



Department of Applied Psychology
Graduate School of Applied and Professional Psychology (GSAPP)
Rutgers University New Brunswick, New Jersey
Fall 2025 18:844: 508:02 Psychopathology Credits: 3
Class: Thursdays 12:55p-3:25p Nelson Room 340D
Instructor: Deirdre Waters, PsyD
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Rutgers University Land Acknowledgment: We acknowledge that the land on which we stand is the ancestral territory of the Lenape People. We pay respect to Indigenous people throughout the Lenape diaspora – past, present, and future – and honor those who have been historically and systemically disenfranchised. We also acknowledge that Rutgers University, like New Jersey and the United States as a nation, was founded upon the exclusions and erasures of Indigenous peoples.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of

- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values: We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

Applied Psychology Statement: The Department of Applied Psychology embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. Our programs provide students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

Our programs prepare students with the requisite theoretical knowledge; critical thinking and problem-solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs and pursue Master level career pathways through available concentration and certificate. In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

Course Objectives: This course examines adult psychopathology by identifying behaviors (cognitive, emotional, physiological responses and observable behaviors) related to substance misuse, mood disorders, psychosis, and personality and anxiety disorders. Students will be taught how to utilize both the DSM and ICD classification systems for assessment and treatment in clinical practice. By the end of this course, students should be able to understand and describe major mental health diagnoses (diagnostic criteria, symptoms, course, incidence, prevalence, etiology, prognosis, and correlates) and understand the biological, social, learning, and developmental influences on psychopathology with an empathetic viewpoint and comprehension of resiliency and recovery.

Course Description: Through readings, lectures, group exercises, videos, assignments, and reflective writing statements, students will study human behavior throughout the lifespan regarding psychopathological processes and psychological wellbeing. Active participation is required and expected.

Readings:

1. American Psychiatric Association (2022). *Diagnostic and Statistical Manual of Mental Disorders: 5th Edition Text Revision*. Washington DC: American Psychiatric Association. The online version is available through the library homepage, click “books and media” in the search function. Use the drop-down menu to select ‘title’ and enter

Diagnostic and Statistical Manual and click on DSM 5 TR. <https://bit.ly/3RJKWoF> If you are off campus, you will be asked to login with your ID and password. <http://www.libraries.rutgers.edu/>

2. World Health Organization. (1992). *The ICD-10 classification of mental and behavioural disorders: Clinical descriptions and diagnostic guidelines*. Geneva: World Health Organization and World Health Organization. (2022). *ICD-11: International classification of diseases* (11th revision). <https://icd.who.int/> Posted in Canvas.
3. Recommended Texts: Sue, D., Sue, D. W., Sue, D., & Sue, S. (2022). *Understanding abnormal behavior* (12th ed.). Stamford, CT: Cengage Learning/ Burke, B., Wrona, M., Trost, S. deRoos, Cassini, T., & Bernstein, D. (2023). *Abnormal Psychology: A Modern Approach* (3rd ed). US: Academic Media Solutions.
4. Optional text: Raskin, J. 2024. *Psychopathology and Mental Disorders Contrasting Perspectives*, 2nd Edition. US: Bloomsbury Publishing.
5. Readings/Articles will be posted each week on Canvas. Please read prior to class noting that students are expected to be active and engaged participants.

Methods of Evaluation: (100 point system)

Class Participation: 10 points (earned by weekly attendance, completion of class assignments and informative contributions to class)

Power Point Presentation: 30 points (rubric posted on Canvas)

Memoir Paper: 20 points (assignment posted on Canvas)

Diagnostic Quiz: 20 Points

Clinical Case Interventions: 20 Points (completed through Genius Academy)

Grading:

A	90-100	Outstanding
B+	87-89	Intermediate Grade
B	80-86	Good
C	70-79	Does not count towards graduation credits
F	0-69	

Program requirement: All students in Applied Psychology courses must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.

Date	Topic	Reading	Events/Assignments Due
Week 1: 09/04	Introductions, Syllabi Review Define Psychopathology	Syllabus Assignments	Submit in class assignment during class

Week 2: 09/11	Abnormal Behavior in Historical Context/ An Integrative Approach to Psychopathology/ Clinical Assessment and Diagnosis	ICD 10 DSM-V DSM-V Made Easy Text Chapter 3 (Sue et al)	Submit in class assignment during class
Week 3: 09/18	Anxiety and Obsessive- Compulsive and Related Disorders	Reading material posted on canvas Text Chapter 5 (Sue et al) Text Chapter 7 (Burke et al)	Power Point Presentations Begin Clinical Case Intervention
Week 4: 09/25	Trauma and Stress Related Disorders, Racial Trauma, PTSD	Reading material posted on canvas Text Chapter 5 continued (Sue et al)Text Chapter 9 (Burke et al)	Submit in class assignment during class Clinical Case Intervention
Week 5: 10/02	Mood Disorders and Suicide	Reading material posted on canvas Text Chapters 11/12 (Sue et al) Text Chapter 5 and 6 (Burke et al)	Submit in class assignment during class Clinical Case Intervention
Week 6: 10/09	Somatic Symptom and Related Disorders and Dissociative Disorders	Reading material posted on canvas Text Chapter 6 (Sue et al) Text Chapter 11 (Burke et al)	Submit in class assignment during class Clinical Case Intervention
Week 7: 10/16	Eating and Sleep- Wake Disorders, and Impulse- Control Disorders	Reading material posted on canvas Text Chapter 16 and 8 (Sue et al) Text Chapter 12 (Burke et al)	Submit in class assignment during class Clinical Case Intervention
Week 8: 10/23	Personality Disorders	Reading material posted on canvas Text Chapter 8 (Sue et al) Text Chapter 16 (Burke et al)	Submit in class assignment during class Clinical Case Intervention
Week 9: 10/30	Substance Use Disorders	Reading material posted on canvas	Reading material posted on canvas

			Text Chapter 9 (Sue et al) Text Chapter 14 (Burke et al)
Week 10: 11/06	World Majority Disorders	Reading material Posted in Canvas	Submit in class assignment and prepare to discuss during class
Week 11: 11/13	Schizophrenia Spectrum and Other Psychotic Disorders	Reading material posted on canvas Text Chapter 13 (Sue et al) Text Chapter 4 (Burke et al)	Power Point Presentations End Clinical Case Intervention
Week 12: 11/20	Memoir Presentations		Memoir Presentations Due
Week 13: 11/25-11/26	Diagnostic Quiz		Complete diagnostic quiz through canvas
Week 14: 12/04	Lived Experiences: Guest Panel Psychological Wellness		
Week 15: 12/11	Final Wrap Up		Submit in class assignment during class

Additional Course Information:

1. **Email communication phone access:** Email is the best way to contact the instructor (dw585@gsapp.rutgers.edu) Typically, I will respond to your emails within 48 hours (about 2 days) during the work week. If you did not receive a response within this period, please resend your message. **In cases of emergency only**, students can contact me by phone (732-581-4657). Calls will be returned as soon as possible. In addition, Canvas tools will be used for communication throughout the semester.
2. **Chosen name and identified pronouns:** All students should be referred to by the names and pronouns they use (e.g., she, he, they, ze). Please advise me of your chosen name and gender pronouns this at any point in the semester and appropriate changes will be made to class documents.
3. **Personal disclosures:** It is recommended that you do not discuss personal histories when discussing thoughts and reactions to the material presented. If anyone feels particularly distressed by anything discussed/assigned, I am requesting that you make this known to me. You can call me or contact me by e-mail. If necessary, I can make referrals for further services. However, if personal issues are accidentally revealed, it is expected that members of the class will maintain confidentiality.

4. **Reasonable Accommodation:** GSAPP is firmly committed to reasonable accommodation of disability-related needs. Students entitled to this accommodation are encouraged to request assistance from the Office of Disability Services, and to provide the department, and instructors, with paperwork and communication from that office. See: <https://ods.rutgers.edu/>
5. **Academic Integrity and Student Code of Conduct:** All GSAPP students are responsible for knowing, and conforming to, principles of academic integrity, as specified in: <http://academicintegrity.rutgers.edu/academic-integrity-policy/> and [University Code of Student Conduct | Student Conduct - Division of Student Affairs | Rutgers University-New Brunswick](#)
6. **Writing Assistance:** The university provides resources for students who feel they need assistance in improving their writing. It is your responsibility to make use of this help, should you need it. You can contact: Shawn Taylor, Ed.D. College Avenue Learning Center Academic Building Room 1247 15 Seminary Place 848-932-1662 sktaylor@rutgers.edu
7. **Classroom Etiquette:** Please refrain from using electronic devices for non-class related material during class. Scrolling, texting, and emailing is considered bad form and will impact your participation grade.