Instructor: Gerardo M. González, Ph.D.
Office Hours: Tuesdays and Thursdays 1100-1230
Office: SBSB 3218
Phone: 760.750.4094
E-mail: ggonz@csusm.edu

Section | Meeting Days | Meeting Time | Meeting Room
---|---|---|---
02 (CRN 41254) | Tuesdays and Thursdays | 0900-1015 | SBSB 2109
01 (CRN 41252) | Tuesdays and Thursdays | 1300-1415 | ACD 205
03 (CRN 41447) | Tuesdays and Thursdays | 1430-1545 | ACD 205

Course Description
This course is designed to give you an understanding of the primary areas of abnormal psychology, including historical and current perspectives on psychopathology, the range of factors that contribute to psychological dysfunction, research methods in psychopathology, and the assessment and treatment of psychological disorders. Prerequisite: Psychology 100

Student Learning Outcomes
The Psychology program includes five Program Student Learning Outcomes (PSLOs) for the entire degree program. Each course is associated with one or more of these PSLOs. In this course, the relevant PSLOs are:

- **PSLO 1:** Describe the major concepts theories, empirical findings, historical trends in psychology and their application to behavioral and mental processes
- **PSLO 2:** Describe (as a way of understanding) the scientific approach to psychology and apply basic research methods in psychology, including research design, quantitative analysis, interpretation and reporting in APA format
- **PSLO 3:** Apply creative and critical thinking and employ skeptical inquiry to addressing issues and solving problems related to psychological phenomenon
- **PSLO 4:** Demonstrate the ability to independently locate, identify and critically evaluate scholarly literature in the discipline of psychology
- **PSLO 5:** Thoughtfully consider and appraise alternative viewpoints, diverse sociocultural perspectives and ethical issues related to psychological topics

Course Objectives
In addition, I aim for students to achieve the following course objectives for this class:

1) Communicate complexities with defining abnormal behavior and psychological disorder
2) Explicate the advantages and disadvantages of the DSM classification system
3) Explain major elements and techniques for the clinical assessment of psychological disorders
4) Evaluate current research methods and findings on psychopathology
5) Describe diagnostic criteria and treatment approaches for psychological disorders
6) Understand theoretical conceptualizations for the development and maintenance of psychological disorders
7) Demonstrate written and oral competencies on the mechanisms for psychopathology
Course Format
The course includes lectures, textbook readings, scholarly research articles, class discussions, class participation activities (online entries), and in-class (quizzes and exams) and out-of-class (case summary) assignments.

Cougar Course
Course information and materials including handouts, resources, and announcements will be posted on the Cougar Course site. Please check the site regularly. The course is located at:
https://cc2015.csusm.edu/course/view.php?id=2683

Lectures
PowerPoint lecture presentations on the topics presented in class will be posted in our Cougar Course by the end of the week a topic is concluded.

Required Readings
Students are expected to read the assigned textbook chapters and articles before the class meeting in which the material will be discussed and the respective quiz is administered (see Class Schedule Outline).

Textbook:

Journal Articles

Recommended Reading Sources
Journal of Abnormal Psychology
Journal of Clinical and Consulting Psychology
Course Expectations
Every student is expected to complete the weekly assigned readings prior to class and to participate in in class discussions and activities. The readings are intended to foster controversy, critical thinking, discourse, and insight. Also, students are expected to attend each class, offer questions and comments, and complete all assignments. All assignments are expected on time. Late assignments will be deducted one letter grade.

Assignments
There will be three (3) non-cumulative exams (total of 100 points each), a Case Summary (100 points), six (6) quizzes (10 points each, 50 points total maximum possible; the lowest quiz score can be used toward an extra credit option), and class participation (50 points total including two online entries). Assignment grades will be posted on Cougar Courses on an ongoing basis.

Exams
There will be three (3) non-cumulative exams during the semester. Exams will be comprised of items, such as multiple choice, true/false, matching, and short answers. Each exam is worth 100 points. Questions will be taken from class lectures, readings, and material presented in class. All exams will be taken using the Green Scantron Form. Students are responsible for supplying their own Scantrons and #2 pencils.

At the instructor’s discretion, make-up exams will be provided under extreme circumstances or emergency, which must be verified by documentation. If you miss an exam without prior approval by the instructor, you will receive zero (0) points for that particular exam. Students who need makeup exams should contact the instructor before the day of the exam. Makeup exams must be taken within one week following the exam.

Quizzes
Six (6) quizzes, each worth 10 points (50 maximum total possible points), will be administered during the semester. The top five quiz scores will be accepted toward the final course grade. The lowest quiz score (among six) may be used toward extra credit. Quizzes will be based on the lecture and readings (chapter and article) for the topic under discussion. Quizzes are administered at the beginning of class. There are no make-up quizzes.

Case Summary
Each student will submit a case study paper (100 points) based on a case presented in one of four assigned videos. The case study paper must be: written in APA style; a minimum 1250 words (3-4 pages); single-spaced; in 12-point Times New Roman; and with 1” margins. The case study should integrate the literature and course material. Include references, as appropriate: The videos are posted on our Cougar Course.

Based on the course material and information on the video, the case study should address the following items:
- Identify the DSM 5 diagnosis(es) for the client
- Outline the client’s demographic background (e.g., age, race, sex/gender, occupation)
- Describe any symptoms that support the diagnosis
- Discuss medical or biological issues that might contribute to the disorder
- Discuss social and environmental factors that may contribute to the disorder
- Describe an intervention that would be appropriate for this case including short- and long-term goals

Written assignments, such as case study and online entries will be assessed using the following criteria:
- Conceptualization, Soundness, and Accuracy.
- Mechanics, Usage, and Punctuation
- Sentence Structure and Style
- Organization and Narrative Clarity
- Focus and Development
Class Participation
Student class participation, such as attendance, preparedness to discuss the readings and materials, and meaningful and respectful contributions to class discussions will account for ten (10) percent (50 points) of the final course grade. As part of class participation, students are expected to complete two online diagnostic entries (400-600 words per entry; about 1 single-spaced typed page) worth 10 points each. The entries will focus on your observations, evidence, and rationale for diagnostic and explanatory issues involving two cases distributed in class. Each student is expected to submit the online entry before the start of class on the date the assignment is due. Based on the quality of class participation, a portion of the participation grade (30 points) will be allocated at the discretion of the professor.

As with many classes, we will discuss sensitive and controversial subjects. It is my goal to engage the class in thoughtful dialogue about issues that will contribute to meaningful learning experiences.

Extra Credit Option
Students will also have the opportunity to earn up to 10 points (maximum) of extra credit. The extra credit will be based on the student’s lowest quiz score among the six quizzes.

Grading Procedures
A letter grade will be issued for each assignment based on the following levels. In some instances, the distribution of the class scores will be considered in the assignment of grades.

90 – 100% = A  
80 – 89% = B  
70 – 79% = C  
60 – 69%  = D  
Below 60% = F

A student's final course grade will be based on the student's cumulative letter grade profile, considering the weight of each assignment. A minus or plus may be assigned to a grade to accurately reflect the student's level of achievement. The following list outlines the required assignments and their respective weights toward the final course grade.

First mid-term exam (100 points)  20%  
Quizzes (10 points each, 50 maximum total points)  10%  
Second mid-term exam (80 points)  20%  
Case Summary (100 points)  20%  
Class participation (50 points)  10%  
Final exam (80 points)  20%  
Extra Credit option (10 points based on lowest quiz score)

University Grading Standards
A (Excellent): Performance of the student has been at the highest level, showing sustained excellence in meeting all course objectives and exhibiting an unusual degree of intellectual initiative.
B (Good): Performance of the student has been at a high level, showing consistent and effective achievement in meeting course objectives.
C (Satisfactory): Performance of the student has been at an adequate level, meeting the basic objectives of the course.
D (Passing): Performance of the student has been less than adequate, meeting only the minimum course requirements (Note that you need a C or better for this course to count).
F (Failing): Performance of the student has been such that minimum course requirements have not been met.
Student Conduct

Each of us must contribute to creating a pleasant environment that is conducive to learning in the classroom. CSUSM has a Student Code of Conduct at: www.csusm.edu/dos/conduct/studentconduct.html

In accordance with the code, please observe the following student conduct rules for the classroom:

- **Cell or Smart Phones:** Turn off your cell phone and/or beeper before entering class. If you forget to do so and it goes off, silence it and do not speak on the phone during class. If you expect an emergency call during class, please notify the instructor ahead of time and place your phone on vibrate mode.

- **Laptop Computers:** The use of laptop computers during class should be only for following course materials and taking notes. Laptop computers should not be used for any other purpose during class.

- **Students may not text, access e-mail, etc. during class or exam time. If you have difficulty avoiding this behavior, please keep in mind that you may be disrupting others. It can wait.**

- **Punctuality:** Arrive to class on time, and be prepared for engage in the class when it begins. If you arrive late be sure to just take your seat quietly so as not to disrupt the class activity.

- **Respect for Others (Classmates and Instructor):** Don't talk while others (either the instructor or your fellow students) are speaking. Respect the views and opinions of others even if they differ from your own. Do not behave in a manner that disrupts the learning experience for others. Review the goals of our campus Civility Campaign: http://csusm.edu/civility/

- **Leaving the Classroom:** If you must leave class early to manage some personal matter, inform the instructor in advance and sit near the door. If you have special health conditions that may require you to leave in the middle of the class on a regular basis, plan ahead for this, arrive early, and take a seat near the door.

Disruptive Behavior

Students engaging in disruptive behavior may be asked to leave the classroom and will not be allowed to make up work missed. Disruptive behavior includes, but is not limited to: texting, playing on electronic devices, leaving early, habitually arriving late to class, side conversations, doing assignments for other classes, sleeping, reading, using derogatory language, making offensive remarks to the instructor or other students, and engaging in other activities that detract from the classroom learning experience. Faculty are required to report any serious disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn to the Office of the Dean of Students.

Academic Integrity

Any evidence of cheating or plagiarism will result in failure of the assignment, possible failure of the course, and notification of the offense to the Dean of Students. Forms of academic dishonesty include (but are not limited to): plagiarism - presenting another person’s ideas as your own (e.g., those found in an article, or from another student), copying or closely paraphrasing someone else’s work (e.g., another student, an online source), or turning in someone else’s work as your own. Familiarize yourself with our university’s policies on Academic Honesty (e.g., plagiarism, cheating) that are fully explained in our campus website at: http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Student Resources

You also have access to the CSUSM Writing Center for additional assistance with your writing. The Writing Center is located in Kellogg 1103 and the website is: http://www.csusm.edu/writingcenter/

Accommodations for Students with Disabilities

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours. The DSS website is: https://www.csusm.edu/dss/
Class Schedule Outline for Topics, Readings, and Assignments

- Readings should be completed before the class in which the assigned topic will be discussed
- Assignments are submitted via Cougar Courses before the start of class on the due date
- Quizzes are based on topic under discussion (lecture and readings) and administered during the first ten minutes of class.
- Exams will occupy the entire class time

<table>
<thead>
<tr>
<th>Week: Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1: September 1</td>
<td>Introduction; Overview</td>
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<tr>
<td>1: September 3</td>
<td>Historical Context</td>
<td>Chapter 1</td>
<td></td>
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<td>2: September 8</td>
<td>Integrative Approach</td>
<td>Chapter 2</td>
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<td>2: September 10</td>
<td>Clinical Assessment and Diagnosis</td>
<td>Chapter 3</td>
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<td>3: September 15</td>
<td>Clinical Assessment and Diagnosis</td>
<td>Marsella &amp; Yamada (2010)</td>
<td>Quiz#1</td>
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<td>3: September 17</td>
<td>Research Methods</td>
<td>Chapter 4</td>
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<td>4: September 22</td>
<td>Anxiety and Related Disorders</td>
<td>Chapter 5</td>
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<td>4: September 24</td>
<td>Anxiety and Related Disorders</td>
<td>Skocic, Jackson &amp; Hulbert (2015)</td>
<td>Quiz#2</td>
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<td>5: September 29</td>
<td>Anxiety and Related Disorders</td>
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<td>5: October 1</td>
<td>Mid-Term Exam #1</td>
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<td>6: October 6</td>
<td>Mood Disorders</td>
<td>Chapter 6</td>
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<td>6: October 8</td>
<td>Mood Disorders</td>
<td>Gotlib &amp; LeMoult (2014)</td>
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<td>7: October 13</td>
<td>Somatic and Dissociative Disorders</td>
<td>Chapter 7</td>
<td>Quiz#3</td>
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<td>8: October 20</td>
<td>Eating and Sleep Disorders</td>
<td>Chapter 8</td>
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<td>8: October 22</td>
<td>Eating and Sleep Disorders</td>
<td>Buysse (2014)</td>
<td>Quiz#4</td>
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<td>9: October 27</td>
<td>Physical Disorders</td>
<td>Chapter 9</td>
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<td>9: October 29</td>
<td>Sexual and Gender Dysphoria</td>
<td>Chapter 10</td>
<td>Online Entry#1</td>
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<td>Sexual and Gender Dysphoria</td>
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<td>10: November 5</td>
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<td>11: November 10</td>
<td>Substance-Related Disorders</td>
<td>Chapter 11</td>
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<td>Personality Disorders</td>
<td>Chapter 12</td>
<td>Online Entry#2</td>
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<td>Skodol et al. (2015)</td>
<td>Quiz#5</td>
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<td>13: November 24</td>
<td>Neurodevelopmental Disorders</td>
<td>Chapter 14</td>
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<td>13: November 26</td>
<td>Holiday – No Class</td>
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<td>14: December 1</td>
<td>Schizophrenia and Psychotic Disorders</td>
<td>Chapter 13</td>
<td>Case Summary</td>
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<td>14: December 3</td>
<td>Schizophrenia and Psychotic Disorders</td>
<td>Ross (2013)</td>
<td>Quiz#6</td>
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<td>15: December 8</td>
<td>Neurocognitive Disorders</td>
<td>Chapter 15</td>
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<tr>
<td>15: December 10</td>
<td>Neurocognitive Disorders</td>
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Final Exam Schedule

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<th>Section</th>
<th>Date</th>
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<tr>
<td>02 (CRN 41254) TR 0900-1015</td>
<td>Tuesday December 15</td>
<td>0915-1115</td>
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<tr>
<td>01 (CRN 41252) TR 1300-1415</td>
<td>Thursday December 17</td>
<td>1130-1330</td>
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<td>03 (CRN 41447) TR 1430-1545</td>
<td>Tuesday December 15</td>
<td>1345-1545</td>
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