

**PSYC 431 D01 Syllabus**  
**Psychopathology - Online**  
**Department of Psychology**  
**Fall 2025**  
**August 18th – October 10th, 2025**

**About the Instructor**

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Office: AH 0311

Teams Office Hours: Thursdays 3:00 – 4:00p (or by appointment)

Link:

[https://teams.microsoft.com/l/meetup-join/19%3ameeting\\_Y2ZmMTQ2OTctNWQyNi00Y2IwLTkyZjgtNjc5MGY1ODhkY2Yy%40thread.v2/0?context=%7b%22Tid%22%3a%2299f37d21-0b5c-43ea-9103-e16f02f5aecf%22%2c%22Oid%22%3a%22ed28360f-48e4-423a-b12a-82f568a6229b%22%7d](https://teams.microsoft.com/l/meetup-join/19%3ameeting_Y2ZmMTQ2OTctNWQyNi00Y2IwLTkyZjgtNjc5MGY1ODhkY2Yy%40thread.v2/0?context=%7b%22Tid%22%3a%2299f37d21-0b5c-43ea-9103-e16f02f5aecf%22%2c%22Oid%22%3a%22ed28360f-48e4-423a-b12a-82f568a6229b%22%7d)

Please utilize booking link to schedule time slot during hours:

<https://outlook.office.com/book/PSYC431OfficeHours1@siue.edu/>

**Teaching Assistant Information**

Name: Hannah Musgrave

Email: [hannpar@siue.edu](mailto:hannpar@siue.edu)

Teams Office Hours: Mondays, 10am-11am

Link:

[https://teams.microsoft.com/l/meetup-join/19%3ameeting\\_ZmRmYjljMGMtNGUwMS00NTQ4LTlhODEtZTAyOGY0YzY1ZDMw%40thread.v2/0?context=%7b%22Tid%22%3a%2299f37d21-0b5c-43ea-9103-e16f02f5aecf%22%2c%22Oid%22%3a%22ed28360f-48e4-423a-b12a-82f568a6229b%22%7d](https://teams.microsoft.com/l/meetup-join/19%3ameeting_ZmRmYjljMGMtNGUwMS00NTQ4LTlhODEtZTAyOGY0YzY1ZDMw%40thread.v2/0?context=%7b%22Tid%22%3a%2299f37d21-0b5c-43ea-9103-e16f02f5aecf%22%2c%22Oid%22%3a%22ed28360f-48e4-423a-b12a-82f568a6229b%22%7d)

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Or, visit our website: [siue.edu/education/psychology](http://siue.edu/education/psychology)

## **Instructor Expectations**

To ensure the best experience, students can expect the instructor to:

Be available to students to clarify or explain concepts further. See the office hours outlined above. Email any requests for an office hour or Zoom appointment if necessary.

Provide an enriching environment that stimulates critical thinking and thoughtful discussion.

Return graded work in a timely manner and to be available to clarify grading policies if needed.

## **Welcome**

Welcome to PSYC 431! This is an asynchronous, online course. This means that there will not be a designated time that we meet as a group. While this may sound like a self-paced course, it is not – there will be due dates for readings, assignments, quizzes, etc. All class materials will be posted weekly to Blackboard. Please plan to check Blackboard and SIUE email each day for any necessary class updates. Lectures and any supplemental materials to be covered for that week will be posted to Blackboard and should be reviewed each week. This course is content heavy. It will be very important to avoid getting behind each week as the materials that are required will accumulate quickly. Typical weekly materials include lectures and additional videos or activities to further illustrate material in the lectures and readings. Weekly expectations, assignment details, and due dates will be noted in the Blackboard Module; however, they are all also outlined in the syllabus below.

Please note that this is a senior level course, content and assignments are based on the assumption that students are prepared at the senior level to complete this course, even if they are not in senior standing. Part of this assumption includes that you are familiar with writing in APA format, we will not be teaching that in this course – however, SIUE writing services is a great resource if you need assistance with that portion of the course. You can also access Purdue Owl for APA 7<sup>th</sup> Edition writing format guidance.

## **Communicating with the instructor**

The best way to communicate with the instructor is through email. The instructor intends to check email daily. Please note that it may take 24-48 hours to receive a response. However, if you have not received a response to your email after 48 hours, please feel free to reach out again. Please feel free to also email your teaching assistant for assignment questions. The instructor will also be available during office hours as stated above. Please email to arrange a zoom call if one is needed outside of scheduled office hours. The instructor can be flexible to accommodate schedules of students.

When emailing the instructor, please follow these guidelines as emails will not be answered if they do not contain the following:

A proper address (Haileigh, Hello, Ms. Verdeyen),

Your name (first and last), class, and section

Professional language

Please, use full sentences, correct grammar, and appropriate language.

Emails to your instructors should not look like text messages to your friends.

If you send me email that is inadequately punctuated, capitalized, incoherent, rude, otherwise unprofessional or is a question that has an answer clearly outlined in the syllabus or assignment instructions, I won't respond or may just respond with this is outlined in your syllabus. If you don't hear back from me within 48 hours, or by the end of the day on Monday if you emailed me over the weekend, assume that the email was improperly formatted, and try again.

## **Course Requirements**

Prerequisite: C or better in PSYC 111

## **Textbook and other reading materials**

Durand, V. M., & Barlow, D. H. (2019). *Essentials of Abnormal Psychology* (8th Ed.). Pacific Grove, CA: Thomson-Wadsworth.

This is available via an e-textbook format.

American Psychiatric Association. (2022). Diagnostic and statistical manual of mental disorders (5th ed., text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

Access DSM-5-TR at <https://dsm-psychiatryonline-org.libproxy.siu.edu/>. If prompted, sign in with your SIUE email address and password.

Undergraduate students can rent textbooks from SIUE. Please visit the Textbook Service website for more information. For off-campus classes, the textbook may be shipped to you. Look for the option "Off-Campus Classes have special instructions, click here for these." Note: shipping time may take up to two weeks.

Other materials will be posted to Blackboard, please check each week's module for assigned readings, they will also be noted in the course schedule in this syllabus.

## **Course Description**

This course is designed to explore the historical contexts of abnormal behavior; the basic tenets of clinical assessment and diagnosis; and the DSM-5-TR diagnostic criteria, etiologies, prevalence rates, and treatment approaches for psychological disorders. Legal and ethical issues related to the field of mental health will also be discussed.

## **Course Objectives**

1. Gain knowledge of psychopathology and major psychological disorders
2. Examine causes of psychological disorders from different theoretical perspectives
3. Learn to use the DSM system for classifying and diagnosing psychological disorders (Note: Graduate training and licensure is required to diagnose psychological disorders)
4. Apply knowledge of psychological disorders by practicing how to use the DSM to formulate diagnostic hypotheses

5. Become familiar with etiologies, prevalence rates, and treatment approaches for psychological disorders

## **Course Expectations & Policies**

### *Expectations*

To ensure the best experience for all, students are expected to:

Watch class materials provided. If you are hoping to do well in this, or any, course, regular viewing and active participation with all materials provided will always be the first step.

Be courteous and respectful of fellow students' comments. As we will not be seeing one another in class this semester, it will be very important to utilize good online communication. We will be viewing comments made by each other without the benefit of facial expression, tone, and body language that is so important in expressing our own and understanding others' comments.

Be responsible for your own learning. As college students you are entering adulthood, therefore keeping records of your own grades, being aware of the class assignments, and being proactive if you are falling behind (contacting the instructor to clarify confusing concepts prior to the exam, for example) is up to you. If you are having difficulty with any aspects of the course, contact me as soon as possible. Students can attend zoom office hours, set up an appointment to meet via zoom individually, or email me.

Please print and read the syllabus! Before asking the instructor a question regarding due dates or assignments make sure it is not already on the syllabus. A syllabus quiz will be completed during the first week of the course. See Syllabus Quiz in Week One on Blackboard to complete.

Complete assignments on time.

### *Technology capabilities*

Students in an online course should be able to:

Use a word processor, such as MS Word, to compose assignments and communicate with others in class

Attach files to emails or course areas

Navigate websites and course materials

Utilize Microsoft Teams

Reach out to tech support staff when issues arise and troubleshoot to resolve problems

Additional guidance for taking online courses can be found on the Online at SIUE site.

### *Behavior & Etiquette*

As college students, it is expected that you will be respectful of each other and communicate professionally.

Reflect before you post an emotional response and reread what you have written to be sure it is professional

Communicate effectively. Do not use all caps or multiple punctuation marks (!!!, ???, etc.). Be sure to define or explain acronyms, jargon or uncommon terms so everyone can understand and participate in the discussion.

Sign your name. Take responsibility for your comments in order to build a strong classroom community.

Foster community. Share your ideas and contribute to ongoing discussions. Make comments that add to, not detract from, a positive learning environment for the course.

Be constructive. Challenge ideas and the course content, but do so in positive ways. It's fine to disagree, but when done politely you stimulate and encourage helpful discussion, and you maintain positive relationships with fellow students.

Keep the conversation on topic. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, start a new thread.

### *Personal Disclosures Policy*

Students are encouraged not to disclose personal (e.g., healthcare) information to the class. If they choose to share personal information about themselves or people they know, they should anonymize such statements. For example, substitute "a person," "a man," "a teenager," etc. for identifying names or relationships. As a reminder, disclosures made in class are not confidential. The instructor may discuss de-identified clinical examples. Use of de-identified cases for didactics is permitted by the Ethical Principles of Psychologists and Code of Conduct.

### **Assignments**

#### *PBL*

This assignment will require students to review fictitious case studies released in 3 parts. For example, PBL 1 Part A will be released on August 24th, 2025, at 11:59pm, Part B will be released immediately after Part A is submitted, and Part C will be released immediately after part B is submitted. The due date for PBL 1 is for the entirety of the assignment, meaning all three parts must be submitted by that date. It is important to note that the student will be required to diagnose the fictitious case for each part, and it is expected that diagnoses change as the student receives more information in the parts. Students can receive feedback from Part A and Part B within 48 hours of submission. However, if a student chooses to wait until Friday to complete Part A, then the student will likely not receive feedback before the due date. More information on the assignment's requirements will be posted to Blackboard. The assignment will open on Sunday at 11:59pm, at the beginning of each week and the entire assignment will be due on Sunday at 11:59pm, at the end of each week they are assigned.

Please be sure to review all documents and videos related to this assignment.

#### *Disorder Summary Videos*

This assignment will require students to record a brief video giving summaries of different disorders to Flip within Microsoft Teams. Instructions on using Flip will be uploaded to Blackboard. The video length requirement is 3-5 minutes. Each student will pick one disorder covered in that week's material to create a summary video on, completing 7 videos in total (week 1's video will not be a disorder, but will focus on either history of abnormal psychology or clinical assessment). After recording and posting the video in Flip assignment and within the Teams page (file tab), each student will be asked to reply to one other student's video – this video cannot be on the same disorder that the student posted about. The comment can include something new that the student learned, any interest in researching the disorder further, any insights they made, etc.

**0 points:** No post/reply is made or post/reply is not made in a timely way; post/reply uses offensive language

**1-2 points (post)/ 1-2 point (response):** Post/response reflects minimal effort and/or does not show thoughtful consideration

**2-3 points (post)/ 2-3 points (response):** Post/response is adequate in terms of content/length.

**4-5 points (post)/ 4-5 points (response):** Post/response is a very thoughtful and meaningful contribution to the discussion.

**\*PLEASE COMPLETE THIS TASK ON A COMPUTER AND NOT MOBILE DEVICE TO PREVENT DIFFICULTIES\***

Initial posts must be made by Wednesday of each week by 11:59pm, a reply to another student must be made by 11:59pm on Sunday each week.

### *Psychopathology Pop Culture Reflection*

This assignment will require students to reflect on ways that pop culture contributes to the mental health stigma and/or inaccurate portrayals of mental health disorders and reflect on ways you believe pop culture has brought accurate portrayals and awareness of mental health disorders. This reflection can pull information from social media trends, news portrayal, music/movies/television/etc. portrayals, and other pop culture sources. The reflection should be between 4-6 pages in length. More information on requirements will be uploaded to Blackboard.

The paper should have 1-inch margins and use an 11- or 12-point Times New Roman font. The use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

You do not have to provide citations or a reference page unless you use outside sources such as your textbook or journal articles. If you do provide citations and references, those should be formatted using APA style.

Your Reflection will be graded using the scale/rubric below:

- 0 points: no paper is turned in; paper contains plagiarism
- 4 points or less: paper reflects minimal effort; paper is 2 page or less

- 5-9 points: paper shows some thoughtful consideration; paper is less than 4 pages; significant grammar, spelling, or punctuation errors
- 10-14 points: paper shows thoughtful reflection; some grammar, spelling, or punctuation errors
- 15-20 points: paper is very well written and demonstrates a very thoughtful and insightful reflection

The due date is October 3<sup>rd</sup>, 2025, at 11:59pm.

### *Late Work and Missed Assignments*

Assignments are due by the dates and times listed in the Course Schedule, unless the instructor announces a modified deadline. Please submit all assignments through Blackboard, unless instructed otherwise. Emailed assignments are **not** accepted, unless the assignment instructs to do so. An assignment is late if it is submitted one second after the deadline (e.g., an assignment due at 3:00 p.m. that is submitted at 3:00:01 p.m. is late). Blackboard timestamps will be used to determine submission times. Emergencies (such as, but not limited to, technology or Internet problems and illness) do not exempt students from this policy. Please plan ahead for potential emergencies by completing assignments soon after they become available; do not wait until a deadline is near to submit work. No late work is accepted, no exceptions. Assignments that are late receive zero points. Please do not request to make up missed assignments.

### **Participation Points**

To receive the best class experience, participation and engagement are necessary. Some of the lecture videos will have brief “quiz” questions or activities to complete throughout to award participation and monitor understanding of class material. To encourage adherence of watching materials, these videos will not be announced or indicated to the class. Although all video lectures will remain open throughout the semester, participation points will only be awarded when completed by midnight each Sunday evening (i.e. for participation points, Week 1 lecture videos and “quiz” need to be viewed by Sunday, August 24<sup>th</sup>, 11:59pm).

### **Quizzes**

\*Please keep in mind that all quizzes/exams are open book and open note – however, there is a time limit. While you are allowed to use your resources (book, lectures, notes, NOT GOOGLE), you should not be doing this for every answer. The idea is for you to answer the questions to your best ability without relying on your resources but can look back on the materials if needed. There is a couple questions throughout the semester that students google and use the AI answer provided (which is incorrect) – all of the questions come directly from the text or lecture material and sometimes are word for word from the lectures.\*

### *Syllabus Quiz*

Students will be required to review the syllabus and complete a 10-question quiz by Sunday, August 24<sup>th</sup>, 2025, at 11:59pm. This quiz will be 12 minutes long. Students will be allowed unlimited attempts to complete the quiz before its due date. The highest score will be kept.

### *Weekly Quiz*

Students will be required to complete a 10-question quiz on the material covered each week, except for midterm and finals weeks. Students will have 12 minutes to complete the quiz and will have 2 attempts. The quiz will be due at 11:59pm on Sunday each week.

## Exams

### *Midterm Exam*

The midterm exam for this course will require you to select a fictional character to diagnose and rationalize the diagnosis. This fictional character can be from a movie, tv show, book, etc. Students will be required to give a summary of the character, including background information, that will aid in diagnosing and rationalizing. Students should have detailed evidence for each symptom of the disorder that they believe the character fits. Further information on requirements for this assignment will be made available on Blackboard. The exam due date is September 14th, 2025, at 11:59pm.

### *Final Exam*

The final exam for this course will consist of 50 questions. There will be a mix of multiple choice, fill in the blank, and multiple select questions. Students will have 55 minutes to complete the exam and only one attempt. This exam will be cumulative, meaning that it will cover the entirety of the course material and not just a unit of material. The exam due date is October 8<sup>th</sup>, 2025, at 11:59pm.

Please ensure that you have a reliable computer and Internet access when you choose to begin an exam. If an exam “reset” is required for any reason, please call ITS 24/7 at 618-650-5500, any time before the exam deadline. If the exam is reset ITS, your final grade will be reduced by 10 percent of the exam value (i.e., 5 points will be subtracted from your final score). The reduction is because 1) a reset extends the time of a timed exam and 2) students are responsible for ensuring their computer and Internet access are reliable. Once the exam deadline has passed, the exam cannot be made up or reset.

## Grading

Assignment Points	Grading Scale
Participation – 25 points	
PBL - 100 points	A – 90% and above (405+)
Disorder Videos – 35 points	B – 80-89% (360-404)
Syllabus Quiz – 10 points	C – 70-79% (315-359)
Weekly Quiz – 60 points	D – 60-69% (270-314)
Reflection Paper – 20 points	F – 59% and below (267 and below)
Midterm Project – 100 points	
Final Exam – 100 points	

### *No Rounding or Individualized Extra Credit*

Final letter grades are based on total points earned and the grading table in the syllabus. Please don't request rounding or curving. The instructor may deduct points from students who ask.



Occasionally, the instructor may offer extra credit opportunities to the whole class. (Extenuating circumstances, such as a specific number of volunteers needed at specific times, may limit ability to participate.). Please don't ask for individualized extra credit. The instructor may deduct points from students who ask.

## Course Schedule

Week	Topics	Readings	Assignments & Due Dates
Week 1	Welcome Abnormal Psych in Historical Context Clinical Assessment & Diagnosis	Ch. 1, 2, 3	Syllabus Quiz & Weekly Quiz 1 (08/24/2025)  Video 1 (initial – 08/20, comment – 08/24)
Week 2	Anxiety, Trauma and Stressor-Related, and Somatic Symptom and Related Disorders and Dissociative Disorder	Ch. 4, 5	PBL 1 (opens 08/24, due 08/31)  Weekly Quiz 2 (08/31/2025)  Disorder Video 2 (initial – 08/27, comment – 08/31)
Week 3	Mood Disorders and Neurodevelopmental and Neurocognitive Disorders	Ch. 6, 13	PBL 2 (opens 08/31, due 09/07)  Weekly Quiz 3 (09/07)  Disorder Video 3 (initial – 09/03, comment – 09/07)
Week 4	Eating, Sleep Wake, Sexual Dysfunction Disorders	Ch. 8, 9	Midterm (09/14/2025)  Disorder Video 4 (initial –09/10, comment – 09/14)
Week 5	Substance-Related, Addictive, and Impulse-Control Disorders	Ch. 10 Priester et al. 2016	PBL 3 (opens 09/14, due 09/21)

			Weekly Quiz 4 (09/21/25)  Disorder Video 5 (initial – 09/17, comment 09/21)
Week 6	Personality Disorders	Ch. 11	PBL 4 (opens 09/21, due 09/28)  Weekly Quiz 5 (09/28)  Disorder Video 6 (initial – 09/24, due 09/28)
Week 7	Schizophrenia Spectrum and Other Psychotic Disorders Mental Health Stigma	Ch. 12 Naslund et al. 2020 Torous et al. 2021	Reflection Paper (10/03/2025)  Weekly Quiz 6 (10/05/2025)  Disorder Video 7 (initial – 10/01, comment – 10/05)
Week 8	Mental Health Services: Legal and Ethical Issues Review	Ch. 14	Final (10/08/2025)

\*Please note that all material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

## **University & Department Policies**

### *Academic integrity/plagiarism*

Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, or dismissal from the University, per the SIUE academic dishonesty policy. Students are responsible for complying with University policies about academic honesty as stated in the University's Student Academic Conduct Code.

### *Academic Integrity*

Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the

University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

### *University guidance on artificial intelligence (AI)*

Unless expressly allowed by the instructor, the use of artificial intelligence (AI) tools and applications (including ChatGPT, DALL-E, and others) to produce content for course assignments and assessments is a violation of SIUE's academic policy and is prohibited.

For this course, you are allowed to use AI to restructure notes, to summarize PowerPoints, to help you study or get a better understanding of material. However, AI is **not** to be used for any of the assignments and assessments in this course! If it becomes evident that a student has used AI, your instructor will reach out to discuss appropriate use and offer the ability to resubmit the assignment for one letter grade lower than what they would receive. For the second expected use of AI, this instructor will give students a 0 for the assignment. Anything further will result in an F for the course.

### *Departmental Policy on Plagiarism*

Plagiarism includes either presenting someone else's words without quotation marks (even if you cite the source) or presenting someone else's ideas without citing that source. If you plagiarize, your instructor cannot evaluate your understanding of the topic. When paraphrasing from another source, at the very least the student should change the wording, sentence syntax, and order of ideas presented in the paper. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code

(<http://www.siue.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siue.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To ensure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siue.edu/education/psychology/plagiarism.shtml>.

### *Department of Psychology Writing Policy*

As a student in this course, you will be expected to display university-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well)

- verb tense consistency

- clear and unambiguous sentences and ideas

- writing that is free of typos, spelling errors, and major grammatical errors

- properly formatted citations and references (if relevant)

This is by no means an exhaustive list of basic writing skills but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siue.edu/is/writing>) or utilize one of the many online resources they have identified to help students (<http://www.siue.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you with the grade of 0. You will have 24 hours to return the assignment in an acceptable form; if it still fails to meet the basic writing criteria, the grade of 0 will remain.

### *University Policies and Information*

University policies and guidance that address teaching, learning, and student support services are available at: <https://kb.siue.edu/132378> Students are encouraged to visit this resource site for current information on:

- Regular and Substantive Interaction

- Recordings of Class Content

- Diversity and Inclusion

- Pregnancy and Newly Parenting Policy

- Services for Students Needing Accommodations (ACCESS)

- Academic and Other Student Services (Library, Academic Success, Tutoring, etc.)

- Cougar Care

- Student Success Coaches

### *Technical Support*

Since this is an online course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Contact ITS at 618-650-5500 or at [help@siue.edu](mailto:help@siue.edu) with any technical concerns. You can also check the functionality of University systems, including Blackboard, at the ITS System Status page, or search the ITS Knowledge Base for various how-to and troubleshooting guides.

Tips for taking online assessments:

- Set up in a space with limited distractions.

- Set up a wired (Ethernet) Internet connection on your computer, if able

- Do not use a mobile device, such as a phone or tablet

- Read the instructions and directions carefully

- Be prepared to complete the assessment in the allotted time

Be careful of clicking out of the exam. If this happens Blackboard will close the exam, so caution should be used.