

Adult Psychopathology Section 01

PSYC 110

Spring 2025 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/06/2025

Contact Information

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Office Hours:	W 11:00-12:00 pm In-person (& email with request for Zoom appointment)

Course Description and Requisites

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 disturbance.

Prerequisite: PSYC 001.

Letter Graded

Classroom Protocols

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](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 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.

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. If special arrangements are needed in cases of emergency or if the building must be evacuated, please make arrangements with the instructor.

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.

If you have specific questions about an upcoming assignment 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, if need be. Please do not send more than 2 to 3 questions at a time.

As a San Jose State 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, use your SJSU email account or 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:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7).
2. In the greeting, please address your professor by their title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.

5. 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.
6. Use a polite and respectful tone.
7. Use complete sentences with upper and lower case letters, and do not use abbreviations for words that are often used in text messages.
8. Be sure to use correct grammar and spelling.
9. 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.
10. 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).

Needing Help with our Course Website

If you see any broken links, can't figure out where something is, or just need help, please email me. I can likely help!

Consent for Recording of Class and Public Sharing of Instructor 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. **You may NEVER give or sell the course notes or any other course material to an outside agency** (e.g., a study website) as this material is copyrighted and legally protected by both the professor and SJSU.

Education Code of California Law section 66450-52 prohibits any person from selling or otherwise publishing class notes or presentation for a commercial purpose. In addition, Title 5, section 41301 in the Student Code of Conduct for all California State Universities prohibits the publication of academic presentations for commercial purposes.

Members of SJSU work actively to detect compromised coursework made available on the web and will determine the specific source of that compromise. We will seek academic and legal consequences to all individuals who posts any course material to another website (including course notes and test materials).

Distributing course or test material is a violation of academic integrity as well as intellectual property rights. These consequences can include academic dismissal and financial liability in civil court.

With respect to recording lectures, [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.

Please note that the videos shared here in Canvas most often belong to those who hold a copyright. **Do NOT download or distribute any of the videos from this course.**

Program Information

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
2. 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.
3. Critical Thinking Skills. 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.
4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Goals

The 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.

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 1 to enroll in and get credit for this course.

Course Learning Outcomes (CLOs)

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 of science (with its varying methods) in the 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 and recognize the importance of contextual variables impacting mental health and suffering including race, gender, ethnicity, culture, and sexual identity.

CLO6 – Knowledge base and application & Values in psychology - Evidence based interventionsdevelopment

Students will be able 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 and learning outcomes will be evidenced through the following assessment strategies:

1. Examinations covering all key information will occur in 3 modules and address all CLOs.
2. Online quizzes will develop critical thinking and application of concepts to clinical situations
3. The module assignments will help further critical thinking in history and assessment, develop a richer understanding of the role of racism in mental health, and develop critical thinking and application of concepts to clinical situations
4. The module assignments are an application of CLOs in assessment and evidence-based treatment as well as critical thinking skills in the context of human suffering.

Course Materials

Required Textbook

This is the one text required for the course and can be purchased from the bookstore or on-line at your favorite used (or new) book site. You will need to complete the readings for the online quizzes for each section.

Also note that you can rent this textbook electronically or used for a much lower price than purchasing a new hardcover version. I encourage you to check the SJSU bookstore as well as well as online sites that sell and rent the book.

Required: Essentials of Abnormal Psychology (8th Edition)

Author: Durand, V. M., Barlow, D. H., & Hoffman, S. G

Publisher: Cengage Publishing

Edition: 8th

ISBN: 9781337619370

Availability: campus bookstore and other places

You do NOT need any DVD, booklets, "with access," or ancillary publisher materials for this course.

Electronic, PDF, or other formats are fine. It DOES need to to the the 8th edition, not previous editions.

Course Requirements and Assignments

Due dates and times

All assignments, quizzes, and the optional extra credit assignment are due by 12:00pm pm (PST) at the start of class on the day posted in Canvas and in the syllabus.

Important Information about Cheating & Plagiarism

The following is REALLY important for you to read. In no way do I want to be the plagiarism or cheating police for this course; that is not a role that makes me happy or makes for a great learning atmosphere. SJSU's academic integrity policy is posted later in this syllabus.

I want to give a quick reminder to everyone about two places cheating & plagiarism can be an issue for our course:

1. **Using the internet to look up Quiz or Module Assignment answers rather than answering the questions yourself.** Sometimes it seems easier to just look up these answers other people have posted than to read the textbook and answer them yourself. I get that, but it is cheating if you don't provide your own answers. You can certainly use the book (or digital versions of the book) to find the answers. You cannot simply search the internet for answers others have posted. Those are not your answers, and this is essentially

copying someone's answers. Canvas has a way to detect this process, as do I from teaching online for many years (even before Covid). As stated in the syllabus, you cannot do this, or it will count as cheating. Please trust me that this is easy to detect.

2. **Using AI to generate written responses.** Your writing must always be your own, otherwise it is plagiarism. You can use AI to inspire you, to help you consider issues, but your writing must be your own. Again, Canvas has a way to detect this, and there are numerous AI detection programs, and my experience will help here, too. You cannot turn in writing that is not your own. That constitutes cheating.

You cannot do either of these things. Please do not cheat. Please do not make me the Academic Integrity Police. **You will fail the assignments,** quizzes, and/or the course, and it just isn't worth it.

Remember that this is your education. Taking the Assignments seriously and working through the Quizzes will help you do better on the Exams, and you will learn the content!

If you have any questions about this or want to talk about this, just let me know. As always, I want you to succeed in this course. I also want you to learn things and, ideally, have a good time. Let's keep our class atmosphere fun, collaborative, and supportive!

Workload estimate per week in PSYC 160 with Dr. Callaghan

The estimates given below are to help you balance your work in this course with other demands on your time. They are estimates and may not line up with how you engage the material. For example, some of us are slower readers, some faster. Some sub-modules have more content to study than others as well.

Task each week	Estimated amount of time
Reading textbook/articles	1.5 hours
Quiz on readings	1 hour
Attend course lectures	2.5 hours
Study for exams	2 hours per week
Total time estimate	~7 hours

Course Structure Quiz

This quiz is due VERY EARLY in the semester. It covers the course overview video, the Canvas page called About the Structure of our Course, the Course Syllabus, and the Tips & Strategies for the Exams.

It is very important that you fully understand the course structure and assignments as your class experience (and grade) depend on your ability to navigate this class effectively. **You can take this quiz as many times** as you would like until it closes. I really want you to score 100%, so I encourage you to take it multiple times until you hit that target. I especially want you to understand how the course is structured.

Exams

The exams are given in-person during class time and start promptly at the beginning of class the days posted in the syllabus and on Canvas. The exams do not occur online.

There are three exams based on each Module. You must take all three of the exams to pass the class.

As this is an upper division University course, the Exams are closed-book and closed-note.

You will need 3 of the **882-E scantron exam forms**. The exams will cover both readings from the text and class lectures, but the vast majority of the questions come from the lectures.

You will have the class time of 1 hour and 15 minutes to complete the exam (75 minutes). If you have university accommodations, please email to confirm we are all set to meet those for this course.

The exams will be multiple-choice format and will have 50 questions (each worth 2 points).

The exams are not cumulative in the sense that I will reach back to early material that is not discussed in later parts of the course.

Each Module has a **Study Guide** and a set of **Sample Test Questions** (that do NOT count toward your grade!) to see how things might go for the exam. Please take advantage of these.

NOTE: I write the exam questions from our lecture slides and study guides, but I will put one question from each Quiz on the exam (Quiz questions are from the textbook authors).

Exam curving

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 be curved within reason** (not typically more than 6 points or 94/100).

Canvas does not have a reasonable way to curve tests, so I will provide the extra points in a column for each exam where the high score was less than 100. If, for example, 96 is the high score, then all students will be given 4 extra points. These are like "bonus points" in that they are not part of the total course and are just added on top of your score.

Online Text Quizzes

The Quizzes are meant to stimulate your reading of the text and complement the lecture material. All quizzes will be multiple-choice and will be based on the assigned readings from the textbook. I use the questions written by the authors for the Quizzes. Remember that I write the exam questions from our lecture slides and study guides, but I will use one quiz question from each quiz on the exam.

The Quizzes are completed on Canvas at your convenience. They will be available online and are due according to the schedule below, most often the day we start a new sub-module.

The quizzes have a due date, but they **are not time timed**, and they can be completed in multiple sessions. You can log in and out to do the quiz, just be sure your answers are saved. You can review your Quiz answers after the deadline for each Quiz.

Quizzes will not be able to be turned in later than the posted deadline. Please keep track of your quiz schedule. Please do not ask me to make a special case for you after you miss a quiz due date unless you have a genuine emergency. It is better to ask for this exception before the due date of the assignment.

If you have questions about the quiz or items in the quiz, please send me a message in Canvas or by email.

Module Assignments

Each module will have an Assignment particular to that module. In Canva, they are listed as quizzes due to limitations in that learning platform. Don't let that fool you, they are *assignments* to dig a little deeper into important topics or skills in psychopathology.

These will cover critical thinking about how we know if someone is really "insane," critically examine the effects of racism on mental health, and learn some about diagnosing using the DSM system. This third Module Assignment will help you succeed on the extra credit paper, if you choose to do it.

OPTIONAL Extra Credit Paper: *Psychopathology at the Cinema*

The extra credit paper is designed to be engaging and hopefully a little entertaining. In *Psychopathology at the Cinema*, you will diagnose a main character in a movie of your choice, talk about the treatment that was and/or should have been implemented, and take a larger look at the character than seeing only their clinical problems.

The full instructions are on Canvas. Please note, you need to do *the Module 3 Assignment* BEFORE the extra credit. This will help you succeed on the paper. See the list of possible movies to use the considerations you need to make if you choose a different movie than on this list.

✓ Grading Information

Grading is based on the sum of the following: 3 Exams, 13 Quiz scores, and 3 Module Assignments. There will be 540 points possible in the course.

Each Module Exam will have 50 questions and will be worth a total of 100 points apiece for a total of 300 exam points. Your Quiz score will be based on the total of your 13 quizzes each worth 10 points, so there will be 130 quiz points available. You will have 3 Module Assignments each worth 30 points for a total of 90

points. There is one Course Structure Quiz covering the layout of the course worth 20 points. There is the option for extra credit.

Assessment Items and Their Value			
	How Many?	Points	% of Final Grade
Exams	3	300	$300/535=56\%$
Quizzes	13	10 each	$130/535=24\%$
Module Assignments	3	30 each	$90/535=17\%$
Course Structure Quiz	1	15 each	$15/535=3\%$

The grading scheme for this course is determined as follows:

<i>Grade</i>	<i>Percentage</i>
A plus	99 to 100%
A	92.5 to 98.9%
A minus	90 to 92.4%
B plus	87.5 to 89 %
B	82.5 to 87.4%
B minus	80 to 82.4%
C plus	77.5 to 79%

<i>Grade</i>	<i>Percentage</i>
C	72.5 to 77.4%
C minus	70 to 72.4%
D plus	67.5 to 69%
D	62.5 to 67.4%
D minus	60 to 62.4%
F	59% and below

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Date	Reading	Topic	Quiz Due
MODULE 1: Theory and Science of Psychopathology			
1-27	Read syllabus!	Introduction	
1-29, 2-3	Ch. 1	The meaning of abnormal behavior/Historical overview	Quiz 1 due 2-3

2-3	Course Structure Quiz		
2-5, 2-10	Ch. 2	Paradigms of Abnormality	Quiz 2 due 2-5
2-10	Module 1 Assignment Due		
2-12, 2-17	Ch. 3 (92-115)	The Scientific Method	Quiz 3 due 2-12
2-19, 2-26 [no class 2-24]	Ch. 3 (69-92)	Classification and Assessment	Quiz 4 due 2-19
3-3	EXAM 1 for Module 1		
MODULE 2: Anxiety, Dissociation, & Mood			
3-5, 3-10	Ch. 4	Anxiety disorders	Quiz 5 due 3-5
3-10	Module 2 Assignment Due		
3-12, 3-17	Ch. 5 (180-181, 184-197)	Dissociative disorders	Quiz 6 due 3-12
3-19, 3-24	Ch. 6 (200-235)	Mood disorders	Quiz 7 due 3-19
3-31, 4-2	<i>SJSU Spring Break</i>		
3-26, 4-7	Ch. 6 (236-244)	Suicide	Quiz 8 due 3-26
4-9	EXAM 2 for Module 2		

MODULE 3: Schizophrenia and Other Disorders

4-14, 4-16	Ch. 12	Schizophrenia	Quiz 9 due 4-14
4-21, 4-23	Ch. 11	Personality disorders	Quiz 10 due 4-21
4-28	Module 3 Assignment Due!		
4-28, 4-30	Ch. 8 (283-302) & pp 158-161	Eating disorders & Body Dysmorphic Disorder	Quiz 11 due 4-28
5-5	Ch 10 (367-398)	Substance used disorders	Quiz 12 due 5-5
5-7	Extra Credit (Psychopathology at the Cinema) Due		
5-7, 5-12	Ch. 9	Sex disorders (read about dysfunctions)	Quiz 13 due 5-7
5-20	EXAM 3 for Module 3 10:45 am to 12:45 pm as listed in SJSU Finals Schedule		