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Course: CLP3144
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Office hours: By appointment

Teaching Assistant Information
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Maria Saldana
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Thursdays, 10:40 – 11:40am
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David Jabech
Office Hours:
Tuesday 11:40-12:40
Contact: davidjabech@ufl.edu

2. One (just one!) of these ten trade books:

These books are all affordable on online booksellers and most are available for free through the Alachua County Public Library. Some may also be available through the UF library or the Interlibrary loan service.

**Course Description**

The general purpose of this course is to increase your understanding of historical foundations, theories, research, assessment, and treatment of psychopathology. This course will include basic knowledge of the Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5) used to classify a wide range of specific psychotic, cognitive, behavioral, emotional, and developmental disorders, as well as current research and treatment approaches. Students are also expected to understand the cultural and societal contexts of psychopathology and to develop a critical lens in exploring the impact of such contexts.

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 recommend speaking with a counselor at the UF Counseling & Wellness Center ([http://www.counseling.ufl.edu/cwc/](http://www.counseling.ufl.edu/cwc/), 352-392-1575), or Alachua County Crisis Center ([http://www.alachuacounty.us/Depts/CSS/CrisisCenter/Pages/CrisisCenter.aspx](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.

**Course Policies**

1. **Respect.** Raise your hand to be called on (unless otherwise instructed). Do not talk when another person is talking. Be respectful of your classmates, your TAs, and your instructor. ALSO, please **say your name** before you ask a question or make a comment so we can all be familiar with one another!

2. **Laptops.** Know yourself. If a laptop will help you take notes and accomplish your goals then fantastic, bring one. If you are going to spend the entire three hours making a Facebook event for the party you’re throwing this weekend, then please don’t bring one.

3. **Electronics.** Please put away and turn off your cell phone and any other electronic devices that may be a distraction to you, your classmates, and your instructor. Additionally, headphones may not be worn during class time as they are also a great distraction to those around you. If you are expecting an emergency call, please let the instructor know before class.

4. **Missing Class.** If you miss class, please be sure to speak with another student so that you can catch up on lecture notes/class materials. Beyond the power point slides (all
will be posted to e-Learning), neither the instructor nor the TAs will provide class notes to any students (exception: see section on Disability Resource Center). Office hours will not be used to conduct mini-versions of missed lectures, rather they are available to students to answer specific questions, clarify content, and review grades.

5. **Late Policy on 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.

6. **Policy for Disputing a Grade.** You will have one week including weekends and holidays after any course material grade has been posted to dispute your grade. (The exception is the last exam, as there will not be enough time to review disputes and submit grades.) Disputes will NOT be accepted after that date. If you want to dispute a grade, you must write a paragraph explaining the dispute. You will need to write out the question or issue and a paragraph explaining why your answer is correct with references to the material for each question or assignment you are disputing. Then, send a private email with this information to the professor’s email address.

**Class Participation**
This course will be split into part lecture, part small-group assignments. This will happen most classes, excluding. You are expected to participate in these groups and attendance will be taken weekly. Additionally, class attendance will increase your chance of getting an excellent grade in the course. Announcements such as schedule adjustments and which areas to focus on for the exams may be made in class without being posted online.

**e-Learning System Materials and Procedures**
Class power points, additional readings, grades, and other important materials can be accessed on course website in the E-Learning System: https://elearning.ufl.edu. It is a good idea to visit the course site AND check your UFL email before each class, to receive updates and announcements, such as grade postings and any schedule changes.

**Course Participation, Assignments, and Grading**
Your final grade will be assigned based on the sum of the potential 250 points you earn.
These points will be earned through completion of the following:

**Exams (50 points per exam, 100 points total)**
There will be two non-cumulative, multiple-choice exams during class time. Exams will require the comprehension, application, and integration of course materials. All exams are closed book and closed notes, and you will need a #2 pencil for the Scantron. Exams will be based on
lectures and discussion materials. Exams will consist of 50 multiple choice questions. Questions will be worth 1 points each. Please be on time for exams. Policy states that after the first person has completed and turned in their exam, you will not be able to start the exam. Please see the syllabus schedule below for exam dates.

- **Make-up Exams**: Make-up exams 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](https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx#absences)). A student health receipt is not sufficient documentation. Without documentation, missed exams will receive a score of zero. For unexcused absences, there will be no make-ups or extensions without penalty. In the event of a medical or personal emergency that forces you to miss an exam, you will be given an opportunity to make up the missed exam. 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 tests taken before or after their scheduled administration, instructors maintain the right to substitute tests different from those administered to the rest of the class at the same level of difficulty as the missed exam. In all cases, decisions about whether and when to allow a student to make up a test or assignment are left to the discretion of the professor. **Make-up exams must take place within one week of the original exam 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.

- **Religious Observances**: Please compare your calendars to the schedule. Any student having a conflict in the exam 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!

**Written Assignments (120 points total)**

There are two homework assignments. Each should use 12-point font, be double-spaced, use 1-inch margins, and include APA style citations and references (no title page or abstract is required). **No points will be awarded to a student who simply restates what is presented in the link, activity, or reading.** Each homework must include an analysis of how the supplemental materials connect with what we learned about during class lectures (connect the assigned readings/activity to the PowerPoints!). Your discussions may take any form you like (e.g., a question, confusion, elaboration, disagreement); however, please support your writing with specific information from the course materials. Every assignment must be completed independently. Assignments must be turned in on the due date indicated in the syllabus.
1. **Personality Paper (40 points):** You will complete an online version of the Personality Diagnostic Questionnaire ([http://www.pdq4.com/homeusetest2.html](http://www.pdq4.com/homeusetest2.html)) and then reflect on the results. It hasn't been updated for the DSM-V yet, but there are many peer-reviewed articles supporting its continued use. It will (hopefully) give you a sense of what it means when you read research on Personality Disorders (i.e., that we’re often talking about with people’s scores on surveys like this). But, don’t really read *too* deeply into the results! This is a relatively contentious area of mental illness taxonomy. I thought you might like to see some of the stuff clinicians use in their day-to-day practice when they encounter personality disorders. Read through the DBT Workbook attachment on Canvas to see a few of the worksheets that folks often use when they conduct dialectical behavior therapy for borderline personality disorder. Something like this is usually recommended as a supplement to talk therapy (wherein the therapist and client can flesh out the specifics). Please include discussion of your results **and** the DBT Workbook in your paper. This assignment is to be a minimum of **one page**, double-spaced, using 12-point font, and 1-inch page margins.

2. **Diagnosis Paper (40 points):** You are to 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 12-point font, and 1-inch page margins (excluding references) that 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. A summary of the DSM-V diagnosis(es) that have specified criteria met from these symptoms.

**Book Club Paper (30 points)**
The ten trade books listed at the beginning of 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 ten books listed at the beginning of the syllabus to read as we move through the semester. It’s up to you to read your trade book at your own pace during the semester. You can get started on this right away if you choose. When you’re done, you will be asked to write a paper that incorporates relevant ideas and concepts from the course. Did something the author said make you think of something we talked about in class? Or perhaps something you learned in another psychology course? Didn’t understand something? Disagree with the author? Found yourself surprised and rethinking some aspect of your life? The purpose of this assignment is to help you put the
broader concepts from the course into a real-life context. This paper is to be two to four pages, double-spaced, using 12-point font, and 1-inch page margins. Please see the grading rubric for more details.

Grading
Your grade in this course will be based on your performance of the following items:

<table>
<thead>
<tr>
<th>Graded Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two exams (50 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Written assignments (20 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Book Club Paper</td>
<td>60</td>
</tr>
<tr>
<td>Attendance</td>
<td>50 (4 per class, 2 given)</td>
</tr>
</tbody>
</table>

Total points available: 250

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>225-250</td>
<td>≥90%</td>
</tr>
<tr>
<td>B+</td>
<td>220-224</td>
<td>88-89%</td>
</tr>
<tr>
<td>B</td>
<td>200-219</td>
<td>80-87%</td>
</tr>
<tr>
<td>C+</td>
<td>195-199</td>
<td>78-79%</td>
</tr>
<tr>
<td>C</td>
<td>175-194</td>
<td>70-77%</td>
</tr>
<tr>
<td>D+</td>
<td>170-174</td>
<td>68-69%</td>
</tr>
<tr>
<td>D</td>
<td>150-169</td>
<td>60-67%</td>
</tr>
<tr>
<td>E</td>
<td>149 and below</td>
<td>≤59%</td>
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</tbody>
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Extra Credit Opportunities
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!

Academic Honesty
I expect all academic work to adhere to the standards described in the University of Florida handbook. All coursework submitted for individual grades will be assumed to be the student’s own independent work. The minimum penalty for being found guilty of academic dishonesty is receiving a zero on the assignment/exam, and further penalties will result in an “E” for the course, and being sent to go before the Honor Court. By completing registration at UF, it is assumed that every student has agreed to the following statement: “I understand that UF expects its students to be honest in all their academic work. I agree to
adhere to this commitment to academic honest and understand my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University.”

**Students Requiring Accommodations**
The University of Florida is committed to providing academic accommodations for students with disabilities. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students should present their accommodation letter to me supporting a request for accommodations. The University encourages students with disabilities to follow these procedures as early as possible within the semester.

**Confidentiality and Self-Care**
**Confidentiality is a necessity.** Students might volunteer to share personal information during class discussions or demonstrations. This is an important part of the learning experience, and we all must respect students’ rights to privacy. Being actively involved in class discussions and small groups entails some level of personal self-disclosure. Revealing personal information about others outside of the classroom is a breach of confidentiality. If you wish to share with others outside of the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. It is expected that anyone who participates in a demonstration will have his or her confidentiality respected. Please do not tape record any lectures, discussions, or demonstrations. Tape recording parts of class sessions could pose problems with respect to confidentiality and privacy. However, please note that this course is not intended to serve as personal therapy, and as such, you are advised against sharing deeply personal information in the larger or smaller class discussions. All students, particularly those who wish to continue in graduate study in counseling or other human services related occupations, are encouraged to pursue their own therapy through the Counseling & Wellness Center, Crisis Center, or at an outside agency or practice.

**Class Atmosphere**
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, the teaching assistants, and one another with respect. You are free to disagree with each other or with the Instructor or the teaching assistants—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.”

If something said in class bothers you, please let me know. This is a large course and it is not possible to be aware of all individual concerns or issues. Knowing about problems can help me to prevent issues from continuing to occur.

*Adapted from Dr. Laurie Mintz’s Human Sexuality syllabus

**Tentative Course Syllabus**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Corresponding Textbook Chapter (optional)</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1/07</td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overview of Syllabus</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Looking at Abnormality</td>
<td></td>
<td></td>
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<tr>
<td>Week 2</td>
<td>1/14</td>
<td>Chapters 2</td>
<td></td>
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<tr>
<td></td>
<td>Theories and Treatment of Abnormality/ Assessing and Diagnosing Abnormality</td>
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<td></td>
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<tr>
<td></td>
<td><strong>SMALL GROUPS ASSIGNED!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>1/21</td>
<td>No class, University holiday</td>
<td>1/3 of book read</td>
</tr>
<tr>
<td>Week 4</td>
<td>1/28</td>
<td>Trauma, Anxiety, Obsessive-Compulsive, and Related Disorders</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week 5</td>
<td>2/04</td>
<td>Personality disorders</td>
<td></td>
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<tr>
<td>Week 6</td>
<td>2/11</td>
<td>Mood Disorders and Suicide</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Week 7</td>
<td>2/18</td>
<td>Schizophrenia Spectrum and Other Psychotic Disorders</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Week 8</td>
<td>2/25</td>
<td>Exam I</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>3/4</td>
<td>No class, Spring break</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>3/11</td>
<td>Eating disorders</td>
<td>Chapter 12</td>
</tr>
<tr>
<td></td>
<td>Personality paper and 2/3 of book read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>3/18</td>
<td>Disruptive, Impulse Control, and Conduct Disorders</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Week 12</td>
<td>3/25</td>
<td>Sexual Disorders</td>
<td>Chapter 13</td>
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<tr>
<td>Week 13</td>
<td>4/1</td>
<td>Substance Use and Gambling Disorders</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>Week 14</td>
<td>4/8</td>
<td>Neurodevelopmental and Neurocognitive Disorders</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>Week 15</td>
<td>4/15</td>
<td>Somatic Symptoms and Dissociative Disorders Wrap up</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>Week 16</td>
<td>4/22</td>
<td>Exam II</td>
<td></td>
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</tbody>
</table>

The contents of this syllabus may be changed over the semester. If changes are made to this syllabus, they will be announced in class and on Canvas. It is your responsibility to come to class and to check for any announcements regarding changes online.

*** ALL ASSIGNMENTS ARE DUE BY THE START OF CLASS – 4:05PM—UNLESS OTHERWISE STATED***