



DEPARTMENT OF PSYCHOLOGICAL & BRAIN SCIENCES  
**PSYCHOPATHOLOGY (PSYCH-380)**

FALL 2019

WHERE: SPENCER LAB ROOM 114

WHEN: TUES/THURS 12:30PM-1:45PM (Section 10) & 2:00PM-3:15PM (Section 11)

INSTRUCTOR:	<b>Naomi Sadeh, Ph.D.</b>
E-MAIL:	<i>nsadeh@udel.edu</i>
OFFICE HOURS:	<i>THURS 11-12:00PM &amp; 3-4:00PM – WOLF HALL RM 222</i>
TEACHING ASSISTANT:	<b>Christine Perndorfer</b>
E-MAIL:	<i>cperndorfer@psych.udel.edu</i>
OFFICE HOURS:	<i>TUES 10:00AM-12:00PM - Wolf Hall Rm 405</i>

## COURSE DESCRIPTION

The purpose of this course is to introduce the diagnosis and causes of major mental disorders. Content will be organized in accordance with the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*. This course will use an integrative approach toward the study of psychopathology including the interaction of biological, developmental, and social factors.

Creating an active learning environment is an important part of this course. This will involve every member coming prepared to listen to their peers, critically engage with the material, and discuss the readings and topics presented. I expect that everyone will respect each other's opinion, contributions, and diversity of viewpoints. Disrespect or discrimination on any basis, including but not limited to ethnicity, sex, sexual orientation, physical ability, class, religion, or value system, will not be tolerated.

## COURSE OBJECTIVES

After taking this course you should be able to:

- Define abnormal behavior and mental disorders
- Describe the signs and symptoms of specific mental disorders
- Compare different psychological disorders, including their historical context and causes
- Understand how empirical research informs our knowledge of psychopathology
- Have a compassionate understanding of what it is like to live with a mental disorder and think more openly about people who have mental disorders

## COURSE MATERIALS

We will be using the following textbook as our primary reading:

Oltmanns & Emery (2014). **Abnormal Psychology, 8<sup>th</sup> Edition**. Published by Pearson.

- ISBN 10: [0205997945](#) / ISBN 13: [9780205997947](#)
- Available in the UD bookstore <https://tinyurl.com/UDEL-F19-PSYC-380>

## IClicker

iClickers will be used regularly to promote learning in this class. Bring your clicker to class every day to obtain full credit for the activities that use them. For more info about clickers, visit: [ats.udel.edu/clickers](https://ats.udel.edu/clickers). Register your clicker using the link available in our Canvas course. In keeping with [UD's Code of Conduct](#) related to cheating, attempts to use more than one clicker per class period are subject to academic dishonesty ramifications

- The course website is on UD CANVAS. I will post the lecture slides here as well as assignments, quizzes, and exams. It is your responsibility to familiarize yourself with Canvas and the website.
- Slides note: the slides posted on Canvas may not be exactly the same as the ones I use in class, as I frequently make last minute adjustments to them.
- The syllabus is subject to change, and the most updated version will be available on the Canvas course website. You are responsible for checking the website regularly to obtain the latest version.
- Syllabus, discussion boards, announcements, and non-textbook readings will be posted on Canvas.
- Register your iClicker using the link available in our Canvas course. Refer to the illustration below to see the registration interface. One registration provides information to all your instructors in classes using iClickers and Canvas. It's best to unregister, "Remove," any clickers you no longer bring to class. e.g. lost, broken, or sold clickers. For more information, look [here](#).

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### Register Your iClicker

Please use Chrome browser for the best registration experience.

Enter your 8-character remote ID and other information below...

Remote ID:

E-Mail:

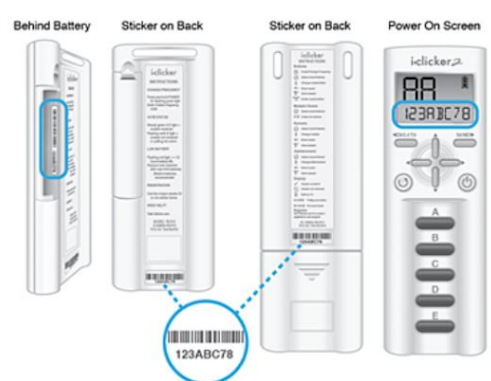
Country:

Remote ID	Country	Date Registered	
902E8E30	United States	Aug-08-2018	<a href="#">Remove</a>

#### iClicker Student Registration FAQ

▼ [Where do I find my remote ID?](#)

Your iClicker remote ID is printed on a sticker located on the back of your remote. The ID is the 8-character code below the barcode. Newer original iClicker remotes have a secondary ID location behind the battery compartment and iClicker 2 remotes display the ID upon power up. The remote ID will only contain letters A-F and numbers 0-9.



**COURSE SCHEDULE** (subject to change)

DATE	UNIT TOPIC	READINGS	ASSIGNMENT DUE
T 8/27	<u>Introduction &amp; Syllabus</u>		Review Syllabus
R 8/29	<u>Examples &amp; Definitions of Abnormal Behavior</u>	Ch. 1	
T 9/3			Chapter 1 Quiz
R 9/5	<u>Causes of Abnormal Behavior</u>	Ch. 2	
T 9/10			Chapter 2 Quiz
R 9/12	<u>Classification &amp; Assessment</u>	Ch. 4	
T 9/17			Chapter 4 Quiz
R 9/19	<u>Mood Disorders &amp; Suicide</u>	Ch. 5	
T 9/24		<a href="#"><u>In Unit Stalked by Suicide, Veterans Try to Save One Another</u></a>	Chapter 5 Quiz
R 9/26	<b>ONLINE EXAM - OPEN 12:PM TO 3:15PM</b>		Exam #1
T 10/1	<u>Anxiety &amp; Obsessive-Compulsive Disorders</u>	Ch. 6	
R 10/3			Chapter 6 Quiz
T 10/8	<u>Acute &amp; Posttraumatic Stress Disorders</u>	Ch. 7	
R 10/10			Chapter 7 Quiz
T 10/15	<u>Feeding &amp; Eating Disorders</u>	Ch. 10	
R 10/17			Chapter 10 Quiz
T 10/22	<b>ONLINE EXAM - OPEN 12:PM TO 3:15PM</b>		Exam #2
R 10/24	<u>Personality Disorders</u>	Ch. 9	
T 10/29			Chapter 9 Quiz
R 10/31	<u>Substance Use &amp; Addictive Disorders</u>		
T 11/5		Ch. 11	Chapter 11 Quiz
R 11/7	<u>Schizophrenia</u>		
T 11/12		Ch. 13	Chapter 13 Quiz
R 11/14	<b>ONLINE EXAM - OPEN 12:PM TO 3:15PM</b>		Exam #3
T 11/19	<u>Mental Health &amp; the Law</u>	Ch. 18	
R 11/21			Case Study Paper
11/25-29	<i>Thanksgiving Break – No Classes</i>		
T 12/3	STUDENT CASE STUDY PRESENTATIONS - GROUPS #1-9		
R 12/5	STUDENT CASE STUDY PRESENTATIONS - GROUPS #10-17		

## COURSE REQUIREMENTS AND GRADING

Your grade for the course will be based on your engagement with, and mastery of, the course material and concepts. You are likely to succeed if you attend class, read material in accord with the syllabus, submit all assignments on time, are actively involved (ask questions, contribute to discussions), and demonstrate a thoughtful integration of material in assignments. Material will be covered in the lectures that is not in the textbook; you are responsible for knowing all material covered in class. Any disputed grades must be brought to the instructor's attention within one week of the student receiving the grade. Your final grade will be based on the total percentage of points you earn on each of the assigned tasks. No extra credit will be available. **The following grading scale will be used to determine your grade in the course.** A detailed description of each activity is provided below. Please read carefully!

### Letter Grading Scale

A 93–100	B+ 87–89	C+ 77–79	D+ 67–69	F <60
A- 90–92	B 83–86	C 73–76	D 63–66	
	B- 80–82	C- 70–72	D- 60–62	

**Your grade will be determined by your performance on four main activities:**

Activity	Percentage of Final Grade
(1) Participation Assignments	5%
(2) Check-Your-Progress Quizzes	15%
(3) Exams x 3	60%
(4) Case Study	20%

#### (1) PARTICIPATION ASSIGNMENTS (5%)

To do well in this course, you must attend class and actively participate. The format of this class will be a combination of lecture and in-class activities, during which ideas and concepts in the assigned readings will be discussed and expanded upon. All classes are considered mandatory. I understand that you may sometimes need to miss class. Missed participation activities cannot be made up. iClickers will be used to assign credit for in-class participation activities.

#### (2) CHECK-YOUR-PROGRESS QUIZZES (15%)

After each topic unit is complete, you will be assigned a quiz associated with the topic that was covered to be completed through Canvas. These quizzes will help solidify your learning of the material covered in class and in the readings/course activities. At the end of the semester your 3 lowest quiz grades (out of 10) will be dropped and an average will be taken.

#### (3) EXAMS (60%)

This course will consist of 3 exams and will cover core concepts as described in the reading, lectures, and course activities. Each exam can include a combination of multiple-choice, true-false, fill-in-the-blank, any mini-vignettes. Each exam will be weighted equally at 20% of your final grade. Exams will be conducted ONLINE. Access will be available during class time on the exam day. You do not need to take the exam in class. I highly recommend that you use a wire connection to take the exam, rather than Wi-Fi; it is more reliable and once the clock starts, it cannot be stopped. On exam day, I will activate chat and our TA will monitor it in case you have questions/comments. Once you begin the exam, you will have 75 minutes to complete it. All exams must be taken independently. If you are registered with the UD Office of Disability Support Services, please let me know as soon as possible so we can make appropriate

arrangements for you. Make-up exams will be offered only in extreme circumstances and will be graded out of 90 rather than 100.

#### (4) CASE STUDY (20%)

The class will be broken up into groups of three students for this assignment. Each group will present a “case study” on a character from a movie or fictional novel during the last week of class. The assignment involves critically analyzing a movie, TV show, or book that portrays a character with one or more forms of mental illness that have been discussed in class. This assignment has two components: a written paper and an in-class presentation.

- **PAPER: (80 POINTS)** Each group will turn-in a written paper that uses information from the film or book to determine if the character shows signs and symptoms of a mental disorder. The paper should be 3 pages in length (excluding the reference page), double-spaced with 12-point Times New Roman font, and 1-inch margins. The paper should be divided into the following, clearly labeled sections:
  - **DSM-5 Diagnostic Criteria (1 page – 25 points)**: Describe the symptoms from the DSM-5 that were used to determine that the character meets criteria for a mental disorder. Include reasons for why each symptom of the disorder was or was not present based on the information provided in the film, TV show, or book. Comment on other information you would want from the character to make a better diagnosis. For this page, you may present the symptoms as a bullet-pointed list, with the justification for giving (or not giving) the symptom listed after the symptom title (see examples below):
    - **Anhedonia**: “Sam” stopped showing interest in her hobbies, including no longer wanting to play video games or go shopping with her friends. These behaviors are evidence of anhedonia (or loss of pleasure in activities).
    - **Fatigue**: “Sam” was very energetic throughout the movie, even when she was feeling sad. For example, she said she felt so full of energy that she did not need to drink coffee or go to bed early, evidence that she was not experiencing extreme fatigue.
  - **Causes (1 page – 25 points)**: Describe social-environmental stressors or experiences, early childhood events, personality traits, genetic/ family risk factors or other potential causes of the mental disorder that are portrayed in the movie, TV show, or book that may have contributed to the character experiencing the mental disorder. The argument made in this section should be based on material from the textbook or other scientific papers on the disorder that the character is believed to display.
  - **Conclusions (1 page – 25 points)**: Conclude with a brief, critical assessment of the strengths and weaknesses of the portrayal of the mental disorder(s) in the movie, TV show, or book. This section should address whether there were any inaccuracies, omissions, or creative liberties taken in the portrayal. In other words, you should provide information and discussion concerning the accuracy of the disorder’s presentation in the movie, TV show, or book in terms of what they got right and what they got wrong. You may also discuss the positive and negative messages sent by the media portrayal about individuals with the disorder (if you have space).
  - **References (Listed on final page – 5 points)**: In-text citations and a reference page should list a citation for the movie/TV show/or book, the scientific papers used to justify the arguments made in the paper, and the studies or evidenced cited from the textbook.
- **PRESENTATION: (20 POINTS)** Your group will present the findings and conclusions of the case study to the class in a brief, 5-minute summary. The presentation should not reveal the name of the movie, TV show, or book character until the very end of the presentation (so the class can guess the correct answer).
- **GRADING:** You will receive one grade for the whole assignment (i.e., the paper and presentation will not be graded separately).
  - The assignment will be evaluated based on the following criteria:
    - a) accuracy of the portrayal of the DSM-5 diagnosis (e.g., Are the reasons for giving a symptom clear and consistent with the disorder?; Are the potential causes for the disorder supported by scientific studies in the textbook or other research articles?)

- b) supporting your arguments with evidence and demonstrating critical thinking;
  - c) logical flow, clarity, and quality of writing (for the paper),
  - d) following the guidelines regarding the structure and content of the paper and presentation
- I will use input from your fellow group members when assigning grades for the psychological autopsy. Group members will be asked to fill out a form describing the extent to which each group member participated and whether any group members deserve higher or lower grades based on the quantity or quality of their work on the project. Thus, it will be important that groups work together and each person contributes substantially to the group paper and presentation.

## COURSE POLICIES

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- You are responsible for checking your UD e-mail account on a regular basis. If you choose to use another e-mail as your primary means of communication, you are responsible for forwarding your UD e-mail to that account. I will respond to any e-mails that you send me in a timely fashion. **However, it may take me up to two business days to get back to you.** Please keep this in mind, and plan accordingly. In other words, if you e-mail me the night before an exam, do not count on my responding before the exam.
- You are expected to attend all classes and actively participate (e.g., listen actively, ask thoughtful questions, demonstrate knowledge of readings).
- Computers are allowed, but for class notes only. Please do not use laptops or tablets for any non-class related activity (e.g., surfing the web, checking email). As each class begins, please turn off all cell phones and keep them stowed for the duration of the period. Cell phones, tablets, and related devices are not to be used for recording any lecture or part of the class.
- Late work will only be permitted in extreme circumstances, typically resulting in loss of 20% of your grade per day the work is late. **This policy is STRICTLY enforced.**
- If you have a diagnosed condition or disability that causes difficulty with learning in the classroom or completing assignments as described please see me as soon as possible and provide documentation. All information and documentation of disability is strictly confidential.
- You are expected to honor the University of Delaware's policies on academic integrity, which can be found here: <http://www1.udel.edu/stuguide/16-17/code.html#honesty>. Cheating and plagiarism will not be tolerated and will be responded to in accordance with the University's policies. All students are responsible for familiarizing themselves with the University's definition of infractions of academic integrity. Plagiarism is a serious form of academic dishonesty and violates the letter and spirit of ethical codes governing writing, communicating, and journalistic practices. When you prepare any material for the course:
  - Cite all sources used for papers, including drafts of papers, and repeat the reference each time you use the source in your written work.
  - Place quotation marks around any cited or cut-and-pasted materials and after the quote note the exact source and page number or if no page number precisely where that quote came from (e.g., Web page).
  - If you do not quote directly – that is, if you paraphrase – you still need to mark your source each time you use borrowed material.
  - Include a Reference section in which all sources used for the paper are included. For this course, use the format of citing publications of the American Psychological Association (Publication Manual 6th edition).
  - Oversights of any of these points are not usually considered as casual omissions or mere carelessness. If you have any doubts about whether a source ought to be cited place, err on the side of presenting the source.