

Adult Psychopathology

PSYC 110

Spring 2026 Section 80 Fully Online 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/06/2026

Contact Information

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Office Hours:	W 1:00-2:00pm Zoom & In-person (& email with request)

Office Hours

I have office hours for this session on Mondays and Wednesdays from 12:00-1:00pm (PST). That said, it is an asynchronous class, so this time is somewhat arbitrary and may not fit your needs. If you need to meet at a different time than this, **send me an email** with a few suggested times, and we will work something out based on both of our schedules and availability.

The office hours will occur over Zoom using the link provided on the Canvas course home page. Please note that you will be required you to use Zoom through your SJSU account.

If you know you want to attend one of the office hour meetings, please try to email me in advance to let me know. If no one has emailed me and no one attends in the first 20 minutes, I will likely end the office hours for that session (again, that is unless someone lets me know they plan to attend that day).

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

Asynchronous Course Protocol and Essential Information

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, I encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com). If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

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 or Online Learning

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

Teaching and learning online can be fun, and it can be challenging. I have tried to set up a course that will work for everyone, but each of us has our own unique way of learning. A "one size fits all" approach to online learning will not work for everyone! Let me know where you are having challenges and what you might need. Often time, I can offer a few strategies that might help you succeed.

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.

Important Information about Cheating and Plagiarism (including AI use)

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 inform everyone about two places **cheating & plagiarism** can be an issue for our course. **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.

1. **Using the internet to look up quiz or exams answers OR using AI apps/bots to answer them** rather than answering the questions yourself. Sometimes it seems easier to just look up answers other people have posted or use AI applications to tell us the answer rather 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 or use apps to give you the answers. 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. As stated in the syllabus, you cannot do this, or it will count as cheating, and you will fail the course. 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. You cannot turn in writing that is not your own. That constitutes cheating.

If you use AI generated content in a paper, stating these are your ideas, then that is plagiarism and academically dishonest. If you use AI to summarize or generate ideas and then use those directly in your paper, your paper will be flagged as having used AI. This will result in a **zero** on the paper and escalate this to an instance of academic dishonesty.

Canvas has a way to detect this. All written assignments will be submitted in Canvas through Turnitin. Turnitin is a plagiarism detection software that also detects the use of AI. Any student found to be using AI in their assignments will receive a **zero**. AI use includes AI-generated content, paraphrased content, using AI to correct grammar or spelling, or submitting your paper into any AI program to get feedback. Many grammar checkers use AI to edit grammar and spelling. When you have AI correct your grammar, it is flagged as AI and will result in a zero.

In short, you cannot turn in writing that is not your own. That constitutes cheating. Please do not cheat. Please do not make me the *Academic Integrity Police*. **You will fail the assignments, quizzes, and possibly the course**, and it just isn't worth it.

If you believe you did not use AI and are falsely accused, the issue will be brought to the Psychology Department Chair and SJSU's Office Academic Integrity part of Student Conduct and Ethical Development. A report will be filed that will allow you the opportunity to attend a hearing to voice your side of this experience.

As a rule of thumb, do not put your writing into any portal asking for it to give you edits, ideas, make it sound better, or give you feedback as 99.9% of the time this is AI. Once you accept those edits, it will trigger AI detection.

If any paper is detected as having AI (depending in the percentage detected), it will not be graded. If the detected percentage is less than 15%, it MAY be returned to be resubmitted in 24 hours for consideration for regrading. If it has a higher percentage of AI detected, consistent with syllabus, it will be given a 0 and will be reported.

Please do NOT use AI or any software that generates content in your paper. You can utilize resources for guidance or inspiration, but you cannot include any content generated by AI (including corrections made by Grammarly for you). Unfortunately, due to the extensive use of AI in many university courses, this policy must be enforced.

The best way to avoid this is to avoid the use of any AI software in any form. Do not let it get near your papers, and you will be fine. Running a paper through software to "humanize it" will cause the entire paper to be detected as having AI.

If you have any questions about this or want to talk about this, just let me know prior to the due date of the assignment. 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!

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.

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.

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 be the 8th edition, not previous editions.

Course Requirements and Assignments

How Our Course is Set up

The following structure has evolved from years of teaching online. Students have requested that I have assignments due on a weekly, rather than have them due all at one time (e.g., at the end of a module). Student feedback dictated that deadlines be consistent and spread across the semester to prevent confusion and being overwhelmed.

For this semester, based on consistent feedback from students about due dates, here are the key things to remember about what is due and when:

ALL QUIZZES and ASSIGNMENTS ARE DUE SUNDAYS.

EXAMS OCCUR ON MONDAYS.

All due dates are by 11:59pm PST the day posted.

You can certainly turn in assignments and quizzes early, but Sunday is the last day to submit these for each Quiz and Module Assignment.

! Late assignments and quizzes are not accepted.

! Exams must be completed on the day and in the timeframe posted in Canvas

Quizzes are due by the Sunday of the weekly assigned reading and lecture slides.

Module Assignments are due on Sundays as posted in Canvas.

Exams will be opened on Mondays at 5:00 am PST and closed that day by 11:59 pm PST. Once you open the exam, you will have 75 minutes to complete the exam. The exams are only open on designated exam days to help protect the integrity of the exam by having only one access day per test.

Please let me know if you have questions or concerns about this policy.

Exams MUST be taken on the posted date and completed by the end of that day (deadline). This will allow everyone to review their test after it has been completed.

The exams are only open on designated exam days for two reasons: (1) this protects the integrity of the exam by having only one access day per test; and (2) this helps prevent people from rushing through the material and taking the exam before they are ready or pushing them to the end of the course.

Please let me know if you have questions or concerns about this policy.

[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 course experience (and grade) depend on your ability to navigate this asynchronous class effectively. **You can take this quiz as many times** as you would like until it closes. I really want you to score 100%, even if you have to take it multiple times. I especially want you to understand how the course is structured.

Lecture Material

In each **Module** I have uploaded **video lectures** in 10 to 15-minute segments of me narrating the lecture slides as I would in an in-person class. These are likely the best way to try to learn the course material. I have uploaded the lecture slides for you to read on your own, but I think this would be a hard way to learn the material (though students have done this in the past when they missed in-person lectures).

Videos Concept Illustrations

There are **video concept illustrations** that help demonstrate key concepts, disorders, treatments, and so on. These are videos I would typically show in person during a class meeting.

When they are labeled "Required," you need to view them. These are clips that I think are fundamental to you really understanding a central concept.

When the videos are labeled "Optional," they are just that. I uploaded or linked them to help dig a little deeper than lecture - just in case you are interested.

Please do NOT save any of the concept videos, as they are copyright protected.

Exams

The exams will cover both readings from the text and class lectures. The exams will be multiple-choice format and will have 50 questions, each worth 2 points. NOTE: I write the exam questions from our lecture slides and study guides, but I will use put quiz question from each quiz on the exam (quiz questions are from the textbook authors).

Each exam will be open at 5:00am (PST) and close at the end of that day at 11:59pm (PST). You will have 1 hour and 15 minutes to complete the exam (75 minutes).

Once you open the exam, you will have 75 minutes until the exam closes. You cannot exit and save an exam and come back to it once it is open. It will close in 75 minutes from the start time.

NOTE: You need to allow the 75 minutes allotted to complete the test You can finish faster than that, of course, but if you need the whole time, you must begin 75 minutes before the exam closes at 11:59 pm (PST) (e.g., before 10:44 pm PST)

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.

Exam structure

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

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.

The exams **MUST BE COMPLETED** on the date listed in the course syllabus and online. You can take it before the final hour it is due, but the exam will be closed once the due date and time have passed.

Please note that there is **simply not enough time** to look for all of the answers in the slides, book, or your notes. If you study for the exam as if it were in-person, you will do much, much better than if you do not study the material in advance. The questions are not tricky, but there are too many to engage the test without preparation.

WORKING ON YOUR OWN: During the exam you **cannot communicate with anyone** else about the test or the answers you select. Do not call, text, or communicate in any way with anyone else. I will evaluate the exam for evidence of cheating in response patterns and other indicators. **Again, cheating will result in an F in the course, and a report will be made the SJSU's office of Academic Integrity.**

MATERIALS ALLOWED: During the exam, you are **allowed to use your book and notes**. You **cannot look for answers on the internet** (outside of our Canvas course) **or use AI apps or bots to help you answer questions**. If you get an item wrong due to information from the internet, it will remain marked incorrect.

TIMING: You will have **75 minutes** to complete the exam, unless other accommodations have been made. Once you start the exam, the 75 minutes begins. When that time limit expires, the exam will close. Again, each exam will be open on Friday at 5:00am (PST) and close at the end of that day at 11:59pm (PST).

COMPUTER USE: I strongly encourage you to use a **laptop or desktop computer** to take the exam, as mobile devices do not always interface with Canvas as effectively. Please try to be located where you have **consistent access to the internet**.

BACKUP PLAN FOR TEST TAKING: I encourage you to have some kind of backup plan in the event your internet goes out, your laptop battery gets low, or some other dreadful thing happens. I know this is challenging, but it is better to have that plan than to be in a situation when things go badly with no backup

plan.

QUESTIONS: I will not be able to be available to you during the exam time, as people will be taking this at different times during the day. I am very happy to talk about your questions once the exam is completed and you have access to review your exam.

Online 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 each week and due according to the schedule below. **For our online asynchronous course, the quizzes for each module are due before the module exam date.**

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

Quizzes will not be able to be turned in later than the posted deadline. Please keep track of your quiz schedule and the scores you receive. 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. They are listed in the Quizzes section due to some limitations in Canvas. 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.

Workload estimate per week in PSYC 110 with Dr. Callaghan (asynchronous course)

I have set up a course structure for you to follow in order to meet the deadlines and not be overwhelmed by the workload in the course. This structure is not strictly required, EXCEPT that you MUST MEET THE MODULE DEADLINES for the quizzes, exams, and module assignments.

The estimates given below are to help you determine your pace for the course. 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 content modules have more video lectures than others as well. Note that this is not very different than the amount of time it takes for a regular in-person course, but you get to dictate your schedule for how you complete the class. (And you don't have to find parking!)

Task <u>each</u> week	Estimated amount of time to complete
Reading textbook	2 hours
Quiz on textbook	1 hour
View video lectures	2 hours
View supplemental videos	20 mins (up to 40)
Study for Exam	1.5 hours each week
Module Assignment	30 minutes per week (will take 2 hours total)
Total time estimate	~ 8 hours (each week)

These weekly estimates are still below the 9 hour weekly minimum required commitment set by SJSU for a 3 unit course (see next paragraph) given that the additional tasks are not all in one week.

University requirement: Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

If you try to do all of this in the week or two before the exam, there simply won't be enough time to engage the material, learn it for the exam, and do as well as you can.

If you spread this out, it will be quite manageable. This is supported by numerous student reviews and feedback. Please trust your fellow students!

OPTIONAL Extra Credit

This semester there is the **option** of doing an extra credit assignment. It is worth up to 15 points.

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.

I encourage you to look at it and see if it is a fit for you; you may enjoy this one! More details are available on the assignment page.

✓ Grading Information

Grading is based on the sum of the following: 1 course structure quiz, 3 exams, 13 quiz scores, 3 module assignments. There will be 540 points possible in the course.

Each 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 due at the end of each module for a total of 90 points. The course structure quiz can be taken as many times as you would like until its due date as is worth 20 points. There is an optional extra credit assignment worth up to 15 points.

Assessment Items and Their Value			
	How Many?	Points	% of Final Grade
Exams	3	300	$300/540=55\%$
Quizzes	13	10 each	$130/540=24\%$
Module Assignments	3	30 each	$90/540=17\%$
Course Structure Quiz	3	20 each	$20/540=4\%$

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%
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

Week of	Reading	Topic	Videos to View
MODULE 1: Theory and Science of Psychopathology			
R 1-22	Read syllabus & review Canvas	Learn about structure of course, assignments, due dates, etc.	Course Overview Video
Sun 1-25	<i>Course Structure Quiz</i>		
M 1-26	Ch. 1	Meaning of Psychopathology History of Psychopathology	Meaning of Psychopathology pts 1&2 [lectures] History of Psychopathology pts 1&2 [lectures]
Sun 2-1	Quiz 1 (Meaning & history)		
M 2-2	Ch. 2	Paradigms of Abnormality	Paradigms Pts 1-6 [lectures] Concept: Stephanie pts 1&2
Sun 2-8	Quiz 2 (Paradigms)		
M 2-9	Ch. 3 (p. 92-115)	The Scientific Method	Science Pts 1- 4 [lectures] <i>Suggested: begin classification lecture videos</i>
Sun 2-15	Quiz 3 (Scientific method) <i>AND Module 1 Assignment</i>		

M 2-16	Ch. 3 (p. 69-95)	Classification & Assessment	Classification pts 1- 5 [lectures] Assessment pts 1 & 2 [lecture]
Sun 2-22	Quiz 4 (Classification & Assessment)		
MONDAY 2-23-26	EXAM 1 Module 1 open for 75 mins 5:00am & closes 11:59pm (PST) on 2-23-26		

Week of	Reading	Topic	Videos to View
<h2>MODULE 2: Anxiety, Dissociation, & Mood Disorders</h2>			
M 2-23	Ch. 4	Anxiety disorders 1	Anxiety & Phobias pts 1-3 Panic pt 1 [4 lectures] Concept: Phobia exposure Panic [Sedata]
Sun 3-1	Quiz 5 (Anxiety disorders) [only 1 quiz for Anxiety disorders]		
M 3-2	(continue with Ch 4)	Anxiety disorders 2	Panic pt 2/GAD, OCD, PTSD pt 1-2 [4 lectures] Concept: OCD [Jennifer]; PTSD
Sun 3-8	Module 2 Assignment [no Quiz due this day]		
M 3-9	Ch. 5 (p.180-181, 184-197)	Dissociative Disorders	Dissociative Disorders & Memory pts 1-3 [lectures] Concept: DID [officer]; False Memory Syndrome; Factitious Disorder

Sun 3-15	Quiz 6 (Dissociative disorders)		
M 3-16	Ch. 6 (p. 200-235)	Mood Disorders	<p>Bipolar Disorder pts 1-2 [lectures]</p> <p>Depression pts 1-5 [lectures]</p> <p>Concept: BD I [Dell]; MDD [Evelyn]; MDD severe w/ psychotic features & ECT</p>
Sun 3-22	Quiz 7 (Mood disorders)		
M 3-23	Ch. 6 (p. 236-244)	Suicide	<p>Suicide pts 1-3 [lectures]</p> <p>Concept: The Bridge (trailer)</p>
Sun 3-29	Quiz 8 (Suicide)		
M 3-30	<i>SJSU Spring Break [exam 2 AFTER Spring Break]</i>		
<u>MONDAY</u> 4-6-26	EXAM 2 Module 2 open for 75 mins 5:00am & closes 11:59pm (PST) on 4-6-26		

Week of	Reading	Topic	Videos to View
<p>MODULE 3: Psychotic, Personality, Eating, Substance, and Sex Disorders</p>			
M 4-6	Ch. 12	Schizophrenia	<p>Schizophrenia pts 1-4 [lectures]</p> <p>Concept: David; Eta; psychoanalysis; TD symptoms; lobotomies</p>

Sun 4-12	Quiz 9 (schizophrenia)		
M 4-13	Ch. 11	Personality Disorders	Personality Disorders pts 1-5 [lectures]
Sun 4-19	Quiz 10 (Personality Disorders) <i>AND Module 3 Assignment</i>		
M 4-20	Ch. 8 (283-302 & 158-161)	Eating Disorders & BDD	Eating disorders pts 1-3 [lectures] Concept: Power of media; self-image; diverse beauty
Sun 4-26	Quiz 11 (eating disorders)		
M 4-27	Ch 10 (367-398)	Substance Use Disorders	Substance Use disorders pts 1-3 [lectures]
Sun 5-3	Quiz 12 (substance use disorders) <i>AND Extra Credit (Psychopathology at the Cinema)</i>		
M 5-4	Ch 9	Sex Disorders	Sex disorders pts 1-5 [lectures]
Sun 5-10	Quiz 13 (sex disorders)		
<u>MONDAY</u> 5-11-26	EXAM 3 Module 3 open for 75 mins 5:00am & closes at 11:59pm (PST) on 5-11-26		