



# Psychopathy

## Instructor Manual

**Editors:** Dr. Regan A. R. Gurung and Dr. Aaron Richmond

**Contributing Authors:** Dawn Albertson, Bethany Fleck, Travis Heath, Phil Kreniske, Linda Lockwood, Kristy Lyons, Aliza Panjwani, Janet Peters, Kasey Powers, Amanda Richmond, Anna Ropp, Jeremy Sawyer, Raechel Soicher, Sunda Friedman TeBockhorst, Courtney Rocheleau

The purpose of this instructor resource module is to help with the design and implementation of a lesson that incorporates a discussion about what has been historically one of clinical psychology's most controversial topics: psychopathy. In what follows, you will find a complete lecture outline to accompany the PowerPoint slides available on the Noba website. In addition, there are multiple activities that can be used to engage students as well as thought-provoking queries that can serve as catalysts for class discussion. At the end of this module you can find additional external primary source materials (videos, books, etc.) that might prove helpful when introducing students to the topic of psychopathy.

## Learning Objectives

### Content Specific Learning Objectives

- Learn about Cleckley's classic account of psychopathy, presented in his book *The Mask of Sanity*, along with other historic conceptions.
- Compare and contrast differing inventories currently in use for assessing psychopathy in differing samples (e.g., adults and younger individuals, within clinical-forensic and community settings).
- Become familiar with the Triarchic model of psychopathy and its constituent constructs of boldness, meanness, and disinhibition.
- Learn about alternative theories regarding the causal origins of psychopathy.
- Consider how longstanding matters of debate regarding the nature, definition, and origins of psychopathy can be addressed from the perspective of the Triarchic model.

## Relevant APA Learning Objectives (Version 2.0)

- Describe key concepts, principles, and overarching themes in psychology.
- Describe applications of psychology.
- Demonstrate psychology information literacy.

## Abstract

Psychopathy (or “psychopathic personality”) is a topic that has long fascinated the public at large as well as scientists and clinical practitioners. However, it has also been subject to considerable confusion and scholarly debate over the years. This module reviews alternative conceptions of psychopathy that have been proposed historically, and reviews major instruments currently in use for the assessment of psychopathic tendencies in clinical and nonclinical samples. An integrative theoretic framework, the Triarchic model, is presented that provides a basis for reconciling differing historic conceptions and assessment approaches. Implications of the model for thinking about causal hypotheses of psychopathy, and for resolving longstanding points of contention in the field, are discussed.

## Class Design Recommendations

This module was designed to be taught in approximately one 75-minute class period.

### Class Period (50-75 minutes)

- Introduction
  - Dispositional tendencies vs. serious criminal acts
  - Psychopathy from clinical scientific perspective
- Historic Conceptions
  - Philippe Pinel and *manie sans delire* (“insanity without delirium”)
  - Julius Koch and *The Mask of Sanity*

- Hervey Cleckley
  - Emotional pathology incongruent with outward appearance
  - 16 diagnostic criteria
  - Violence vs. nonphysical and impulsive self-centeredness
  - Psychopathy replaced by antisocial personality disorder in DSM
- Contemporary Assessment Methods
  - Psychopathy in adult criminal offenders
    - Psychopathy Checklist-Revised (PCL-R)
  - Psychopathy in noncriminal adults
    - Psychopathic Personality Inventory-Revised (PPI-R)
  - Psychopathy in child and adolescent clinical samples
    - Antisocial Process Screening Device (APSD)
- Core Ingredients of Psychopathy: Disinhibition, Boldness, and Meanness
  - Triarchic model
    - Disinhibition
    - Meanness
    - Boldness
  - Triarchic model and Cleckley's conceptualization
  - Triarchic Psychopathy Measure (TriPM)
- Causal Factors
  - Core deficits in emotional sensitivity and responsiveness
    - Lack of normal enhancement of startle blink reflex as indication of abnormal

- defensiveness response (fear)
- Impairments in cognitive-attentional processing
  - Impaired action monitoring
  - Deficits in amygdala reactivity to distress cues
- Triarchic Model Perspective on Long-debated Issues Regarding Psychopathy
  - Adaptive elements (e.g. emotional stability) and psychopathy
  - Lack of anxiety
  - Violent/aggressive tendencies
  - Antisocial behavior
  - Do different subtypes of psychopathy exist?
  - Sex and gender differences in psychopathy presentation
  - Do “successful” psychopaths exist?
    - Trait ratings of former U.S. presidents

## Module Outline

- Introduction
  - Pop cultural portrayals of psychopathy vary substantially from those of mental health experts with the former focusing on serious criminal acts and the latter on dispositional tendencies.
  - In this module psychopathy is viewed as a clinical disorder, and the history of the disorder is traced forward until arrival at modern conceptualizations.

- **Historic Conceptions**

- Philippe Pinel (1806/1962), a French physician, wrote case reports of what he called *manie sans delire* ("insanity without delirium") where people engaged in dramatic incidences of recklessness and aggression.
- Julius Koch (1888), a German psychiatrist, was the first to introduce the term psychopathic, implying it was a disease with a strong genetic basis. His book, *The Mask of Sanity*, was a groundbreaking work that looked at treatment of those deemed psychopathic in hospitals.
- Hervey Cleckley (1941/1976) was an American psychiatrist who provided a new conceptualization of psychopathy.

- **Contemporary Assessment Methods**

- Psychopathy in adult criminal offenders
  - The most commonly used assessment for adult criminal offenders is the Psychopathy Checklist-Revised (PCL-R). This assessment consists of 20 items that are rated based on an interview and file-record information. This checklist covers the deviant behavior and interpersonal-affective deficits classified by Cleckley as well as limited positive adjustment features. If one scores at least 30 out of 40 on the measure, a diagnosis of psychopathy can be made. High scores are correlated with impulsive and aggressiveness issues, low empathy, Machiavellianism, lack of social connectedness, and persistent violent offending.
- Psychopathy in noncriminal adults
  - Psychopathy has been most frequently measured in non-offending adult populations. Modern measures for this population such as the Psychopathic Personality Inventory-Revised (PPI-R), measure both antisocial deviancy and interpersonal affective features. The PPI-R has 154 items which are divided into eight scales and looks at sub-factors of two general factors: fearless dominance (FD) and self-centered impulsivity (SCI).
- Psychopathy in child and adolescent clinical samples

- Antisocial Process Screening Device (APSD) is one of the most extensively researched measures of psychopathic tendencies in youth aged 6-13. The assessment contains 20 items that are completed by both teachers and parents and focused on two general factors: Callous-Unemotional (CU) and Impulsive/Conduct Problems (I/CP).
- **Core Ingredients of Psychopathy: Disinhibition, Boldness, and Meanness**
  - The Triarchic model is a recent attempt to reconcile alternative perspectives to understanding psychopathy that consists of the following three components:
    - Disinhibition as characterized by impulsiveness, weak behavioral restraint, hostility and mistrust, and trouble regulating emotion.
    - Meanness as evidenced by lack of empathy, lack of affiliative capacity, contempt toward others, predatory exploitativeness, and empowerment through cruelty and destructiveness
    - Boldness as demonstrated by dominance, social assurance, emotional resiliency, and venturesomeness.
- From the perspective of the Triarchic model, Cleckley's conceptualization focused primarily on boldness and disinhibition. As such, people high in disinhibitory tendencies would qualify for a diagnosis of psychopathy if they also scored high on boldness, meanness, or both, but not if they scored high on only one of the aforementioned tendencies.
- The Triarchic Psychopathy Measure (TriPM) was designed as way to operationalize the Triarchic model. The TriPM, a relatively new measure finalized in 2010, contains 58 items on three subscales (See Table 1 on page 71 of the IM Module for more). This assessment has been translated into several languages and additional validity data are being compiled, but the early returns are promising.
- **Causal Factors**
  - Core deficits in emotional sensitivity and responsiveness
    - One of the most consistent neurobiological findings in those believed to have psychopathy is a lack of normal enhancement of the startle blink reflex to abrupt noises while viewing something aversive in the foreground (e.g. scary or disturbing pictures) as compared to neutral stimuli. This finding suggests a lack of normal

defensiveness (fear) reactivity.

- Impairments in cognitive-attentional processing
  - Impaired action monitoring or deficits on cognitive performance tasks has also been a consistent finding of those with psychopathy.
  - High-psychopathic individuals also demonstrate deficits in amygdala reactivity to distress cues.
- **Triarchic Model Perspective on Long-debated Issues Regarding Psychopathy**
  - Cleckley's model of psychopathy accounted for positive adjustment in people with psychopathy whereas prominent assessments such as the PCL-R did not and instead focused largely on deviancy. The Triarchic model accounts for more adaptive elements in its boldness scale.
  - There is disagreement with regard to lack of anxiety as a feature of psychopathy as Cleckley most prominently proposed since research from the PCL-R and other measures have found a positive association between anxiety and psychopathy. The Triarchic model addresses these inconsistent findings by separating psychopathy into subcomponents that relate differently to measures of trait anxiety.
  - Violent and aggressive tendencies are yet another area of disagreement with Cleckley calling these tendencies "the exception rather than the rule." However, further research conducted by proponents of the Triarchic model have found something similar with only a certain subset of those with psychopathy who score higher on boldness as well as disinhibition.
  - Antisocial behavior is another area of debate. The Triarchic model suggests antisocial behavior rises from the complex interplay of "deviance promoting" influences such as dispositional boldness, meanness, and disinhibition.
  - Another important question is do different subtypes of psychopathy exist? The Triarchic model relies on a pattern of differing configurations (e.g. bold-disinhibited). This raises complicated questions about whether all subtypes are equally deserving of psychopathic diagnoses.
  - Another interesting question is whether or not there are sex and gender differences in the presentation of psychopathy. Cleckley held the view that psychopathy could and did exist in both women and men and presents with the same core deficits. However,

more recent research shows that men tend to score higher on measures of psychopathy than women as well as scoring differently on the subscales of the Triarchic model.

- Do “successful” psychopaths exist?
  - Some research shows that people score higher on dispositional fearlessness (boldness) may be more successful when also scoring low on externalizing proneness (disinhibition). A recent study of asked expert historians to estimate scores of past U.S. presidents on the FD and SCI factors of the PPI. Results showed that those presidents with higher estimated levels of PPI-FD (boldness) performed better whereas those with higher estimated levels of SCI did not.

## Difficult Terms

Antisocial personality disorder

Contempt

Deviancy

Dimensional-trait approach

Discriminant validity

Disinhibition

Dispositions

Dysphoria

Etiologic

External criterion measures

Impulsivity

Interpersonal

Machiavellianism

Neurobiological

Neuroimaging

Operationalize

Overt behavior

Pathology

Psychopathy

Subcortical



## Symptomatic Triarchic model

### Lecture Frameworks

Overview: It is recommended that you begin this section with a warm-up activity that helps engage students with the topic of psychopathy. Once that is concluded, the major points of the module are summarized and can be completed sequentially via lecture. You will notice that some of the sections have “mini-activities” or questions that can be asked of students to keep the learning experience interactive. Please note, there are additional activities that the instructor can use listed later on. These activities tend to take more time than the one’s described in this section.

- **Warm-up Activity: Your Favorite Psychopaths!**
  - The purpose of this activity is to get students thinking about the potential differences between pop-cultural portrayals of psychopathy and the actual clinical diagnosis. It is also a fun and engaging way to bring students into the topic.
- **Direct Instruction: Introduction**
  - Now that students have located a template for psychopathy, begin discussing the difference between dispositional tendencies and serious criminal acts. This will help students to see that psychopathy is more than just serial killers as they will often believe prior to the start of the warm-up activity.
- **Activity: A World Without Empathy**
  - This activity is designed to help students consider what it might be like to be without empathy and how it might affect their worlds since profound lack of empathy is a major facet of psychopathy. First, define the concept of empathy for students. See the Activities/Demonstrations section below for a detailed description.
- **Direct Instruction: Historic Conceptions**

- Walk the students through the work of Pinel, Koch, and Cleckley. It is probably good to spend a bit more time with Cleckley given how much his contributions impacted the DSM diagnostic criteria and his differing opinion on the potential for those with psychopathy to behave violently or dangerously.
- **Direct Instruction: Contemporary Assessment Methods**
  - This section is especially crucial in distinguishing between the various populations and modalities of assessment of psychopathy. Paying close attention to whether or not the assessment is for adults or young people as well as whether or not it is intended for a criminal or non-criminal population will be important to underscore.
- **Activity: Psychopathy For The Rich and Famous**
  - This activity is designed to help students get a rudimentary introduction to the assessment of psychopathy. The activity can be done in class if all students have access to a device connected to the internet, by the instructor as a large group, or students can be encouraged to complete the activity at home and discuss next class period. See the Activities/Demonstrations section below for a detailed description.
- **Direct Instruction: Core Ingredients of Psychopathy**
  - This section highlights the Triarchic Model, which is a crucial model in the modern conceptualization of psychopathy that sought to reconcile previous models. Making sure students understand the three core elements – disinhibition, meanness, and boldness – is the primary objective. Ways to measure the Triarchic Model are also discussed.
- **Direct Instruction: Causal Factors**
  - Emphasize that the causal or alternative explanations given in this section are neurobiological. A quick and basic discussion about the amygdala and the fight, flight, or freeze response could prove beneficial. Now students will be primed as you progress through the slides on deficits in emotional sensitivity and responsiveness as well as impairments in cognitive-attentional processing.

- **Direct Instruction: Triarchic model perspective on long-debated issues regarding psychopathy**
  - This is the lengthiest section in the module. It might be good to prepare students prior to starting this section of slides by letting them know that a total of seven historically contentious issues regarding psychopathy will be presented with time for limited description and discussion of each. Priming students in this way will likely help keep the class lecture on schedule.
- **Classroom Assessment Technique: Focused Listing**
  - The purpose of this activity is to focus on one concept or term from the module and require students to provide a list of several ideas that are closely related to the original concept or term. It helps to determine what students are remembering as the most pertinent points related to the given concept or term.

## Activities & Demonstrations

- **Your Favorite Psychopaths!** Ask the students to take 3-5 minutes to write down one of their favorite “psychopaths” from a movie as well as provide a brief description regarding why they believe that character to be a psychopath. Encourage students to be specific as to the qualities they believe qualify this character as a psychopath. Once finished, ask willing students to share their answers. This can initiate a discussion around myths, facts, and pop cultural portrayals of psychopathy.
  - Time: 3-5 minutes
  - Materials: Something to write or type with
  - Directions: First, ask students to get out something they to write with and some paper or to open up a blank document on their computer or tablet. Next, ask students to take a few minutes and think about some of their favorite psychopaths from popular movies. Once they have identified one they like, ask students to write a brief description of why they believe this character is a psychopath. Make sure to remind the students to be as specific as possible in their descriptions. Once finished, ask willing students to share their responses. The purpose is to initiate a discussion around myths, facts, and pop

cultural portrayals of psychopathy and how those portrayals are similar or different from the clinical diagnosis.

- **A World Without Empathy Activity:** This activity is designed to help students consider what it might be like to be without empathy and how it might affect their worlds since profound lack of empathy is a major facet of psychopathy.
  - Time: 5-7 minutes
  - Materials: N/A
  - Directions: First, define the concept of empathy for students. Often students think of it as the ability to put oneself in another's shoes. Perhaps a more accurate way of thinking about it is the ability to try and feel what it is like for another person in his or her own shoes. Once explained, divide students into small groups of 3-4 and ask them to take 3-5 minutes to consider the following questions: how would your life be different if you could not practice empathy? How might you behave differently? What consequences might this have for the people around you? Once completed, process with the entire class how they answered the questions in their groups. An effective way to conclude the activity can include reminding students that it is believed those with psychopathy are likely born with an inability to practice empathy.
- **Psychopathy For the Rich and Famous:** This activity is designed to help students get a rudimentary introduction to the assessment of psychopathy.
  - Time: 5-10 minutes.
  - Materials: A device that has access to the internet and a web browser.
  - Directions: The activity can be done in class if all students have access to a device connected to the internet and a web browser, by the instructor as a large group on a computer connected to the classroom projector, or students can be encouraged to complete the activity at home and discuss next class period. Once it has been decided by the instructor which of the three aforementioned approaches is best for their classroom, ask students (or decide as a group) to identify one celebrity or television/movie character of their choosing and inform students that they will pretend to be this person as they complete the assessment. It can be good to nudge the students in a direction of a person who has at least some qualities that will likely show up on a measure of psychopathy (lack of empathy, feelings of superiority, past criminal indiscretions,

etc.). Next, go to the following website: <http://vistriai.com/psychopathtest/>. After the assessment has been completed, process the results with the students. Make sure to remind the students that this assessment is based off of the PCL-R, but that it is not the actual assessment.

- Caution: Some students may feel mildly uncomfortable with this activity because it can be interpreted as "judging another person." You may want to emphasize to students that this activity is not about morally condemning another person or suggesting that they do not have worth. In fact, the class' assessments of celebrity psychopathy may or may not even be accurate. Instead, this exercise simply uses a public figure as a vehicle for better understanding the features of psychopathy.
- **Focused Listening CAT:** The purpose of this CAT is to...
  - Time: 3-5 minutes
  - Materials: Something to write or type with
  - Directions: Focus the students' attention on the word psychopathy. Next, ask them to write down as many related words, terms, or concepts they can remember from the day's lecture in the ensuing three minutes. The responses of the students can be processed before the class period ends or at the start of the next class period if desired.

## Additional Activities

Badura, A. S. (2002). Capturing students' attention. Movie clips set the stage for learning in abnormal psychology. *Teaching of Psychology*, 29, 58-60. doi:10.1207/S15328023TOP2901\_11

- This is a larger activity designed to introduce students to various clinical diagnoses through short movie clips. However, for the purposes of psychopathy/antisocial personality disorder, there is a specific clip listed in Table 1 on page 59 of the article from the movie *Con Air* that runs 41-seconds and features the actor John Malkovich. The article proposes that showing this clip could be a good way to introduce students to a quick portrayal of Antisocial Personality Disorder. That said, this clip could also be used at the end of the lecture as a way to initiate a discussion about what features of psychopathy they see in

the character.

Balch, W. R. (2009). Using an exemplification exercise to teach psychological disorders. *Teaching of Psychology*, 36, 55-58. doi: 10.1080/00986280802529103

- The author of this article found that asking students to perform an exercise in which they had to write an original example of a disorder was helpful in its retention. The activity as described was used in an introductory psychology course to assist students in learning 12 disorders, but it could fairly easily be adapted and used to invite students to write a case story of an individual with psychopathy.

## Discussion Points

- Why was the creation of the Triarchic model important?
  - The Triarchic was important because it helped to reconcile what had been previously considered to be competing positions (e.g. Cleckley's view that psychopaths were not inherently dangerous vs. the earlier accounts of Koch or Pinel). Moreover, the Triarchic model introduced three symptomatic components – disinhibition, boldness, and meanness – that allowed for nuance and variation in the diagnosis of psychopathy.
- Must people diagnosed with Psychopathy demonstrate violent and dangerous behavior? Defend your answer.
  - According to the Triarchic model, psychopathy can include dangerous and violent behavior but doesn't have to. For example, a person who scores high on boldness and also scores high on disinhibition may be less likely to show aggressive or otherwise dangerous tendencies.
- Can those diagnosed with psychopathy be successful in the world? What factors can predict this?
  - Research within the last decade seems to indicate that people who score high on dispositional fearlessness on the PPI-FD may have a greater chance of being successful in the word when that score is accompanied by a high score on externalizing proneness (disinhibition). In fact, a 2012 study showed that higher estimated levels of boldness in former U.S. presidents predicted better performance as compared to those who were estimated to score higher on self-centered impulsivity.

## Outside Resources

Book: (Fictional novels or biographies/biographical novels) Capote, T. (1966). *In cold blood*. New York, NY: Random House.

Book: (Fictional novels or biographies/biographical novels) Highsmith, P. (1955). *The talented Mr. Ripley*. New York, NY: Coward-McCann.

Book: (Fictional novels or biographies/biographical novels) Kerouac, J. (1957). *On the road*. New York, NY: Viking Press.

Book: (Fictional novels or biographies/biographical novels) Mailer, N. (1979). *The executioner's song*. New York, NY: Little, Brown & Co.

Book: (Fictional novels or biographies/biographical novels) McMurtry, L. (1985). *Lonesome dove*. New York, NY: Simon & Schuster.

Book: (Fictional novels or biographies/biographical novels) Rule, A. (1988). *Small sacrifices*. New York, NY: Signet.

Book: (Fictional novels or biographies/biographical novels) Wolff, G. (1979). *The duke of deception*. New York, NY: Vintage.

Book: (Reference) Babiak, P., & Hare, R. D. (2006). *Snakes in suits*. New York, NY: HarperCollins.

Book: (Reference) Blair, R. J. R., Mitchell, D., & Blair, K. (2005). *The psychopath: Emotion and the brain*. Malden, MA: Blackwell.

Book: (Reference) Hare, R. D. (1993). *Without conscience*. New York, NY: Guilford Press.

Book: (Reference) Häkkänen-Nyholm, H., & Nyholm, J. (2012). *Psychopathy and law: A practitioner's guide*. New York, NY: Wiley.

Book: (Reference) Patrick, C. J. (2006). *Handbook of psychopathy*. New York, NY: Guilford Press.

Book: (Reference) Patrick, C. J. (2018). *Handbook of psychopathy* (2nd ed.). New York, NY: Guilford Press.

Book: (Reference) Raine, A. (2013). *The anatomy of violence*. New York, NY: Random House.

Book: (Reference) Salekin, R., & Lynam, D. T. (2010). *Handbook of child and adolescent psychopathy*. New York, NY: Guilford Press.

Measure: Online home of the Triarchic Psychopathy Measure. It serves as a great resource for students who wish to look at how psychopathy is measured a little more deeply.

<https://www.phenxtoolkit.org/index.php?pageLink=browse.protocoldetails&id=121601>

Movie: (Facets of psychopathy - Boldness) Bigelow, K. (Producer & Director), Boal, M., Chartier, N., & Shapiro, G. (Producers). (2008). *The hurt locker*. United States: Universal Studios.

Movie: (Facets of psychopathy - Disinhibition) Felner, E. (Producer), Cox, A. (Director). (1986).

Sid and Nancy. United States: Samuel Goldwyn.

Movie: (Facets of psychopathy - Meanness) Coen, J., Coen, E. (Producers & Directors), & Rudin, S. (Producer). (2007). No country for old men. United States: Miramax.

Movie: (Psychopathic criminals) Demme, J., Saraf, P., Saxon, E. (Producers), & Sena, D. (Director). (1993). Kalifornia. United States: Gramercy.

Movie: (Psychopathic criminals) Jaffe, S. R., Lansing, S. (Producers), & Lyn, A. (Director). (1987). Fatal attraction. United States: Paramount.

Movie: (Psychopathic criminals) Scorsese, M., Harris, R. A., Painten, J. (Producers), & Frears, S. (Director). (1990). The grifters. United States: Miramax.

Movie: (Psychopathic criminals) Ward, F., Bozman, R., Utt, K., Demme, J. (Producers), & Armitage, G. (Director). (1990). Miami blues. United States: Orion.

Movie: (Psychopathic hospital patients) Wick, D., Conrad, C. (Producers), & Mangold, J. (Director). (1990). Girl, interrupted. United States: Columbia.

Movie: (Psychopathic hospital patients) Zaentz, S., Douglas, M. (Producers), & Forman, M. (Director). (1975). One flew over the cuckoo's nest. United States: United Artists.

Movie: (Psychopaths in business/politics) Bachrach, D. (Producer), & Pierson, F. (Director). (1992). Citizen Cohn. United States: Home Box Office.

Movie: (Psychopaths in business/politics) Pressman, E. R. (Producer), & Stone, O. (Director). (1987). Wall Street. United States: 20th Century Fox.

Web: A new non-profit organization dedicated to dispelling myths about psychopathy, sharing solutions, and advocating for the funding needed to find more effective, targeted treatments.

<https://psychopathyis.org>

Web: A valuable online resource containing information of various types including detailed reference lists is Dr. Robert Hare's website on the topic of psychopathy. Dr. Hare is the person who created the PCL-R. It has a number of interesting articles to read as well as helpful psychopathy links from about the web.

<http://www.hare.org/>

Web: Hervey Cleckley's classic book The Mask of Sanity is no longer in print at this time, but a version authorized for nonprofit educational use by his estate can be viewed online at

[http://www.quantumfuture.net/store/sanity\\_1.PdF](http://www.quantumfuture.net/store/sanity_1.PdF)

Web: The Triarchic Psychopathy Measure can be accessed online at

<https://www.phenxtoolkit.org/index.php?pageLink=browse.protocoldetails&id=121601>

Web: The website for the Aftermath Foundation, a nonprofit organization that provides



information and support for victims and family members of psychopathic individuals, is <http://www.aftermath-surviving-psychopathy.org/>

**Web:** The website for the Society for Scientific Study of Psychopathy. This is the major research hub for psychopathy. It has a section specifically for students that might prove especially interesting.

<http://www.psychopathysociety.org/index.php?lang=en-US>

## Evidence-Based Teaching

Norcross, J. C., Sommer, R., & Clifford, J. S. (2011). Incorporating published autobiographies into the abnormal psychology course. *Teaching of Psychology*, 28, 125-128. doi:10.1207/S15328023TOP2802\_13

- This article examines the benefits of using autobiographies written by individuals suffering from mental illness in abnormal psychology courses. These stories often help students to locate mental illness within a more human context as opposed to relying simply on an intellectual description in a textbook. The article
- discussed different ways to use autobiographies in the classroom and also has a list of potential books/accounts that can be adopted in class.

Wedding, D., Boyd, M. A., & Niemiec, R. M. (2005). *Movies and mental illness: Using films to understand psychopathology*. Cambridge, MA: Hogrefe & Huber.

- This is a comprehensive book that looks at ways in which film can be used to help teach all of the major disorders. Chapter 6 covers personality disorders and within this chapter information on antisocial personality disorder can be found. This can be a great resource for any instructor looking to skillfully implement the use of movies to supplement their discussion of psychopathy.

## Links to ToPIX Materials

**Books and Films: Psychological Disorders**

<http://topix.teachpsych.org/w/page/39234720/Disorders>

**Demos, Activities, Lecture Topics, Handouts, etc.: Psychological Disorders**

<http://topix.teachpsych.org/w/page/19981032/Psychological%20Disorders%20in%20the%20Classroom>

**In the News: Psychological Disorders**

<http://topix.teachpsych.org/w/page/26711727/Psychological%20Disorders%20in%20the%20News>

**Video/Audio: Psychological Disorders**

<http://topix.teachpsych.org/w/page/19981031/Psychological%20Disorders%20Video>

## Teaching Topics

Teaching The Most Important Course

[https://nobaproject.com/documents/1\\_Teaching\\_The\\_Most\\_Important\\_Course.pdf](https://nobaproject.com/documents/1_Teaching_The_Most_Important_Course.pdf)

Content Coverage

[https://nobaproject.com/documents/2\\_Content\\_Coverage.pdf](https://nobaproject.com/documents/2_Content_Coverage.pdf)

Motivating Students

[https://nobaproject.com/documents/3\\_Motivating\\_Students\\_Tips.pdf](https://nobaproject.com/documents/3_Motivating_Students_Tips.pdf)

Engaging Large Classes

[https://nobaproject.com/documents/4\\_Engaging\\_Large\\_Classes.pdf](https://nobaproject.com/documents/4_Engaging_Large_Classes.pdf)

Assessment Learning

[https://nobaproject.com/documents/5\\_Assessment\\_Learning.pdf](https://nobaproject.com/documents/5_Assessment_Learning.pdf)

Teaching Biological Psychology

[https://nobaproject.com/documents/6\\_Teaching\\_Bio\\_Psych.pdf](https://nobaproject.com/documents/6_Teaching_Bio_Psych.pdf)

## PowerPoint Presentation

This module has an associated PowerPoint presentation. Download it at

[https://nobaproject.com//images/shared/supplement\\_editions/000/000/239/Psychopathy.pptx?1642446615](https://nobaproject.com//images/shared/supplement_editions/000/000/239/Psychopathy.pptx?1642446615).

## About Noba

The Diener Education Fund (DEF) is a non-profit organization founded with the mission of re-inventing higher education to serve the changing needs of students and professors. The initial focus of the DEF is on making information, especially of the type found in textbooks, widely available to people of all backgrounds. This mission is embodied in the Noba project.

Noba is an open and free online platform that provides high-quality, flexibly structured textbooks and educational materials. The goals of Noba are three-fold:

- To reduce financial burden on students by providing access to free educational content
- To provide instructors with a platform to customize educational content to better suit their curriculum
- To present material written by a collection of experts and authorities in the field

The Diener Education Fund was co-founded by Drs. Ed and Carol Diener. Ed was a professor emeritus at the University of Illinois, Urbana Champaign, and a professor at University of Virginia and the University of Utah, and a senior scientist at the Gallup Organization but passed away in April 2021. For more information, please see <http://noba.to/78vdj2x5>. Carol Diener is the former director of the Mental Health Worker and the Juvenile Justice Programs at the University of Illinois. Both Ed and Carol are award- winning university teachers.

## Acknowledgements

The Diener Education Fund would like to acknowledge the following individuals and companies for their contribution to the Noba Project: Robert Biswas-Diener as Managing Editor, Peter Lindberg as the former Operations Manager, and Nadezhda Lyubchik as the current Operations Manager; The Other Firm for user experience design and web development; Sockeye Creative for their work on brand and identity development; Arthur Mount for illustrations; Chad Hurst for photography; EEI Communications for manuscript proofreading; Marissa Diener, Shigehiro Oishi, Daniel Simons, Robert Levine, Lorin Lachs and Thomas Sander for their feedback and suggestions in the early stages of the project.



## Copyright

R. Biswas-Diener & E. Diener (Eds), Noba Textbook Series: Psychology. Champaign, IL: DEF Publishers. Retrieved from <http://noba.to/wfv7hjmr>



Copyright © 2022 by Diener Education Fund. This material is licensed under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. To view a copy of this license, visit [https://creativecommons.org/licenses/by-nc-sa/4.0/deed.en\\_US](https://creativecommons.org/licenses/by-nc-sa/4.0/deed.en_US).

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a Website does not indicate an endorsement by the authors or the Diener Education Fund, and the Diener Education Fund does not guarantee the accuracy of the information presented at these sites.

### Contact Information:

Noba Project  
[www.nobaproject.com](http://www.nobaproject.com)  
[info@nobaproject.com](mailto:info@nobaproject.com)