

**San José State University
College of Social Sciences**

Psychology 110 (81), Adult Psychopathology (Abnormal Psychology), Fall 2022

Course and Contact Information

Instructor:	Anna N. Lewis, MA, LMFT#90742
Office Location:	Zoom
Telephone:	email only
Email:	Anna.Lewis@sjsu.edu
Office Hours:	Thursdays 7 – 8:00 PM
Class Days/Time:	T R 12:00 PM – 1:15 PM
Classroom:	Zoom links w/ password
Prerequisites:	PSYC 01

You are responsible for all of the material in this syllabus including due dates and times and the course and university's policy on academic integrity.

Faculty Web Page and MYSJSU Messaging

Course materials, mainly this syllabus, can be found on Canvas. You are responsible for regularly checking with the messaging system through MySJSU at <http://my.sjsu.edu> and Canvas to learn of any updates and to receive announcements.

Course Description

From the SJSU Catalog Description: Nature, causes, assessment, and treatment of behavioral, emotional, and personality problems of adults. Emphasis on psychological, social, and biological determinants of human behavioral and psychological disturbances. Prerequisites: PSYC 001

This 3-unit course is designed to provide you with an overview of the range of human behaviors described as “abnormal.” We will discuss the definition of normality and abnormality, how these definitions have changed over time, and models of understanding human behavior and suffering. We will also discuss specific syndromes and diagnostic categories of psychopathology and will survey some of the treatments used for these disorders. You need to have taken Psychology 01 to enroll in and get credit for this course.

Course Goals and Student Learning Outcomes

The two primary goals of the course are (1) to provide students with a general understanding of the various types of psychological disorders discussed within the field of psychological science, (2) to provide a basic familiarity with evidence based treatments for some disorders, (3) to recognize the important role of culture and contextual variables in the assessment, diagnosis, and treatment of psychopathology, and (4) to develop an ability to think critically about these disorders and the study of them as abnormal behavior.

Specifically, our course outcomes are as follows:

Course Learning Outcomes (CLO)

CLO1 – Critical thinking development: Historical context

Upon successful completion of this course, students will be able to discuss the importance of history and context when examining and classifying psychological disorders and their treatments.

CLO2 – Knowledge based and application development: Understanding paradigms

Upon successful completion of this course, students will be able to describe the major paradigms (biological, cognitive, behavioral, psychodynamic, and sociocultural) used in understanding the etiology, assessment, classification, and treatment of psychological problems.

CLO3 – Research Methods development: Clinical science

Upon successful completion of this course students will be able to describe the role science (with its varying methods) in study of “normal” and “abnormal” behavior.

CLO4 – Critical thinking and application: Classification

To identify the process of classification and explain its dependence on theoretical paradigms including the use of the current diagnostic system for psychopathology.

CLO5 – Critical thinking and application: Assessment

Students will be able to name different purposes of assessment of abnormal behavior and to identify different modalities appropriate to these purposes.

CLO6 – Knowledge base and application & Values in psychology—Evidence based interventions development

To identify different types of psychological, social, and biological interventions used in treating psychological problems and clinical disorders and the value of empirical evidence for those interventions.

These goals will be evidenced through the following assessment strategies:

1. Examinations covering all key information
2. Application of concepts to clinical situations in written paper format

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.

PLO2 – Research Methods in Psychology—Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.

PLO3 – Critical Thinking 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 individuals, 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 Texts/Readings

There is one text required for the course and can be purchased from the bookstore or online. I expect you to have completed the readings prior to the class meeting for that topic. You will need to do this to answer questions on your chapter quizzes, midterm and final examinations. In addition, this will facilitate our discussions and will help you get answers that will arise while you read the material.

Abnormal Psychology and Life: A Dimensional Approach. Kearney & Trull, 3rd Edition. Cengage Publishing. ISBN 978-1-337-09810-6
Mindtap by Cengage

Library Liaison

The library liaison for the Psychology Department is Crista Bailey. You can contact her at (408)-808-2422 and at Christa.Bailey@sjsu.edu if you have library research questions or questions about accessing library resources.

Course Requirements and Assignments

Grading is based on the sum of the following: 3 midterm exams (Canvas) and 1 final exam (Canvas), 14 Mastery Trainings (Mindtap), 14 Chapter Quizzes (Mindtap), 30 participation (Zoom), 2 written assignments (Canvas), 1 discussion post (Canvas)

Grading Information

A+ = 100 – 99%	A = 98 – 92%	A- = 91 – 90%
B+ = 89 – 84 %	B = 83 – 82%	B- = 81 – 80%
C+ = 79 – 77%	C = 76 – 73%	C- = 72 – 70%
D+ = 69 – 67%	D = 66 – 63%	D- = 62 – 60%
F = 59-0%		

Exams

There will be 4 exams. The exams will cover both your readings from the textbook and class lectures. The exams will be multiple-choice format and taken during the lecture period.

You will be allowed to re-schedule an exam only for medical reasons or if you have a mandatory school activity. However, you must bring me a note to that effect from a doctor or from the school advisor of that activity (such as the coach). Please contact me **prior** to the day of the exam if you cannot make the exam time. The final exam will count the same as any other exam. The final will not be cumulative.

Final Examination or Evaluation

Faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

The final exam will count the same and be the same format as each of the other midterm exams. The final exam is not cumulative. The schedule for the final exam is listed in the course schedule online.

Determination of Grades (Assessment Items and Their Value)

	How Many?	Total Points
Midterm Exams	3	300 points
Final Exam	1	100 points
Mastery Training	14	14 points
Chapter Quizzes	14	28 points
Participation	30	30 points
Written Assignments	2	20 points
Discussion post	1	8 points

Extra credit option: I honor within limits a student's endeavor to do more than what's expected of they/him/her. Be on the lookout for an extra credit opportunity. This opportunity is limited to 1-2% of the student's grade, which means it may push a student's grade from a A- to A or B+ to A-, but not a C to an A- or any other huge change of that nature.

Classroom Protocol

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur. You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of tests. Generally, I will lecture in class and conduct classroom discussions. Participation is highly encouraged. Participation makes the class much more interesting and allows you to develop your critical thinking skills. Questions are welcome at any time.

Attendance

Attendance is not required but is strongly encouraged. I expect you to come to every class. If you do not attend classes, you will miss material that will appear on exams. Class is also the time to have any questions answered that you may have. Material not presented in class, but which appears in assigned readings, will also be included on the exams. The exams tend to cover a bit more from the text than lectures, but lectures will be represented. Most lectures and discussions are not a simple reiteration of the text and will contain additional material. If you see contradictions between the lecture and the material in the text, please do not hesitate to ask about this in class.

Definition of a Credit Hour

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 practicum. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonable approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

The expectation of work for a 3-credit course is 150 minutes of direct faculty instruction and six hours of out-of-class student work each week.

Virtual Classroom Etiquette

Netiquette

Communication and Netiquette Expectations

With freedom to voice your opinion and personal thoughts on the web comes responsibility. Keep the following guidelines in mind:

- **Identify yourself by your real name or explicitly state you have another name you would like us to use.** Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.
- **Write in the first person** (this is your opinion).
- **Use humor, joking, or sarcasm with caution.** We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm; but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.
- **What you write is public—respect your audience and be mindful of proper netiquette.** Netiquette, also known as 'net etiquette,' includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."
- **Be Professional, Clear and Respectful.** Clear and effective writing translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.
- **Read and Formulate Communications Carefully.** Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduces confusion and prepares you for a valid response. You can in return, research your facts and provide citations for information stated within your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.
- **Be Tolerant and Cooperative.** Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end - everyone wants to be successful in any given course.

- **Remember, This Course is Online.** Your instructor and fellow students may be located around the world or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don't put things off until the last moment.
- **Use Proper Headings and Subject Lines.** Emails and Discussion Forum topics should have subject lines that reflect the content of your message. "My Week 1 Reflections" is better than "submission" and "Week 3 Reading is Missing" is better than "Help!" Provide Context For Your Responses. If you are sending a reply to a message or a posting be sure you summarize the original at the top of the message, or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response. Giving context helps everyone.
- **Provide Enough Detail in Your Messages.** When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible in order to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back-and-forth communication.

Office Hours

My office is a virtual "Zoom room" usually Thursdays 7 PM– 8 PM. If I need to change the date of this meeting as circumstances may arise, you will be notified of the cancellation and the rescheduled date for the same week. If you cannot make this time, then you can e-mail or "see me after class" to set an appointment. I want to be available to you. If you email me, you can generally expect a response back in 24 hours during the week. If you email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).

With office hours it is first come, first served. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

Please note that I am a busy instructor, but I absolutely want to make time for our meetings. If I am unavailable at a time you try to see me, let me know, and we will make time to meet.

Professional Communication

The best method of contacting me is via email. Please allow 1 business day for a response. I do not typically respond to email on weekends.

Email is NOT a place to get extensive help with exam questions or with papers. If you have questions about a paper or larger assignment, you must come to office hours to discuss them; I will not read drafts of papers over email, for example. If you have specific questions about an upcoming exam with respect to material covered, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.

As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com. If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 10-12-

2018). In the greeting, please address me politely (e.g., Hi Anna is fine or Hi Instructor Lewis, if you feel more comfortable being formal).

Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in. Be clear in your statement about what you are asking for or of what you are informing the reader. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. Use a polite and respectful tone. Use complete sentences. Do not use abbreviations for words that are often used in text messages. Use upper and lower case letters. Be sure to use correct grammar and spelling in your message. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), requires students to obtain instructor's permission to record the course

Common courtesy and professional behavior dictate 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. Such 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.

- In order to record a class a written request must be made to the instructor, who will respond in writing.
- In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- 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.

University Policies Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>. Make sure to review these policies and resources.

Academic integrity Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct/>. 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 cheat, plagiarize, or otherwise violate the policy of academic integrity in this course, you will fail that assignment and may fail the entire course. All instances of violations of academic integrity will be

reported. [SEP]

Campus Policy in Compliance with the American Disabilities Act [SEP] 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](#) (AEC) to establish a record of their disability.

SJSU Writing Center

COVID-19 MANDATES RESTRICT CAMPUS ACCESS BUT MOST STUDENT SERVICES ARE AVAILBLE ONLINE.

The Writing Center now has two locations: Drop-in tutoring sessions are in Clark Hall, Suite 126. We Regularly scheduled tutoring sessions on the second floor in the MLK Library. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. 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>.

Psychology 110 (81) Fall 2022 Course Schedule

The information in the schedule is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the tests occur. You are responsible for keeping current on any deviations from the class schedule, again, particularly rescheduling of exams.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	Aug 19	NO Zoom session
2	Aug 23	First Zoom session , welcome introductions, and review of course syllabus Discussion post and written assignment #1 due by 11:59 PM
2	Aug 25	Read Chapter 1 & 2 Introduction to adult psychopathology and life (history of Abnormal Psychology) and related themes; Perspectives on Abnormal Psychology
3	Aug 28*	Mastery Training 1 and 2, Chapter Quizzes 1 and 2 due by Sunday at 11:59 PM.
3	Aug 30	Read Chapter 3 Risk and Prevention of Mental Disorders

Week	Date	Topics, Readings, Assignments, Deadlines
4	Sept 4*	Mastery Training 3, Chapter Quiz 3 due by Sunday at 11:59 PM.
4	Sept 8	Read Chapter 4, Diagnosis, Assessment, and Study of Mental Disorder
5	Sept 11*	Mastery Training 4, Chapter Quiz 3 due by Sunday at 11:59 PM.
6	Sept 22	Midterm Exam 1 (Chapters 1 - 4 and lectures)
7	Sept 25*	Read Chapter 5 Anxiety and other related disorders Mastery Training 5, Chapter Quiz 5 due by Sunday at 11:59 PM.
7	Sept 29	Read Chapter 8, Eating Disorders
8	Oct 2*	Mastery Training 8, Chapter Quiz 8 due by Sunday at 11:59 PM.
8	Oct 6	Read 10 Chapter Personality Disorders
9	Oct 9	Mastery Training 10, Chapter Quiz 10 due by Sunday at 11:59 PM.
10	Oct 20	Midterm Exam 2 (Chapters 5, 8, 10 and lectures)
11	Oct 23*	Read Chapter 7 Depressive and Bipolar Disorders and Suicide Mastery Training 7, Chapter Quiz 7 due by Sunday at 11:59 PM.
12	Oct 30*	Read Chapter 6 Somatic and Dissociative Disorders Mastery Training 6, Chapter Quiz 6 due by Sunday at 11:59 PM.
13	Nov 3	Read Chapter 9 Substance Related Disorders
12	Nov 6*	Mastery Training 9, Chapter Quiz 9 due by Sunday at 11:59 PM.
14	Nov 17	Midterm Exam 3 (Chapters 6, 7, 9 and lectures)
14	Nov 20*	Read Chapter 11, Sexual Dysfunctions, Paraphilic Disorders and Gender Dysphoria Mastery Training 11, Chapter Quiz 11 and Written Assignment #2 due by Sunday at 11:59 PM.
15	Nov 24	NO CLASS – THANKSGIVING HOLIDAY
15	Nov 27*	Read Chapter 12 Schizophrenia and Other Psychotic Disorders Mastery Training 12, Chapter Quiz 12 due by Sunday at 11:59 PM.
15	Dec 1	Read Chapter 14, Neurocognitive Disorders

Week	Date	Topics, Readings, Assignments, Deadlines
16	Dec 4	Mastery Training 14, Chapter Quiz 14 due by Sunday at 11:59 PM.
17	Dec 12	Final Exam (Chapters 11,12, 14 and lectures)