OBJECTIVES

- Understand the cultural and societal contexts of psychopathology
- Better understand the human experience, including your own
- Identify the major classes of mental disorders;
- List the specific criteria that mental health professionals use to diagnose common psychological conditions;
- Identify psychological myths;
- Understand current research and treatment approaches;
OFFICE HOURS AND COMMUNICATION

Mondays 9:30-10:30,
- Tuesdays 11:30-12:20 and by Appointment. Email is the best way to contact me and you can typically expect a response from me within two business days.
- If I contact you via email, please do your best to respond to me within two business days.
- I will upload documents and resources to canvas and/or email them. Please let me know if you have any trouble accessing any of the resources.
- Please put your name in the document title when you upload or email assignments.

ABOUT ME
- I am a licensed psychologist and have been engaging in assessment and treatment in different environments, such as community mental health, university counseling centers, and private practice since 2008. I have experience with a variety of modalities and enjoy working with individuals, couples and groups. My hope is to familiarize you with mental health concerns, help you practice critical thinking about mental health and get some experience thinking about the world from a more empathic and mental health focused lens.

WHAT YOU’LL NEED

1. **Reliable access to UF’s Canvas System**

   Canvas will be our hub for communication. Here I will post announcements, lectures, and any relevant content that supplements what we discuss in class.

2. **Textbook**

   We will be using Jonathan Raskin’s book *Abnormal Psychology: Contrasting Perspectives*. Quizzes/Tests will pull both from lectures and from textbook readings.

3. **One of these books:**
Pick one of these books to read as we move through the semester. More to be said on this assignment later in this syllabus! Below you will find a full APA-style citation for each book, a paperback ISBN, and a link to each book’s Amazon.com page


---

**HOW YOU’LL BE GRADED**

Your final letter grade will be based on completion of the following:

1. **Attendance (215 points)**
   Every day of attendance is worth 5 points. On Mondays, I will take attendance. On Wednesdays, you will submit an individual assignment to account for your presence. On Fridays, there will be a quiz. Because life happens, sometimes we can’t make it to class. That’s okay, you have two free passes.

2. **Quizzes (300 points)**
   Each week we will do a quiz on Fridays. Quizzes may include all of the material from the week—lecture, textbook, scientific articles etc.
These quizzes will be 20 points and will be done in class (10 points for the individual portion, 10 for the group). You will have 15 minutes to complete each individual quiz and 15 for the group quiz.

At the end of the semester, each student can drop their 2 lowest quiz grades (even if they are 0s). So, when life happens, this is your safety net. If you have a legitimate excuse (religious holiday, funeral, etc.), please reach out to me, and you will not have to use your freebies.

2. **Academic Resilience Exercises (10 points per exercise-150 total)**

Each week, you will complete an exercise designed to foster academic resilience. After completing the exercise, you will write a reaction paper and turn it in on Wednesday of that week. The paper should be no more than one page and it should be double-spaced, Times New Roman size 12 font and address these points:
   a. What were your reactions to the exercise?
      i. What did you like or not like?
   b. What, if anything, did you learn about yourself as a result of this exercise?
   c. How can this exercise be useful to you in your academic, and/or personal life?

3. **Diagnosis Paper (100 points)**

Find a fictional character from a movie, book, or TV show that meets criteria for one or more psychological disorders in the DSM-V. Using this character, write a minimum of two pages, double-spaced, using Times New Roman size 12 font, and 1-inch page margins (excluding references). This is due **Friday, March 13th at 5:00PM EST**

In your response, discusses the following information:
   a. A brief biography of the character.
   b. A current understanding of what is going on in the character's life.
   c. The symptoms the character is exhibiting.
   d. Cultural, environmental, or societal factors that may play a role in the character’s life and diagnosis(es).
   e. A summary of the DSM-V diagnosis(es) that have specified criteria met from these symptoms.
   f. Prognosis and treatment recommendations using APA style references (http://www.apastyle.org/).
g. Submit in Canvas.

4. Book Club Paper (100 points)

The twelve books listed earlier in the syllabus all cover psychopathology-related topics. Some present cutting-edge, controversial ideas. Others are critically acclaimed personal memoirs, designed to pull readers into the *bona fide* phenomenological experience of someone living with a “mental disorder.” I ask that you **pick one (just one!)** of the twelve books listed at the beginning of the syllabus to read as we move through the semester. It’s up to you to read your book at your own pace during the semester. You can get started on this right away if you choose. When you are done, you will be asked to write about your reaction to the book. **This is not a book report!** It is more a reflection of your thoughts about the book’s content, what surprised you, what you agreed or disagreed with and your overall reactions to the material. I will never test your memory on your book’s content.

I recommend cracking open your book of choice no later than a month before the due date in order to avoid intense anxiety the night before it is due. You will submit your review (roughly 300 words), double spaced, Times New Roman size 12 font in Canvas. This is due **Friday, April 10th at 5:00 PM EST.**

5. Group Presentation on Topic in Abnormal Psychology (135 points)

Along with 4 other students, you will present on an interesting, controversial, or timely topic in the field of abnormal psychology. You'll first turn in your topic, then an outline, and then present at the end of the semester. Your topic is worth 15 points, outline is work 20 and presentation is 100. Your presentation grade will be 50% from me and 50% from your peers (see rubric at end of syllabus). Each group will present a 40-45-minute presentation to the class on a topic of their choosing related to Abnormal Psychology. Students may consider browsing journals for topics (e.g., Journal of Abnormal Psychology; Personality Disorders: Theory, Research, and Practice, Journal of Affective Disorders). On the first day of class, students will choose which date they would like to present. See below for some topic ideas:

- Abnormal Psychology, diagnoses, etc. topics with certain populations (e.g. children, adolescents, older adults)
- Abnormal Psychology in particular settings (e.g. forensics; university counseling centers)
- Important issues for consideration (e.g. multicultural or diversity variables, chronicity)
- Describing a diagnosis not covered in class (e.g., Sleep Disorders)

6. Exams
No exams! You’re welcome! Remember this during your course evaluation!

7. Extra Credit

If 90% of the class fills outs the anonymous UF Faculty Evaluation, I will give every student in the class the opportunity to earn 2 extra credit points. If 100% of the class completes the evaluation, I will give the class the opportunity to earn 4 extra credit points. Be on the lookout for other extra credit opportunities! These will be mentioned during our class time!

<table>
<thead>
<tr>
<th>Graded Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quizzes</td>
<td>300</td>
</tr>
<tr>
<td>Two Written assignments (100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Academic Resilience Exercises</td>
<td>150</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>135</td>
</tr>
<tr>
<td>Attendance</td>
<td>215 (5 per class)</td>
</tr>
</tbody>
</table>

**Total points available** 1000

In the end, your final course grade will reflect how many total points you accumulate:

- A = 940 - 1000 Points
- A- = 900 – 939 Points
- B+ = 870 - 899 Points
- B = 840 - 869 Points
- B- = 800 - 839 Points
- C+ = 770 - 799 Points
- C = 740 - 769 Points
- C- = 700 - 739 Points
- D+ = 670-699 Points
- D = 640-669 Points
- D- = 500-539 Points
- F = <500 Points
HOW TO PASS?

Show up every week. Take part in class discussions. Submit the assignments. Take the Quizzes.

**A word (or two) on class environment...**

Due to the content of this course you may experience curiosity or discomfort. If you encounter personal issues you would like to explore further, I highly recommend speaking with a counselor at the UF Counseling & Wellness Center (http://www.counseling.ufl.edu/cwc/, 352-392-1575), or Alachua County Crisis Center (http://www.alachuacounty.us/Depts/CSS/CrisisCenter/Pages/CrisisCenter.aspx), 352-264-6789). Crisis intervention is always available 24/7 from The Alachua County Crisis Center: (352) 264-6789.

I believe that students learn best when there is a class atmosphere of safety and respect for all. As the Instructor, I will make every effort to create a safe class atmosphere, where debate and discussion can take place and students feel free to express their reactions, viewpoints, and experiences. I will treat each and every student enrolled in the course with respect. I will never demean or belittle a student, nor chastise students for asking questions or raising concerns regarding the course material.

Likewise, I ask that students treat me and one another with respect. You are free to disagree with each other or with the Instructor—but you are required to keep your disagreement professional and respectful. As outlined in the UF Student Honor Code and Student Conduct Code, “The University requires civility, respect, and integrity in the curricular program and encourages these behaviors in other activities among all members of the student community. Students are taught to exhibit high standards of behavior and concern for others and are encouraged to live up to these standards.”

THE FINE PRINT

**Make-up Quizzes**

Make-up quizzes will only be administered for official University approved absences, which include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holidays, and official University activities, and proper documentation will be required (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences). A student health center receipt is not sufficient documentation. Without documentation, missed quizzes will receive a score of zero. For unexcused
absences, there will be no make-ups. In the event of a medical or personal emergency that forces you to miss a quiz, you will be given an opportunity to make up the missed quiz. If you experience an emergency, you are expected to contact me as soon as possible to schedule a make-up (and provide documentation). In all instances of quizzes taken before or after their scheduled administration, instructors maintain the right to substitute questions different from those administered to the rest of the class at the same level of difficulty as the missed quiz. In all cases, decisions about whether and when to allow a student to make up a quiz or assignment are left to the discretion of the professor. Make-up quizzes must take place within one week of the original quiz unless there are extenuating circumstances. It is your responsibility as the student to work in conjunction with the instructor to determine a time/location of the make-up.

**Late Assignments**
You will receive a 10% grade reduction each day an assignment is late (e.g., 1 minute late to 23 hours and 59 minutes late is 10% off). Once 96 hours have passed since the assignment was due, you will receive a 0. If there is an extenuating circumstance (including sickness, death of a close friend or family member, mental health issues, etc.) please contact me immediately so we can figure out an appropriate new due date. Documentation must be provided.

**Disability Accommodations**
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting disability.ufl.edu/students/get-started. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Faculty can expect to receive a student’s accommodation letter within the first 3 weeks of classes; however, if a student registers with the DRC later in the semester faculty are still obligated to facilitate accommodations. Neither faculty nor administrators may independently deny a request for accommodation that is approved by the Disability Resource Center. I strive to make this course accessible to students with diverse needs, strengths, and abilities. Please talk with me about any concerns you may have regarding accessibility and this course.

**Religious Observances**
Please compare your calendars to the schedule. Any student having a conflict in the schedule or feeling that missing a class due to religious observance will disadvantage them should contact me as soon as possible so that we can make any necessary arrangements!
Customer Satisfaction
I appreciate and value your feedback so that I can continue to improve upon this course and my teaching skills. You can complete the evaluation online at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

COUNSELING PSYCHOLOGY PROGRAM SOCIAL JUSTICE STATEMENT

Our commitment to diversity and social justice means that we will strive to attend to issues of power, privilege, and oppression in this course. In these efforts, we are guided by feminist and multicultural principles summarized by Goodman et al. (2004) as a useful compass for social justice work in counseling psychology. These principles are:

1. Ongoing self-examination, including vigilance regarding power dynamics and the assumptions and values underlying our views, goals, and commitments.
2. Sharing power, including transparency about power differences, engaging in collaborative processes when appropriate, and fostering the power of marginalized individuals and groups.
3. Amplifying and attending to the voices and experiences of groups and individuals with relatively less power.
4. Consciousness raising by attending to how individual or group difficulties may be shaped by political, societal, institutional, interpersonal, and other contextual power dynamics.
5. Focusing on people’s strengths and engaging these strengths to address challenges, including working toward social change.
6. Promoting self-determination with the people we work with by developing tools that are informed by the needs and experiences of the constituent communities.

We acknowledge that the vision and principles articulated above are not achieved completely by any individual or training experience. Rather, this vision and the principles guide our shared responsibility for ongoing efforts to enact our commitment to diversity and social justice in our professional work, and specifically this course.
University Honesty Policy:
"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." This applies, but is not limited, to cheating and plagiarism.

If you do a paper for this class, write it in your own words. Very occasionally you may wish to use the exact words of a source (published or unpublished); in this case, be sure that you use quotation marks to indicate the quoted material and also be sure to cite the source accurately in the text of the paper and reference list. In psychology, writing quotations should be used sparingly.

It is possible to plagiarize a source, even if no full sentences are copied word-for-word. If you make minor wording changes, but keep the organization, sentence structure and/or words of a source, you are plagiarizing. If you take ideas from a source, but don't indicate where the ideas came from with an accurate reference, you are technically guilty of plagiarism.

In writing papers, please be careful. Reference your sources and write in your own words. According to the Academic Dishonesty guide and the University's Student code of Conduct, "Plagiarism, cheating, or other forms of academic dishonesty" may lead to grade penalty, "formal disciplinary probation, suspension, or dismissal."

University Grading Policy:
The policy can be accessed at: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx.

Provision of changes to the syllabus:
The included schedule, policies, and assignments are subject to change in the event of extenuating circumstances or by mutual agreement between the instructor and class participants.

Software Use
All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.
**Student Privacy**
There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments.
For more information, please see: [http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html](http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html)

**Campus Resources:**

**Health and Wellness**

<table>
<thead>
<tr>
<th><strong>U Matter, We Care:</strong></th>
<th>If you or a friend is in distress, please contact <a href="mailto:umatter@ufl.edu">umatter@ufl.edu</a> or 352 392-1575 so that a team member can reach out to the student.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Counseling and Wellness Center:</strong></td>
<td>For mental health services. <a href="http://www.counseling.ufl.edu/cwc">http://www.counseling.ufl.edu/cwc</a>, and 352-392-1575;</td>
</tr>
<tr>
<td><strong>Office of Victim Services:</strong></td>
<td><a href="https://police.ufl.edu/about/divisions/office-of-victim-services/">https://police.ufl.edu/about/divisions/office-of-victim-services/</a> and 352-392-5648</td>
</tr>
<tr>
<td><strong>Assault Recovery Services (SARS)</strong></td>
<td>Student Health Care Center, 392-1161.</td>
</tr>
</tbody>
</table>

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [http://www.police.ufl.edu/](http://www.police.ufl.edu/).

**Academic Resources**

<table>
<thead>
<tr>
<th><strong>E-learning technical support</strong>, 352-392-4357 (select option 2) or e-mail to <a href="mailto:Learning-support@ufl.edu">Learning-support@ufl.edu</a>.</th>
<th><a href="https://lss.at.ufl.edu/help.shtml">https://lss.at.ufl.edu/help.shtml</a>.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Career Resource Center</strong>, Reitz Union, 392-1601.</td>
<td>Career assistance and counseling. <a href="https://www.crc.ufl.edu/">https://www.crc.ufl.edu/</a>.</td>
</tr>
<tr>
<td><strong>Library Support</strong>, <a href="http://cms.uflib.ufl.edu/ask">http://cms.uflib.ufl.edu/ask</a>.</td>
<td>Various ways to receive assistance with respect to using the libraries or finding resources.</td>
</tr>
</tbody>
</table>
**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. [https://teachingcenter.ufl.edu/](https://teachingcenter.ufl.edu/).

**Writing Studio, 302 Tigert Hall**, 846-1138. Help brainstorming, formatting, and writing papers. [https://writing.ufl.edu/writing-studio/](https://writing.ufl.edu/writing-studio/).


---

**Sexual Harassment**

Sexual Harassment is not tolerated in this class, in the Department of Psychology, or at the University of Florida. Sexual harassment includes: the inappropriate introduction of sexual activities or comments in a situation where sex would otherwise be irrelevant. Sexual harassment is a form of sex discrimination and a violation of state and federal laws as well as of the policies and regulations of the university. All UF employees and students must adhere to UF’s sexual harassment policy which can be found here: [https://hr.ufl.edu/forms-policies/policies-managers-sexual-harassment/](https://hr.ufl.edu/forms-policies/policies-managers-sexual-harassment/). Please review this policy and contact a university official if you have any questions about the policy. As mandatory reporters, university employees (e.g., administrators, managers, supervisors, faculty, teaching assistants, staff) are required to report knowledge of sexual harassment to UF’s Title IX coordinator. For more information about UF's Title IX office see: [https://titleix.ufl.edu/](https://titleix.ufl.edu/). You can also complete a Sexual Harassment Report online (Title IX) at: [https://titleix.ufl.edu/title-ix-reporting-form/](https://titleix.ufl.edu/title-ix-reporting-form/).

---

**Schedule below**
Tentative Schedule

Tentative is important- the schedule is subject to change. Announcements will be posted if/when this happens!

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Title</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/6, 1/8, 1/10</td>
<td>Syllabus/Looking at Abnormality, Split into teams</td>
<td>Chapter 1</td>
<td>Academic Resilience Reaction Due</td>
</tr>
<tr>
<td>2</td>
<td>1/13, 1/15, 1/17</td>
<td>Theories and Treatment of Abnormality</td>
<td>Chapter 2</td>
<td>Academic Resilience Reaction Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Presentation Topic Assigned</td>
</tr>
<tr>
<td>3</td>
<td>1/22, 1/24</td>
<td>Assessment and Diagnosis</td>
<td>Chapter 3</td>
<td>1/20 is MLK Junior Holiday</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Academic Resilience Reaction Due</td>
</tr>
<tr>
<td>4</td>
<td>1/27, 1/29, 1/31</td>
<td>Anxiety and OCD</td>
<td>Chapter 6</td>
<td>Academic Resilience Reaction Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Presentation Topic Due</td>
</tr>
<tr>
<td>5</td>
<td>2/3, 2/5, 2/7</td>
<td>Somatic Symptoms and Dissociative Disorders</td>
<td>Chapter 8</td>
<td>Academic Resilience Reaction Due</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Chapter</td>
<td>Assignment</td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>--------------------------------------------</td>
<td>-----------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>6</td>
<td>2/10, 2/12, 2/14</td>
<td>Mood Disorders</td>
<td>Chapter 5</td>
<td>Academic Resilience Reaction Due</td>
</tr>
<tr>
<td>7</td>
<td>2/17, 2/19, 2/21</td>
<td>Schizophrenia Spectrum and Other Psychotic Disorders</td>
<td>Chapter 4</td>
<td>Academic Resilience Reaction Due</td>
</tr>
<tr>
<td>8</td>
<td>2/24, 2/26, 2/28</td>
<td>Personality Disorders</td>
<td>Chapter 12</td>
<td>Academic Resilience Reaction Due</td>
</tr>
<tr>
<td>9</td>
<td>3/9, 3/11, 3/13</td>
<td>Neurodevelopmental and Neurocognitive Disorders</td>
<td>Chapter 13</td>
<td>Academic Resilience Reaction Due</td>
</tr>
<tr>
<td>10</td>
<td>3/16, 3/18, 3/20</td>
<td>Trauma, Stress and Loss</td>
<td>Chapter 7</td>
<td>Academic Resilience Reaction Due</td>
</tr>
<tr>
<td>12</td>
<td>3/30, 4/1, 4/3</td>
<td>Sexual Disorders</td>
<td>Chapter 10</td>
<td>Academic Resilience Reaction Due</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topic</td>
<td>Chapter</td>
<td>Assignment</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>14</td>
<td>4/6, 4/8, 4/10</td>
<td>Substance use and Gambling Disorder, Class Presentations</td>
<td>Chapter 11</td>
<td>Academic Resilience Reaction Due</td>
</tr>
<tr>
<td>15</td>
<td>4/13, 4/15, 4/18</td>
<td>Suicide, Ethics and the Law, Class Presentations</td>
<td>Chapter 15</td>
<td>Academic Resilience Reaction Due Book Paper Due</td>
</tr>
<tr>
<td>16</td>
<td>4/20, 4/22</td>
<td>Class Presentations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rubric for Evaluating Presentations**

*(Adapted from https://tamucc.xitracs.net/sacs/submission/documents/11138.pdf)*

<table>
<thead>
<tr>
<th>Evaluated Student's Name (print clearly):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Name (print clearly):</td>
</tr>
</tbody>
</table>

Instructions: Using the A-E rating scale below, rate the presenter on the dimensions listed below. Circle the number that best represents the scores on each dimension. Rate each dimension one at a time and focus on the labels in making ratings. Your individual ratings are confidential (students are provided only aggregate feedback).

<table>
<thead>
<tr>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weak</td>
<td>Rarely displayed behaviors; well below average</td>
<td>Moderate</td>
<td>sometimes displayed behaviors; average to below average</td>
<td>Relatively Strong</td>
</tr>
<tr>
<td>relative to others on this dimension</td>
<td>relative to others</td>
<td>class on this dimension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-------------------</td>
<td>-------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Dress.** Dressed professionally

| E | D | C | B | A |

**On time.** Began and ended the presentation on time, smoothly and without prompting. All preparations completed well in advance of the presentation.

| E | D | C | B | A |

**Preparation.** Clear evidence of being prepared. Presentation slides and/or other presentation aids prepared, used effectively and well-integrated into the presentation.

| E | D | C | B | A |

**Inquisitiveness.** Frequently raised thoughtful issues. Clear evidence of inquisitiveness.

| E | D | C | B | A |

**Intellectual stimulation/creativity.** Introduced new or unusual ideas that were thoughtful and useful; thoughtfully built upon, extended, synthesized, or contextualized ideas from the reading. Included experiential elements.

| E | D | C | B | A |

**Leadership.** Worked well with team. Helped facilitate discussion; encouraged others to participate; displayed professionalism and refrained from dysfunctional interpersonal behaviors.

| E | D | C | B | A |

**Fielding questions.** Responded knowledgeably and professionally, conceding points that constitute constructive criticism and clarifying information that may address concerns. No indication of bluffing or side-stepping.

| E | D | C | B | A |