analysis and Treatment:** Select a film, television show or novel that you enjoy and select your favorite character. (do NOT choose movies with obvious diagnosis, such as A Beautiful Mind, One Flew Over the Cuckoo's Nest, American Psycho, Secret Window, etc.). Pick something you enjoy. Reviews must be no greater than six typewritten pages of text and include Parts A, B & C as described below. A rubric will be provided during the semester. Papers will include a cover page and a reference section with at least five (5) references. At the end of the paper, students will attach a copy of the grading rubric and their signed rough draft from the May 5 class.

### **\*Grading Rubric Available on Class Canvas Site (Use it or Lose it (as in points))**

**Part A:** Clinical Assessment. This section of the paper focus is from Chapter three of your text. Why are they coming into therapy? It may help to narrow your description to how this person acts in a certain situation or a specific aspect of their psychopathology. You will be conducting a clinical interview on your character. This part should be a strictly descriptive, without any interpretation. That is, describe what this person does, says or feels, not why that is. At the end of this section, a DSM Multi-Axial Assessment should be given. Use imagination and creativity (Assessment, use chapter 3). You will focus on 1 diagnosis, as well as assign a personality disorder (you will not write about the personality disorder in parts B and C). This section is usually 2 – 3 pages.

**Part B:** Support the diagnosis. Go back over the description in the first part and provide empirical evidence for this psychopathology. The DSM-IV lists disorders and gives a list of symptoms. In this section, discuss the disorder's etiology, clinical presentation and

prognosis. Students need to describe the symptoms of the disorder and provide behaviors of the character that support the diagnosis. Diagnosis, should use text and focus on chapters that cover the diagnosis area. Focus only on the main diagnosis you gave the character. This section is usually a page and a half.

**Part C:** How would you treat this person? You should use an empirically supported psychotherapeutic treatment, then discuss a second treatment of interest to you. For this section, you are giving two treatments for the same diagnosis (PTSD – exposure based therapy and animal assisted). State the mechanisms of action, meaning how the therapy works (refer to the rubric). This section is usually a page and a half.

DO NOT USE “I” STATEMENTS OR CONTRACTIONS “DON’T”.

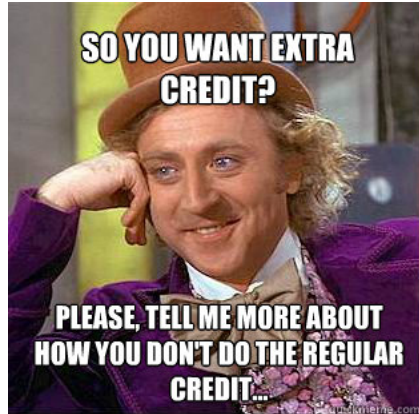
### **Structure for Assignments**

1. Your papers need be organized - you should be developing a central idea in each section and the reader should be able to follow the logic of your argument. Each paragraph should have a coherent theme and paragraphs should follow each other in an organized manner. Read over your papers to be sure that there is a logical order to them.
2. Watch for grammatical errors, particularly sentence fragments and run-on sentences. **More than five spelling or grammatical errors will result in points deducted from final grades. More than ten will result in a zero (0). I encourage you to have your paper proof read.**
3. Your papers will be typewritten, double-spaced, one-inch margins, using Times New Roman (or VERY similar) font.
4. On a sheet attached to the front of all your papers, type the Title of your paper. In addition, you must include Name, Course, Course Number, Semester/Year, and Due Date.
5. Citations/references included in your paper are to be done according to APA style as described in the Publication Manual of the American Psychological Association, 4th Edition, which is available in the library, the campus bookstore, and on-line.
6. Papers should be completed in APA Format.  
<https://owl.english.purdue.edu/owl/resource/560/18/>

**Paper will be submitted through canvas for turn it in.**

The order will be:

1. Cover page
2. Final Draft
3. Reference Page



**Assignments and Grading Policy**

Your grade will be determined by the total number of points you earn throughout the semester. Points will be assigned as follows:

Chapter Quizzes	10 pts	=	50
Character Analysis Paper	80 pts	=	80
1 <sup>st</sup> Draft, Rough Draft and Edits	20 pts	=	20
1 <sup>st</sup> Exam:	100 pts	=	100
2 <sup>nd</sup> Exam	100 pts	=	100
<u>Final Exam:</u>	<u>100 pts</u>	<u>=</u>	<u>100</u>
Total possible points		=	440

**Course Grading Scale**

A	=	94 – 100%	C+	=	77 – 79%
A-	=	90 – 93%	C	=	73 – 76%
B+	=	87 – 89%	C-	=	70 – 72%
B	=	83 – 86%	D+	=	67 – 69%
B-	=	80 – 82%	D	=	60 – 66%
		F	=	0 – 59%	

**Late Work:** No Late Work Accepted. No exceptions!

**Additional Important Information:**

Grades are updated on canvas and are to be used for grade checks. Please ensure the accuracy of your grades. Keep your test answer keys as documentation (scantrons).

**Contact Protocol:**

It is strongly encouraged that students exchange contact information with classmates. If students have questions outside of class, follow, in order, the contact protocol:

1. Contact classmates
2. Contact class TA
3. Contact professor via Canvas

Please be mindful to do some research before emailing me with your questions. The answers to most of the questions you have are usually found within the syllabus. If it is not, I will be more than happy to help, however; if it is an answer that can be found in the syllabus, the email sent will not receive a response. Please indicate on the subject line of the email: class date and time.

**As the semester concludes, do not email the instructor or TA asking for “extra points” to raise your grade. The result of such actions will result in a 5% overall grade reduction.**

### **University Policies:**

#### **Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, 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](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

#### **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 requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec/) (AEC) at <http://www.sjsu.edu/aec/> to establish a record of their disability.

#### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

#### **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. The Center's tutors are trained and nationally certified by the College Reading and Learning Association (CRLA). They provide



content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group, individual, and drop-in tutoring are available. Please visit [the LARC website](http://www.sjsu.edu/larc/) for more information at <http://www.sjsu.edu/larc/>.

### **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

### **Peer Mentor Center**

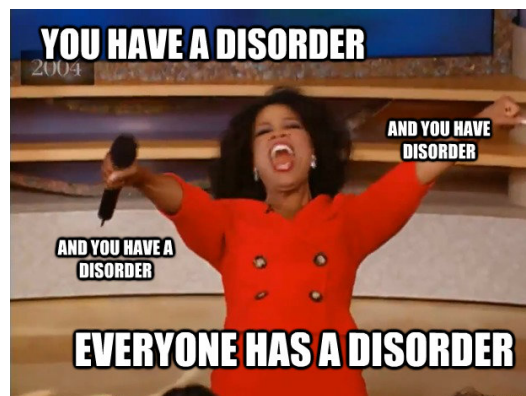
The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

### **Student Success and Wellness**

Attending to your wellness is critical to your success at SJSU. I strongly encourage you to take advantage of the workshops and programs offered through various Student Affairs Departments on campus such as Counseling Services, the SJSU Student Health Center/ Wellness & Health Promotion Dept., and Career Center. See <http://www.sjsu.edu/wellness> or <http://www.sjsu.edu/counseling/Workshops/> for workshop/events schedule and links to many other services on campus that support your wellness! You may go to <http://events.sjsu.edu> to register for any one of the workshops.

### **\*\*Additional Important Information:**

Canvas is used so students have access to their grades once they are uploaded. Any grades checks that are needed must have the form complete, using your current canvas grade. Additionally, if a student requests to have their grade bumped up (usually because they see their score on canvas, an automatic deduction of 5% points will be incurred for the class total.



## Reading Topics, Exams and Dates: Psych110, Summer 20

**Note:** This course will follow this syllabus to the extent possible. The timing and specific nature of topics and activities may change. You are responsible for keeping informed of any changes made to the class syllabus. Such changes will be clearly stated in class and will be posted on canvas. You are responsible for checking canvas before each class.

**Table 1 Course Schedule**

Meeting	Date	Topics, Readings, Assignments, Deadlines
1	June 1	Class Business/Syllabus Introduction,
		History and Definitions, Chapter 1 Introduction, History and Definitions, Chapter 1 (cont.) <b>Quiz Chapter 1 (Suggested Complete)</b>
2	June 3	Approaches to Psychopathology, Chapter 2 <b>Quiz Chapter 2 (Suggested Complete)</b>  Clinical Assessment & Diagnosis, Chapter 3 <b>Quiz Chapter 3 (Suggested Complete)</b>
3	June 8	Anxiety Disorders, Chapter 5 <b>Quiz Chapter 1 Due</b> <b>Quiz Chapter 2 Due</b> <b>Quiz Chapter 3 Due</b> <b>Quiz Chapter 5 Due</b> Anxiety Disorders, Chapter 5 <i>Test Review</i> <i>Part A rough draft due. Have peer reviews complete by Monday June 15.</i>
4	June 10	<b><u>Examination 1 Ch. 1,2,3, &amp; 5</u></b>
		Somatoform/Dissociative Disorders, Chapter 6 <b>Quiz Due Chapter 6</b>
5	June 15	Mood Disorders & Suicide, Chapter 7 <b>Quiz Due Chapter 7</b>
		Personality Disorders, Chapter 12 <b>Quiz Due Chapter 12</b>
6	June 17	Eating and Sleep Disorders, Chapter 8 <b>Quiz Due Chapter 8</b> <i>Test Review</i>
7	June 22	<b><u>Examination 2 - Chapters 6,7,8, &amp; 12</u></b>

		Schizophrenia, Chapter 13 <b>Quiz Due Chapter 13</b>
8	June 24	Sexual Dysfunctions, Chapter 10 <b>Quiz Due Chapter 10</b>
		Substance Related & Impulse Control, Chapter 11 <b><i><u>Rough draft of completed paper due</u></i></b>
9	July 29	Developmental Disorders, Chapter 14 <b>Paper Due</b>
10	July 1	<b><i><u>Examination 3 - Chapters 10, 11, 13 &amp; 14</u></i></b>