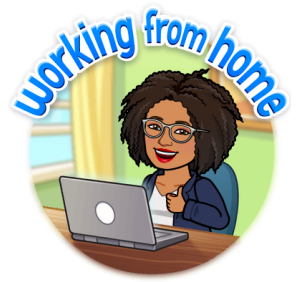


San Jose State University

College of Social Sciences, Department of Psychology



PSYC 110: Adult Psychopathology

Spring 2025, Section 80, CRN #25810, 3 units

Instructor:	Dr. Leslye Tinson Whitehead, M.S., LMFT, Ed.D. (she/her) Senior Lecturer of Psychology & African American Studies
Office Location:	Remote, virtual office
Office Hours:	Virtual Office Hours (All office hours will be held virtually)
	<ul style="list-style-type: none">• Mondays 4pm-6pm (Zoom Link to Dr. Whitehead's office hours)• Thursdays 12-1pm• Google Appointments Calendar
Websites:	Dr. Whitehead's Course HQ ; SJSU People: Leslye Whitehead
Voicemail:	408.924.6415 Email is strongly preferred
Email:	Leslye.Whitehead@sjsu.edu
Class Days/Time:	Monday, Wednesday 6:00pm - 7:15pm
Class Location:	This course is a synchronous, online course. We will meet "live" for class using Zoom. All course materials are located on SJSU Canvas
Prerequisites:	PSYC 1 - General Psychology (or its equivalent)

Course Description

PSYC 110 - Adult Psychopathology, 3 units

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(s): [PSYC 1](#).

Grading: Graded

Welcome to PSYC 110!



Dear Students,

My name is Professor Leslye Tinson and I am excited that you will be joining me in learning this semester! It's an interesting time to be exploring the psychological, biological and sociocultural dynamics of mental health diagnoses and treatments. As we continue to deal with the aftermath of the COVID-19 pandemic, ongoing wars, traumatic events, while trying to take care of our psychic energy, reduce stress, and cope with multiple environmental stressors. All of this has raised awareness of the urgency for adequate healthcare services.

This welcome letter provides a brief overview of our first day of class and some logistics. We will cover the course in greater detail by reviewing the syllabus together on our first day of class. Spring 2025 instruction begins on Thursday, January 23 and Spring classes will end on May 12, 2025. Finals week is scheduled thereafter.

Our course, Adult Psychopathology, starts Monday, January 27 at 6:00PM.

The login information for our online meetings will be posted on the Syllabus tab inside Canvas. To successfully login, **you will need to use your SJSU Zoom account.** Please access the websites below for more information:

- [SJSU Canvas Login Page](#)
- [SJSU Zoom Login Page](#)

During our first class meeting, I'll be hosting a Welcome Session and we will have a brief introductory discussion of our course. This course will require your active participation, so verbal and text contributions in the chat, and collaboration with other students is expected. In this online community, we will do our best to simulate active discussions using the technology we have. I hope that you will be able to participate by:

- When possible, consider using a **webcam** or smartphone camera so that you are visible in class.
- As much as possible, be in a space free from distractions, and with good sound and lighting.
- Using a [virtual background](#) (if desired) to remove distractions from our view.
- Using a **headset** or headphones to maintain confidentiality during our class discussions.

This course is scheduled to be fully online. All class meetings will be held on Zoom. You can join from your desktop, laptop, tablet, or smartphone. We will use Google Meet as a backup method if Zoom breaks down, so be sure you have your Canvas Announcement Notifications set to **ON**, as that is how I will notify you of any changes.

In the meantime, please login and review the syllabus and initial readings.

1. Read the Module 0: Orientation module (includes our syllabus).
2. Complete introductory assignments: Getting To Know You Survey, Welcome Discussion with classmates, and the Syllabus Quiz.
3. Setup your individual study plan schedule, calendar important dates, etc.

That's it for now. Feel free to email me if you have any questions or concerns getting started. I'm looking forward to an awesome semester of learning with you.

Sincerely,

Dr. Whitehead

Leslye Tinson Whitehead, M.S., LMFT, Ed.D.

Senior Lecturer of Psychology & African American Studies, San José State University

Course Format

This course will be conducted through weekly Zoom class meetings, online discussion forums, required films, and assignments on the Canvas course website. To use Canvas, students will need access to an electronic device such as a computer, and will need to login using their SJSU credentials.

The Purpose of this Course

The **Adult Psychopathology** course focuses on the integration of research and context of psychological disorders and mental health problems as they manifest during adulthood. In addition to learning about the specific diagnostic criteria of mental disorders, we will examine various contextual factors including age, gender, race, ethnicity, and socioeconomic status, and access to education, healthcare, and communities that may affect one's mental health and well-being.

A primary objective of this course is for students to integrate their scholarly learning of the course material with applied aspects of the material. In addition, students will get a chance to integrate their knowledge from other related areas (such as child psychopathology, sociology, and family systems). Students will have the opportunity to express their learning in written format, as well as through discussions and assignments submitted on Canvas. Students will be encouraged to develop additional analytical thinking skills by critically evaluating original research in the field of psychopathology and by applying their knowledge of related psychological theories to specific case studies.

In this course, some lecture-based material will be provided during our weekly Zoom classes. You will be able to review slides and videos to enhance your student learning experience. Additionally, you will have access to online resources to supplement course material via the course Canvas site.

I expect you to come to class having **read the assigned readings each week**, and to engage with me and your online community of classmates with a winning attitude and willingness to give your best efforts in class. The value of your presence in class means showing up on Zoom, reviewing materials on Canvas throughout the week, and participating in thoughtful ways to help us all gain knowledge from each other.

Canvas

Canvas is SJSU's Learning management tool. All of our course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas course website. Students are responsible for regularly checking Canvas and their SJSU email address regularly to learn of any updates. **Since this is a fully online course, Canvas will be the centralized source of course material, communication and supplemental material.** You will also need to use your SJSU Library account to access certain required films in the course.

- **Login regularly and check Canvas often!!!**
- [Video: How to Access Canvas \(Canvas Overview for Students\).](#)

Required Computer Equipment

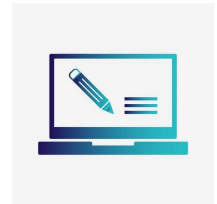
You will need a computer and reliable internet access in order to successfully complete this course. Some of the course material may be accessible by phone or other e-device, but the majority of the course's content may require a full computer/laptop browser and a large bandwidth of data access. Therefore, it is strongly recommended that you utilize a full computer or laptop to access all course materials. Computers are available for loan from the campus.

NOTE: There may be some apps that are incompatible with iPad or Chromebook security settings. In these cases please contact me as soon as possible, so we can try to figure out an alternative.

Laptops are available for loan through **Student Computing Services**
SJSU students, faculty, and staff can borrow laptops, iPads, and more from SCS at no charge.

Need Tech Support??? If you think you need tech support, try these things first:

1. **Log out** and try to log back in. Restart your computer.
2. Try a **different web browser**. See if it works in Chrome or Firefox.
3. Maybe a classmate can help! Post your question to our **Q&A forum** on Canvas.
4. Visit the [Canvas Student Guide](#) for step-by-step instructions.
5. [Contact SJSU eCampus for help](#)
6. Inside Canvas, use the **help emoji** (question mark icon) on the left navigation Canvas menu and submit a trouble ticket.
7. **If all else fails**, email Dr. Whitehead: Leslye.Whitehead@sjsu.edu



Textbooks and Materials

There is one textbook required for our course.

Book Required

Kring, A. M. & Johnson, S. L. (2024). *Abnormal psychology: The science and treatment of psychological disorders, DSM-5-TR update, 15th Edition*. Wiley.

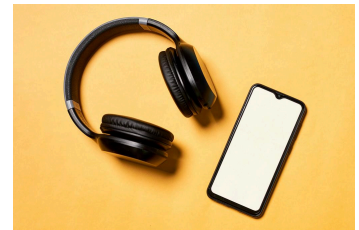
- ISBN: 978-1-119-93342-7
- E-book is recommended.
- Bookstore cost: \$51.

Free Resource Provided (optional)

Bridley, A. & Daffin, L. W. (2018). [Fundamentals of Psychological Disorders \(3rd edition\)](#). Open Textbook Library, Washington State University.

You will also need:

- a **composition book or paper for taking notes**,
- a **computer/laptop/e-device** for accessing Canvas, and submitting assignments, and
- **reliable Wi-fi** connection for accessing our online classroom discussions.
- Please use **earbuds (or headphones) with a microphone** for our class meetings.
- [Computers are available for rental from SJSU Student Computing Services.](#)



Learning Outcomes and Course Goals

The two primary 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. In particular, my goal is to foster critical thinking about the classification of psychopathology and how that affects treatment and research strategies.



Student Learning Outcomes (SLO)

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

1. **SLO1 – Critical thinking development: Historical context** - to understand the importance of **history and context** when examining and classifying psychological distress.

We will meet this learning objective by:

- **Thinking and speaking:** viewing a documentary on the history of mental illness, and participating in small group discussions on stigma and advancements in mental health treatment
- **Analytical Writing:** critiquing the current medical model, Big Pharma, and implications of managed health care industry

2. **SLO2 – 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.

We will meet this learning objective by:

- **Practical skills:** completing a mini mental status exam mock interview
- **Analytical writing:** organizing a list of assessment tools to use for a hypothetical client and exploring various treatment options for the mental diagnoses covered throughout the semester.

- **Thinking and speaking:** discussing the DSM-5, current issues and challenges of diagnostic categorization.

3. *SLO3 – Research Methods development: Clinical science:* to understand the **role of science** (with its varying methods) in the study of abnormal behavior.

We will meet this learning objective by:

- **Thinking and speaking:** analyzing the experimental method, comparing various approaches to research and discussing a possible research question for exploration.
- **Analytical writing:** review of empirical articles and critique of current research findings and treatment advancements

4. *SLO4 – Critical thinking and application: Assessment and classification –* to understand the process of **classification** and its dependence on theoretical paradigms.

We will meet this learning objective by:

- **Thinking and speaking:** demonstrating grasp of various theories through verbal expression and small group discussions
- **Analytical writing:** case study presentations that demonstrate application of clinical materials.

5. *SLO5 – Critical thinking and application: Assessment and classification -* to be familiar with and critical of **different types of assessment** of abnormal behavior.

We will meet this learning objective by:

- **Thinking and speaking:** exploring controversies of tests and measurements, limitations and setbacks
- **Analytical writing:** examining the cultural influences of clinical diagnosis, treatment approaches and mental health stigmatization

6. *SLO6 – Knowledge base and application development - Interventions –* to develop a broad knowledge base of the different types of psychopathology and corresponding **psychological, social, and biological interventions**.

We will meet this learning objective by:

- **Thinking and speaking:** demonstrating grasp of various theories through verbal expression and small group discussions
- **Analytical writing:** case study presentations that demonstrate application of clinical materials.

7. *SLO7 – Knowledge base and application development - Cultural competency and context–* to develop a broad knowledge base of the **multicultural factors** (age, race, gender, sexual orientation, language, disability, class, socioeconomic status, etc) that add to the context of a mental disorder, the person diagnosed and corresponding interventions prescribed and received.

We will meet this learning objective by:

- **Thinking and speaking:** demonstrating grasp of various theories through verbal expression and small group discussions
- **Analytical writing:** case study presentations that demonstrate application of clinical materials.

Program Learning Objectives: B.A. Psychology

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.

5. Values in Psychology

Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Requirements Overview

Courses are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Please keep in mind that additional discipline in making sure assignments are completed on time, is the responsibility of the student enrolled in the course. The course requirements are as follows:

1. Course Orientation Module	20 points	Welcome Discussion + Syllabus Quiz
2. 5 Canvas Assignments	40 points	10 points each
3. In-class participation	40 points	5 points each
4. 5 Exams	100 points	20 points each
Total course points possible	200 points	

Assignment Details in Brief

Course orientation module - 20 points

- Attend Zoom orientation meeting
- Create your Canvas profile, set your pronouns, and set your notifications
- Review Module 0: Orientation materials on Canvas
- Prepare a learning schedule for when you plan to study
- Submit **“Getting to know you” sheet to instructor, 0 points (Complete/Incomplete)**
- Post on the **introductory discussion board and reply to 2 classmates (10 points)**
- Complete the **Syllabus Quiz (10 points)**

Syllabus Quiz

The course syllabus is our agreement for the semester. Students are expected to read the syllabus thoroughly. We will have one quiz (administered on Canvas) that will review your understanding of the syllabus policies and course requirements. **Students who do not complete the syllabus quiz by the deadline will receive 0 points on this assignment.**

Canvas assignments (1, 2, 3, 4, 5): 40 points

Students will complete Canvas assignments through submission of written assignments. **There will be at least 5 Canvas assignments available. The best 4 scores will be retained toward your final grade in the class.** Examples of these assignments include: reviewing a case study to identify diagnosis and strategies for treatment, or generating ideas on the etiology of a certain patient's clinical presentation, or analyzing content based on a popular media article or peer-reviewed journal.

- Homework 1: Hypothetical Cases for Assessment
- Homework 2: Common stressors of college students
- Homework 3: Your Self care plan
- Homework 4: Alcohol use disorder survey
- Homework 5: Case of Ellie Nesler

Canvas Assignments Deadline: Unless otherwise noted below, all assignments are set on Canvas to be due by 11:59pm. The deadlines should be considered a suggested benchmark to keep you on track, but I will accept late assignments up to 7 days from their due date.

In-class participation (1, 2, 3, 4, 5): 40 points

There will be at least 5 in-class participation options. The best 4 scores will be retained toward your final grade in the class. Students will participate in virtual dialogue during our scheduled Zoom classes. Examples might include: sharing your favorite theoretical orientation and why, practicing an assessment interview, or analysis of a video or controversial issue in abnormal psychology. Students are expected to engage verbally within a small group/breakout room, and to report back to the larger class during larger group discussion.

- Canvas Discussion 1: Normal vs. Abnormal
- Canvas Discussion 2: Which theory do you prefer
- Canvas Discussion 3: Mock assessment
- Canvas Discussion 4: Anxiety vs. normal worry or fear
- Canvas Discussion 5: Reducing stigma

Exams (1, 2, 3, 4, 5): 100 points

There are five (5) exams in the class. Each exam may include true/false, multiple choice, multiple answer, fill-in-the-blanks, or short typed answer questions. The goal of the exam is to explore key terms, concepts, and diagnostic criteria that we have covered so far.

- Exam 1 (Chapters 1, 2, 3) 20 points
- Exam 2 (Chapter 4, 5, 6) 20 points
- Exam 3 (Chapter 7, 8, 9) 20 points
- Exam 4 (Chapter 10, 11, 12) 20 points
- Exam 5 (Chapter 13, 14, 15) 20 points May 14

Exams Policy: All exams have specific dates and times, and deadlines of when you should submit. These are hard deadlines. Please be sure to take the exam on the time and date that it is available. You will be taking the exams online.

They are timed for 1 hour. While the exams are taken, it is expected that each student conducts themselves with academic integrity and does not include taking the exam with other students, nor sharing information or questions about exams with anyone else. Violations will result in college disciplinary action.

Final Examination

The final exam for our course is Exam 5. Exam 5 weighs the same as any other exam in our class and will cover the course material since Exam 4. **The final exam for our class is listed in the course schedule.** The final exam may not be taken early. Please plan your vacations for after final exams. If a student has 3 different classes with final exams scheduled for the same day, the student may contact me for rescheduling to another day, based on the [SJSU final exams policy](#). Our final exam is **Wednesday, May 14, 5:30pm-7:30pm.**

Grading for the course

Students will be assigned a letter grade based on the percentage they earned in the course. Letter grades on the Canvas website are not considered official grades. If students have questions about their progress in the course, I strongly encourage you to meet with me during office hours.

The table below demonstrates the minimum percentage for each letter grade:

Letter Grade	Percentage
A plus	97%
A	93%
A minus	90%
B plus	87%
B	83%
B minus	80%
C plus	77%
C	73%
C minus	70%
D plus	67%
D	63%
D minus	60%
Fail	Below 60%
Credit	70% or better
No Credit	Below 70%

Determination of Final Letter Grades

- Final letter grades are not rounded up. Percentages on Canvas are not the official grade until all assignments have been graded. Students should refer to this syllabus for the points assigned to each letter grade.
- Except in the case of an instructor clerical error, all grades submitted to the Registrar are final and cannot be changed after the semester ends.

- Petitions for INCOMPLETE are only approved in the rare circumstance of which a student, who is currently passing the class, has completed over 80% of the coursework, and is unable to finish due to an unforeseen emergency.

Classroom Protocols

I have developed a centralized location for all course policies and expectations of students. All course policies and procedures are listed on [Dr. Whitehead's Course Headquarters Website](#) and shall be considered part of this course syllabus. Students are responsible for reviewing this material and being familiar with the policies of our class. The following policies are included, as well as the links to my office hours, and other important course details to help you get started.

- | | |
|---|---|
| - Academic Integrity | - Late Work |
| - A.I. Resources and Ethical Use | - Mental Health Support Services |
| - Attendance (Do I have to attend class?) | - Major Advising Resources |
| - Disability Accommodations | - Library Resources |
| - Diversity Statement | - Office Hours |
| - Student Absences | - Online Exams |
| - Course Incompletes | - Practicing Netiquette |
| - Course Withdrawal and Grade Changes | - Zoom Classroom Etiquette |
| - Exams | - Zoom Recordings (Will the class be recorded?) |
| - Extra Credit | |
| - Final Grades | |

University Policies

This page contains information relevant to all courses at SJSU.

- [General Expectations, Rights and Responsibilities of the Student](#)
- [Academic Integrity](#)
- [Accommodation to Students' Religious Holidays](#)
- [Adding and Dropping Classes](#)
- [Attendance and Participation](#)
- [Accommodations for Students with Disabilities](#)
- [Consent for Recording of Class and Public Sharing of Instructor Material](#)
- [Timely Feedback on Class Assignments](#)
- [Workload and Credit Hour Requirements](#)

University Resources for Students

- [Counseling and Psychological Services \(CAPS\)](#)
- [Peer Connections](#)
- [SJSU Cares](#)
- [Student Technology Resources](#)
- [Writing Center](#)

Course Topics

Chapter (KRING & JOHNSON)	Topics	Assignments/Tasks
1: Introduction & Historical Context	Defining Mental Disorders History Mental Health Professions	In-class discussion: Normal or abnormal?
2: Current Approaches in Psychopathology	Genetics Neuroscience Cognitive-Behavioral Socioemotional	HW 1: Theories Chart
3: Diagnosis & Assessment	Reliability & Validity Diagnosis DSM diagnosis, Criticisms of the DSM Mental Status Examination Clinical Assessment Racial bias and Diagnosis	HW 2: Hypothetical Cases of Assessment
4: Research Methods	Case Study Correlations Experiments	In-class discussion: Name that Method
5: Mood Disorders	Depression, Mania Depressive disorders Bipolar disorders Suicide	In-class discussion: Case of Katrina Canvas HW 3: Self-care plan
6: Anxiety Disorders	Panic Disorder Agoraphobia Specific Phobia Social Anxiety Disorder	In-class discussion: Case of Debra
7: Obsessive-Compulsive & Trauma-Related Disorders	PTSD and Acute Stress Disorder OCD Hoarding Disorder Skin-Picking (Excoriation) Hair-Pulling (Trichotillomania)	In-class discussion: Case of Annabelle (Common Stressors among College Students)
8: Dissociative Disorders & Somatic Symptom Disorders	Dissociative Identity Disorder Somatic Symptom Disorder Illness Anxiety Disorder Factitious disorder Conversion disorder Dissociative amnesia, dissociative fugue	In-class discussion: Case of Eve

	Depersonalization/ derealization disorder	
9: Schizophrenia	Schizophrenia Brief Psychotic Disorder Schizoaffective Schizophreniform Delusional Disorder	In-class discussion: Case of Rita HW 3: Simulation assignment
10: Substance Use Disorders	Alcohol Cannabis Caffeine Stimulants Opioids, Inhalants, and other drugs Treatment and Recovery	In-class discussion: AUDIT Survey
11: Eating Disorders	Anorexia Nervosa Bulimia Nervosa Binge Eating Disorder Pica Rumination Disorder	HW 4: THIN
12: Sexual Disorders	Erectile Dysfunction Premature Ejaculation Hypoactive Sexual Arousal Pelvic Pain Disorder	HW 5: Sex and Relationships
14: Neurocognitive Disorders	Dementia & Alzheimer's Disease Lewy Body Disease Huntington's Disease Parkinson's Disease	
15: Personality Disorders	Cluster A: Paranoid, Schizoid, Schizotypal Cluster B: Antisocial, Borderline, Histrionic, Narcissistic Cluster C: Avoidant, Dependent, Obsessive-compulsive	In-class discussion: Case of Robert and Karen
16: Legal & Ethical Issues	W&I 5150 California CANRA California The Insanity Defense – legal standards Competency to stand trial Tarasoff Duty to Warn law Confidentiality	In-class discussion: Case of Ellie Nesler

Course Calendar

The following schedule outlines assigned readings and general topics that will be covered each week. Substantive changes will be announced via email and on the Canvas webpage.

Class Dates	Topics, Assignments & Study Materials
January 27	<p>Orientation Module: Course Orientation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attend orientation meeting <input type="checkbox"/> Complete Orientation module (20 pts total) <ul style="list-style-type: none"> <input type="checkbox"/> Setup your Canvas profile <input type="checkbox"/> Setup your Canvas notifications and email preferences <input type="checkbox"/> Download and read the Course Syllabus <input type="checkbox"/> Purchase/download textbook and materials <input type="checkbox"/> Setup your study plan <p>Assignments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Submit "Getting to know you" survey to Dr. Whitehead (0 points) <input type="checkbox"/> Meet your classmates, Post in the introductory discussion forum (10 points) <input type="checkbox"/> Complete the Syllabus Quiz (10 points)
January 29	<p>Module 1: Introduction & Historical Overview</p> <p>How do we go about defining what is and is not abnormal behavior? What are the historical perspectives of abnormal behavior and how do they shape what we determine is out of the norm?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 1: Intro to Abnormal Psychology (Kring & Johnson, 2022) <input type="checkbox"/> Watch intro videos from instructor <input type="checkbox"/> Watch part of "Madness" film: Richard Denton, & Brook Productions (Producers), & Denton, R. (Director). (1991). <i>To define true madness</i>. [Video/DVD] BBC Worldwide. https://video-alexanderstreet-com.libaccess.sjlibrary.org/watch/to-define-true-madness <p><input type="checkbox"/> In-class discussion 1: What is normal or abnormal?</p>
February 3 February 5	<p>Current Approaches in Psychopathology</p> <p>In this module we will explore a variety of theories that help to explain disorders. These theories include models of understanding of how biological, psychological (e.g. psychodynamic, cognitive, behavioral, humanistic), social and cultural factors play a role in human behavior.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 2: Current Approaches in Psychopathology (Kring & Johnson, 2022) <input type="checkbox"/> Watch theory videos on Canvas <input type="checkbox"/> Canvas HW 1: Which theory do you prefer?
February 10 February 12	<p>Module 3: Diagnosis and Assessment</p> <p>In this module, we will learn some of the tests and tools used in clinical assessment that help mental health professionals and practitioners in identifying a diagnosis and available treatment options for said diagnoses. We will explore a number of assessment strategies including behavioral observations, clinical interviewing, personality testing, cognitive performance measures and biometric indicators via body scanning technology (e.g. CT, PET, MRI).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 3: Diagnosis & Assessment (Kring & Johnson, 2022) <input type="checkbox"/> Watch assigned videos on Canvas

	<input type="checkbox"/> Canvas HW 2: Hypothetical cases for assessment
February 17	Exam #1: Complete Exam 1 on Monday, February 17. Exam will close at 11:59pm.
February 19	<p>Module 4: Research Methods in Psychopathology</p> <p>In this module, we will also explore the scientific method, systematic processes for experimentation and challenges of research studies.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 4: Research Methods in Psychopathology (Kring & Johnson, 2022) <input type="checkbox"/> Watch assigned videos on Canvas
February 24	<p>Module 5: Depressive Disorders</p> <p>In this module we will explore mood disturbances that result in sadness and isolation from others. These disorders include: Major depressive disorder, Persistent depressive disorder, Premenstrual dysphoric disorder and others.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch Depression video
February 26	<p>Module 5: Suicidality</p> <p>We will also address risks of self-harm behavior, namely suicidal ideation, risk factors, and review risk groups by age, gender and culture.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch documentary on "The Bridge"
March 3	<p>Module 5: Bipolar Disorders</p> <p>Bipolar disorder is an experience of mania that often co-occurs with depression in the same individual. We will look at the different cycles or patterns of bipolar I disorder, bipolar II disorder, and cyclothymic disorder. We will also discuss effective treatment options and challenges to maintenance.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch assigned videos on Canvas: Living with Bipolar Disorder & Bipolarized <input type="checkbox"/> Homework 3: Your self-care plan
March 5	<p>Module 6: Anxiety Disorders</p> <p>In this module, we will learn about the normative emotions of fear and worry, and how repetitive patterns of these emotions can contribute to panic disorder, phobias, or social anxiety.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 6: Anxiety disorders <input type="checkbox"/> Watch What is anxiety?
March 10	Module 6 continued
March 12	Exam #2 will cover Chapters 4, 5, 6. Complete Exam #2 by 11:59pm.
March 17	<p>Module 7: Trauma-Related Disorders</p> <p>In this module we will learn about the impact of stress on our overall health, and how traumatic experiences can affect our mood, sleep patterns and consciousness. Disorders include: PTSD, Acute stress disorder and Adjustment disorders. We will discuss prevention and treatment for these problems.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read Chapter 7 (pp. <input type="checkbox"/> Watch assigned videos on Canvas <input type="checkbox"/> In-class discussion: Common Stressors of College Students
March 19	<p>Module 7: Obsessive-Compulsive Related Disorders</p> <p>We will also look at the category of obsessive-compulsive disorders. Diagnostic criteria, prevention and treatment options will be analyzed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Watch My strange addiction clips on Canvas

March 24	Module 8:
March 26	Module 9: Schizophrenia <input type="checkbox"/> Watch assigned videos on Canvas <input type="checkbox"/> HW 4: Simulation assignment: Schizophrenia
March 31	Cesar Chavez Day. Campus Closed. No classes.
April 2	Spring recess. No class.
April 7	Module 9: Schizophrenia Related Disorders
April 9	Exam #3 (Chapters 7, 8, 9) will be due by 11:59pm.
April 14	Module 10: Substance Use Disorders <input type="checkbox"/> Read Chapter 10 <input type="checkbox"/> Watch assigned videos on Canvas <input checked="" type="checkbox"/> In-Class Discussion: Alcohol Use Disorder (AUDIT) Survey
April 16	Module 11: Eating Disorders In this module, we will examine contributing factors of disordered eating, and treatment options. <input type="checkbox"/> Read Chapter 9: Eating disorders (Sue et al., 2017) <input type="checkbox"/> Watch assigned videos on Canvas <input type="checkbox"/> Kanopy: Slim Hopes: Advertising and the obsession with thinness (30 mins) <input type="checkbox"/> Kanopy: Recovering Bodies, Overcoming Eating disorders (30 mins)
April 21	Module 12: Sexual Disorders
April 23	Exam #4 (Chapter 10, 11, 12) will be due by 11:59pm.
May 5	Module 14: Late Life & Neurocognitive Disorders
May 7	Module 15: Personality Disorders <input type="checkbox"/> Read Chapter 14: Personality Disorders <input type="checkbox"/> Watch assigned videos on Canvas
May 12	Module 16: Legal & Ethical Issues
May 12	Last day of spring classes.
May 13	Study Day. No classes or exams.
May 14	Final Exam (Exam #5, Chapters 14, 15, 16) for our course.

No Late Assignments will be accepted after the last class meeting, May 12. No exceptions.