Psych 110 (81) Adult Psychopathology (44106)

Fall 2024

Syllabus

Instructor: Naomi Wagner, PhD

Office Location:	DMH # 310
Telephone:	(408) 924-5646
	Naomi.wagner@sjsu.edu
Email:	
Office Hours:	**Mon-Wed 5:00PM-6:00PM via zoom**
Class Days/Time:	Mon, Wed: 1:30-2:45 PM
Classroom:	**on zoom**
Prerequisites:	PSYC 100

Exams are online via Canvas.

Course Canvas Web Page and Messaging

Copies of the course materials such as the syllabus, chapter lecture notes, major assignment or handouts and study guides are posted on the course website on Canvas.

You are responsible for regularly checking with the Canvas In Box for messages from the instructor.

Course Description:

- This course aims at introducing the student to the world of mental disorders and at providing the student with tools necessary to think critically about abnormal behavior.

- After the completion of the course, the student will be familiar with the various models of mental disorders, and will hopefully understand the connection between a model's principles and the studies, assessment tools, and the treatment approaches that stem from that model.
- The strengths and weaknesses of the various theories of abnormal psychology will be explored.
- The presentation of the material will be organized around the diagnostic system of the DSM-5 (2013).
- We will discuss various diagnostic categories, their symptoms, etiology, and interventions, primarily the interventions that were found to be effective for a given disorder.

Course Goals and Student Learning Objectives

Specifically, our course objectives are as follows:

CLO1 - Critical thinking development: Historical context: To understand

the importance of history and context when examining and classifying

psychological distress

CLO2- 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

CLO3- Research Methods development: Clinical science: to understand

the role of science (with its varying methods) in the study of abnormal

behavior

CLO4- Critical thinking and application: Assessment and classification- to understand the process of classification and its dependence on theoretical paradigms

CLO5- Critical thinking and application: Assessment and classification- to be familiar with and critical of different types of assessments of abnormal behavior

CLO6- Knowledge base and application development –Interventions- to develop a broad knowledge base of the different types of psychopathology and corresponding psychological, social, and biological intervention

These objectives will be satisfied through on-line quizzes, in-class exams, and the analysis of vignette.

Program Learning Outcomes (PLO)

Upon successful completion of the class students will be able to:

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 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.

Textbook (required):

Ronald J. Comer; Jonathan S. Comer: Fundamentals of Abnormal Psychology , 11th edition (2021)

ISBN:9781319473730; Macmillan Learning. On line version available through Achieve, need to register. **Previous editions OK.**

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 forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

As an example, 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.

Classroom Protocol

This course is based on the active participation of the student, and the main expectations of the students are **READING** and **ATTENDANCE.** You are expected to read the assigned materials before class, so that the teacher can elaborate and expand. Because of time constraints it may not be impossible to cover all the segments of a given unit. However, you are responsible for all the assigned reading, as the exams will include questions from all part of the reading. Some parts of the chapters will be skipped, please see reading list below.

Students are expected to:

- **Maintain polite and considerate behavior toward their fellow students and the instructor.**
- **Not to text-message during class**
- **Not to make or receive phone calls**
- **Not to surf the Internet during class.**
- **NOT leave class to use their cell-phone.**

· 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.
- **Attendance:**
- Your regular attendance and participation are factors contributing to the successful completion of this course. If you do not attend class you will miss on the opportunity to ask questions and to get clarifications. In addition, please make all effort to come to class on time. Tardiness disturbs the instructor and other students, and also deprives you of the short reviews of the previous lecture that are presented at the beginning of each class.
- **If you hold a full time job, please make all effort to attend class regularly, and to study each night for at least an hour and a half.** Cramming before the test has not been very effective for most students. As you read, take notes and go over the material that has been discussed in class, pay attention to concepts, and examples of these concepts. Be familiar with important studies.
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- **Teacher Availability:**
- Do not hesitate to e-mail me or to come by with questions. If you have not done so well on any of the tests, please come to see me ASAP, in order to go over test questions that

you missed, so we can understand how you interpreted the questions, and devise strategies for doing better on the next test.

· **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/provost/Academic_Calendars/) web page at http://www.sjsu.edu/provost/Academic_Calendars/. 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/.

Assignments and Grading Policy:

1. **Quizzes:**

- Upon the completion of each chapter there will be an on-line quiz. We will cover 9 chapters and we will have 10 quizzes, one for each chapter, and two for chapter 12. Each quiz has 10 questions, and each question is worth 1 point, so each quiz can give you maximum 10 points, and the 10 quizzes maximum 100 points. It is advisable to take the quiz on –line at the conclusion of each chapter, though the date for the quiz is entered at the end of the semester, to give you flexibility. The questions on the quiz will be very similar to the questions on the test. You have 45 minutes to take the quiz, open book, but you can take it only once, and it is important you read before you respond.
- The purpose of this assignment is to help you master the information in a timely manner rather than cramming before a midterm.
- **The maximum 100 points on the quizzes will count for 10% of your class grade.**

2. **Exams:**

- **We will have 3 midterms and a final.** Each midterm will consist of 50 multiple-choice questions. The questions are factual (specific information), conceptual (assigning a concept to a scenario), and applied (use the information to offer solution to a problem). Each midterm will cover about 3 to 4 chapters.   The final is NOT cumulative and will have 50 questions.
- **The exams will be taken online, close books and close notes and slides. You can take the exam from 8 AM to 11:59 PM.**

3. **Case Formulation: Analysis of clinical case: "Jessica Rowland."**

- **You are given a description of a woman who refers herself to clinical attention. You need to provide "case formulation", see Instructions' PPT. Total 100 points (max) that provide 10% of your grade.**
- **Some suggestions:**
- **Describe Jessica as she is described by the narrator.**
- **What is the presenting problem that brought Jessica to clinical attention?**
- **What information is available at the time the referral is made?**
- **Do you have at this stage a "working hypothesis" (tentative) as to the nature of the problem? How does it appear to you? Is there a discrepancy between what is seen now and what is said and a possible deeper underlying problem?**
- **What information would you need to gather beyond what is given to you at this stage? Justify (that is- *make a case*) for the need to get more information in the areas you are mentioning here.**
- **In considering the possible causes, please note - possible biological influences, emotional influences (e.g. temperament, emotional self-regulation), family and social influences.**
- ***What might be a possible diagnosis and what diagnostic conditions would you like to rule out before you apply a specific diagnosis? Also remember the concept of co-morbidity.***
- **What are the treatment goals? What would be the immediate goals and the long-term goals?**

Due date: December 9, 2024, at 11:59 PM

This is the last day of the class, I cannot accept late papers.

Grading: `

Grade Component	Points Available	Percentage of Grade
3 midterms (50 pts each)	**150**	**60%**
Final Exam (50 pts)	**50**	**20 %**
Quizzes	**100**	**10%**
Case Formulation	**100**	**10%**
Total:	*400*	*100%*

Grading Scale:

A+	**97-100%**	**A**	**93-96%**	**A-**	**90-92%**
B+	**87- 89%**	**B**	**83-86%**	**B-**	**80-82%**
C+	**77-79%**	**C**	**73-76%**	**C-**	**70-72%**
D+	**67-69%**	**D**	**63-66%**	**D-**	**60-62%**
F= 59% and below					

Midterm 1: Monday, September 16, 2024

Midterm 2: Monday, October 14, 2024

Midterm 3: Monday, November 18, 2024

You have 65 minutes for each midterm, with 50 questions.

Final: Friday, December 13, 2024; 12:30-2:45 PM

Make up exams:

Please note exam dates and plan your trips and events accordingly. You will be allowed to reschedule an exam ONLY upon the presentation of *documented* medical reason, or if you have a mandatory, documented school activity.

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, 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 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 Integrity 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 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.at.sjsu.edu/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd 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 DV and HD digital camcorders; digital still cameras; ɔvideo, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

The Learning Assistance Resource Center (LARC) and the Peer Mentor Program have merged to become Peer Connections. Peer Connections is the new campus-wide resource for mentoring and tutoring. Our staff is here to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. Students are encouraged to take advantage of our services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

SJSU Writing Center

 The SJSU Writing Center is located in Suite 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 staff can be found at http://www.sjsu.edu/writingcenter/about/staff/.