

PSY 303: Adult Psychopathology

Fall 2016

Section 05 – MWF 11:00-11:50am, 142 Lake Huron Hall

Section 06 – MWF 12:00-12:50pm, 142 Lake Huron Hall

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Office Hours: Monday and Wednesdays 9-10am, or by appointment

Course Details:

Prerequisite: PSY 101 (Introductory Psychology)

Description: This course will provide a description and analysis of a wide range of adult psychological problems. There will be an emphasis on understanding the symptoms, etiology (including the complex interplay of biological, cognitive, and social/cultural factors), and treatment of these psychological disorders. This course focuses on problems of adulthood. If you are interested in psychological problems in children, you may wish to consider PSY 324, Developmental Psychopathology, as an alternative to this course. However, be sure to check the requirements for your particular program.

Required Readings:

Saks, E. R. (2007). *The center cannot hold: My journey through madness*. New York, NY: Hachette Books.
ISBN: 1401309445

Van Gelder, K. (2010). *The Buddha and the borderline*. Oakland, CA: New Harbinger Publications. ISBN: 157224710X

Articles and case studies which can be found in course reserves.

Optional Textbook: Butcher, J.N., Hooley, J.M., & Mineka, S. M. (2013). *Abnormal Psychology (16th edition)*. Boston, MA: Pearson. ISBN: 9780205944286

Print, book a la carte (i.e., looseleaf), and e-text are all acceptable options. If you choose to purchase the book, the 16th edition is necessary given recent changes to the diagnostic criteria for psychological disorders.

Course Objectives:

- 1. To understand the scope of the field of abnormal psychology (e.g., definition of "abnormal," history of the field, biopsychosocial model of risk).**
 - For example, on an exam, you may be asked to:
 - i. Identify which is a definition of "abnormal" when referring to abnormal psychology

- ii. Identify the names of key figures from the history of abnormal psychology when given their descriptions
 - iii. Identify examples of the biopsychosocial model
- 2. **To know the major categories of psychological disorders, including how they are assessed and diagnosed.**
 - For example, on an exam, you may be asked to:
 - i. Identify by choosing a psychological disorder from a description of symptoms.
 - ii. Identify by choosing which assessment measure/method may be used for a particular psychological disorder.
- 3. **To know the epidemiology of psychological disorders, factors influencing their development, and prevention and intervention efforts.**
 - For example, on an exam, you may be asked to:
 - i. Identify by choosing biological, psychological, or social factors that influence the development of a given disorder.
 - ii. Identify by choosing a prevention or intervention/treatment technique currently used for a given disorder.
- 4. **To explore and be able to think critically about how abnormal psychology is portrayed in the media and popular culture, including but not limited to the role of stigma in mental illness.**
 - For example, on a paper or in class, you may be asked to:
 - i. Identify portrayals of abnormal psychology in the media and discuss how this portrayal may be similar or different from what you have learned in class
 - ii. Discuss the role of stigma in the portrayal of abnormal psychology in the media.
 - iii. Read case studies and memoirs and reflect on (through paper and in-class discussion) the portrayal of mental illness from individuals living with it.

Classroom Process:

1. **Format:** Classes will consist of lectures, multimedia presentations, and case studies. You are expected to have completed assigned readings each day prior to class. PowerPoint slides will be posted to Blackboard prior to lectures, however note that slides represent an **outline**. In order to do well in class, it is necessary for you to attend each lecture and take detailed notes. Simply studying information on the slides will **not** be sufficient to do well on exams.
2. **Attendance:** Although I may a sign-in sheet, attendance is NOT mandatory, because I feel it is your choice whether or not you want to come to class. The sign-in sheet is merely for my personal reference in case there are any problems with assignments. However, your grade may suffer if you do not attend class. All material from class is fair game for the exams, and I also give pop-quizzes (described below) at the start of the class based on the lecture from the prior class. There are no make-ups for these quizzes, so coming to class is the only way to get these points.
3. **Course Communication:**
 - a. Communication regarding the course will occur through Blackboard and GVSU email. You are expected to **regularly (i.e., every day)** check your GVSU email and Blackboard account for important course materials, information, and updates. My policy is to try to respond to your email within **1 business day**, which means within 24 hours on weekdays and by 5pm on Monday if you send me an email on Friday or over the weekend. For

questions best answered in person, I will ask you to attend my office hours or set up an alternate time to meet with me. I expect that emails be drafted in a careful, considerate manner such that they reflect an email to a professor and not to a friend. I will also respond in this same professional manner. I believe that this communication is very good practice for future professional communications.

- b. In the spaces below, please take down two students' contact information in your class. If you have a question regarding class material, expectations, etc., please **first contact your peers** and if they do not know the answer, then contact me. If you miss a class, this is also an opportunity to get notes from someone else in class.

Name: _____ Email/Phone: _____

Name: _____ Email/Phone: _____

- c. If for some reason there is an unexpected cancelation of class by the instructor due to something like weather, we will meet on Blackboard Collaborate for the class period. This is an online real-time forum in which you will log in to the class and then watch me give the lecture and be able to participate in discussion through the online forum. The link can be found on Blackboard under "Blackboard Collaborate" and then you would click on "Join Room." Please note that Collaborate works best when using Google Chrome as your web browser.
4. **Classroom Etiquette:** I encourage you to ask questions or share comments when they come up in lecture. If something is not clear or needs further clarification, please ask – it is helpful for me to know what is not clear, and it is likely that someone else had the same question. We will also do various in-class discussions, and although participation is not mandatory, I urge you to voice your thoughts and participate. Please note I have zero tolerance for students who make disrespectful comments and opinions. I expect everyone to treat each other with full respect.
5. **Use of Technology:** Although I will allow laptops in the classroom, I ask that those using laptops sit in the back of the classroom. I realize laptops are a quick and efficient way to take notes for many people, however out of respect for myself and your classmates, please use laptops solely for taking notes as they can be a distraction to others. If you have difficulty seeing from the back or have other disabilities that may make this difficult for you, please see me and I can make an exception. Your phone should be put away during class. Please refrain from sending text messages, chatting online, or using social networking sites during class. If you are expecting an important call or message, please let me know before class so that I am aware. If I see you using your phone or laptop in a way that is distracting to others in the class, I will ask you to put it away.
6. **Special Note for Abnormal Psychology:** It is typical that students are drawn to a class on abnormal psychology because of a personal experience or an experience of a close friend/family member who has suffered from a psychological disorder. I ask that you refrain from sharing any personal details about your experience in class. You may feel comfortable sharing in the moment, but later have regrets about your disclosures. If you would like to share information about another person's experience, please keep details to a minimum and do not use any identifying information (e.g., a person's name or relationship to you). This policy is to protect

you and that person's privacy. If I notice that you are not adhering to this policy, I will interrupt you and remind you of the class guidelines. If you have concerns about your own psychological health or that of another student, I encourage you to contact the GVSU Counseling Center (616-331-3266). GVSU is fortunate to provide a number of free services to students, whether due to difficulty transitioning to college life or more serious psychological conditions. Even though I am a practicing therapist, ethically I cannot engage in any kind of therapeutic relationship with you given that I am your professor.

Assignments and Exams:

Grade Requirements:

Assignment:	Total Possible Points:	Percentage of Grade	My Score (keep track):
Class requirements	4	~1%	
Case Study Questions (4)	16	~4%	
Pop Quizzes (10)	40	8%	
Book and Film Reactions (3)	60	12%	
Final Paper	80	16%	
Exam 1	100	20%	
Exam 2	100	20%	
Exam 3	100	20%	
Total	500	100%	

- **Class requirements (4 points):** You will have two pass/fail requirements you must complete within the first two weeks of class. First, you will need to complete an online quiz testing you on content in the syllabus. It is open book, meaning you can use your syllabus to answer the questions (are and encouraged to do so). This quiz can be found under "Assignments" and "Syllabus Quiz." Second, you will need to sign the "Teaching Assistant Permission Form." The link to this form can be found under "Assignments." Please read the form before signing it. Both tasks must be completed in order to receive all 4 points. If one task is done but the other one is not, zero points will be given. Both tasks are due by **Friday September 9th before class**.
- **Case Study Questions (16 points):** Four of your readings will consist of case studies. You will be required to read the case study and then answer a short series of questions. Case studies (except for the Biopsychosocial Case Study, which will be done in class) can be found in "Course Reserves" and the questions can be found under "Assignments." You will hand in hard copy the day of class that it is due. The questions will be graded on a pass/fail basis. You will receive full points if you answer all questions in an acceptable manner. If you do not put thought into your answers or it is late, you will receive zero points. Each set of case study questions will be worth 4 points.
- **Pop Quizzes (40 points):** There will be 12 pop quizzes scattered throughout the course (this roughly works out to one each week) and the lowest **two** scores will be dropped. Quizzes will test material covered in the **most recent** class lecture. Pop quizzes will occur at the **beginning** of class (usually, within the first five minutes of class). If you are late for class that day, there are no make-ups. If you show up halfway through an exam, you will not be allowed to turn in a partial exam.

- Pop quizzes give you a chance to keep up with the material. They are not meant to punish you or your grade. Instead, I hope they will aid you in seeing how well you understand the material. If you find yourself struggling with the quizzes, you should see me for additional help.
 - Quizzes will consist of 4 multiple choice questions (worth 1 point per question) that will assess your knowledge only on topics covered in the most recent lecture. You will not be tested on anything outside of lecture material for quizzes.
- **Film and Book Reactions (60 points):** You will be required to view one documentary ("Of Two Minds") and read two memoirs (see required readings) during this course on three different psychological disorders. After watching the film and reading each memoir, you will write a **2-3 page** (double spaced, 1" margins, standard sized font) reaction paper. As you watch/read take note of what impresses you, favorably or unfavorably, as well as on the material that either confirms or challenges your previously held beliefs. As you finish viewing the film or reading the book ask yourself, "What is my reaction to this account?" As you write your reaction be sure to include your reactions to the descriptions of the symptoms and treatments of each disorder and what it would be like to live with the disorder. **Your papers must be uploaded to BlackBoard** under "Assignments." Each reaction is worth 20 points. Grading rubric can be found on BlackBoard.
- **Paper (80 points):** Throughout the semester, we will talk about how psychopathology is portrayed in our society and how this affects the lives of those with mental illness. Because most people don't have expertise in abnormal psychology, public perceptions about psychopathology are strongly influenced by the media, including popular movies. Information presented in the media can be sympathetic and enlightening, or can perpetuate the stigma often associated with mental illness. This stigma limits opportunities for individuals with mental illnesses and often prevents them from seeking appropriate help. For this assignment, you will critically evaluate the accuracy of a portrayal of a mental illness in a popular film. You will write a **3-4 page paper** (double spaced, 1" margins, standard sized font) that is due before class on **Friday December 2nd** and is worth 16% of your grade. Paper should adhere to APA style. **You will upload your paper to Blackboard or it will not be accepted.** Here are the criteria on which you will be graded:
 - Select a movie from the list of movies on the last page of the syllabus. If you want to use another movie, you must check with me first and have it approved.
 - In your paper, first provide a very brief summary of the film. (2-3 sentences)
 - Next, provide a comprehensive diagnosis of the character with the disorder by discussing his/her symptoms. Compare the diagnostic criteria of the disorder that seems most fitting to the character's actual symptoms in the film. (~1 page)
 - Next, discuss the character's potential for treatment and prognosis. Based on what you have learned in class, discuss the typical treatments for this disorder, whether any treatment was given to the character in the film (and how accurate it was), and what the likely outcome of the disorder would be based on what you have learned in class. (~1 page)
 - Discuss how accurate you felt the movie was in depicting the given form of psychopathology based on what you have learned in class. Did the film portray the form of psychopathology in a positive or negative light (or both)? (~1 page).

- Your paper should be proofread, as points will be deducted for misspelled words, writing fragments, excessive punctuation errors, etc.
- **Exams (100 points):** You will have 3 exams throughout the course (20% each). All exams will be **non-cumulative. All exams count towards your final grade.** Exams will be approximately 50 multiple-choice questions. All material covered in class and all assigned readings and homework are fair game for exams.

Grading Scale:

93% and above	A	77-79%	C+
90-92%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	67-69%	D+
80-82%	B-	60-66%	D
		59% or below	F

Grades in the class are based on points earned in the class which reflect exact percentage points (i.e., 1 point in the class is equal to 1% in the class). There is no curve in this class. If your grade is at the .5 mark, I will round up (i.e., 86.5 will be rounded up to 87). I will not adjust your grade in any other way. **Please do not ask at the end of the semester.**

Late Assignments and Make-up Policy:

1. There will be no late assignments accepted for the class requirements, case study questions, and reaction papers. If you will not be present the day that a case study's questions are due, please turn your responses in via email or in advance.
2. There will be no make-ups for any of the pop quizzes. If you arrive late for class on the day of a pop quiz, you will not be able to take the quiz and will receive a zero.
3. Make-up exams are only allowed in the case of an unavoidable emergency and ONLY at my discretion. An unavoidable emergency may include the following: serious illness, funeral, unexpected car trouble. In order to make up an exam, you **must have documentation.** Documentation can include: a doctor's note, towing or car repair receipt, program from funeral, etc. You must provide this documentation within 24 hours of the missed exam. If you are aware you will need to miss class for a medical reason or university-sponsored event, you must provide **at least one week** notice with documentation. Please note that make-up exams must be completed within 1 week of the scheduled exam date. **Failure to notify me in advance, provide documentation, or complete the exam within the time frame, will result in a zero.**
4. The final paper is due before class on Friday December 2nd and is subject to the following penalty for lateness: 10% deduction (i.e., 10 point deduction) per day the paper is late. Papers received 4 or more days late will receive a zero.

University Policies:

1. **Accommodations for Students with Disabilities:** Any student who may have special need because of a learning, physical, or other disability should contact the Disability Support Services

(DSS) as soon as possible at 616-331-2490. After you have documented your disability, please make an appointment or see me to discuss your specific needs. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you. In the event of fire, do not use the elevator.

2. **Academic Integrity:** Students are expected to adhere to the university's policies on Academic Honesty. These policies are described in the catalog and in the Student Code. Cheating and plagiarism will be dealt with as per the procedures described in the Student Code.
3. **Plagiarism:** As described in Section 223.01 of the Student Code, "any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students...Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism." In sum, copying the work of any other individual, whether that of another student, researcher, author, or editor, is considered plagiarism. Plagiarism is not acceptable and will be dealt with according to the policies set forth in the Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences.
4. **Copyright Policy:** The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional mis-use of the intellectual property of another may subject the user to penalties up to and including dismissal.

How to Succeed in Class:

1. Read the assigned material before coming to class. You will have a good first look at the content and will have a broader context for understanding the material I present in class.
2. Attend each and every class. The chances of succeeding in this class are **slim-to-none** if you learn solely from the textbook and/or lecture slides.
3. Take detailed notes in class. The slides are intended as a guide only and will not provide you with all the necessary material. Detailed lecture notes will be **essential** when you study for the exams. It is worth noting that students who are most successful take hand-written notes vs. using an electronic device (e.g., laptop) to take notes. You may find that you retain more information if you choose to take hand-written notes.
4. Participate during class. Ask questions and provide comments. This is called "active learning," meaning that you are processing the material while listening, formulating it in a way that makes sense to you, and applying it to different contexts through comments/questions.
5. Prepare for exams **well in advance**. You can get a leg up if you re-read your lecture notes each day after class and review material on a weekly basis. If you wait until the last minute to begin preparing for an exam, you are unlikely to perform as well.
6. Contact me when you **first** notice that you might be struggling. I will do everything in my power to help you discover what is difficult for you and how you can work towards improving your performance. DO NOT wait until the last minute to see me because of poor understanding or poor grades. I will be much less sympathetic at that point and there's not much you can do then.

Course Schedule:

Please note that this schedule is **tentative** and I reserve the right to change this schedule. It is your responsibility to be aware of changes in this schedule that are announced in class.

Week:	Date:	Topic and Assignments:	Readings (<i>optional italicized</i>):
One	8/29	Introduction and Course Overview	Syllabus
	8/31, 9/2	What does "abnormal" mean? What is the DSM?	Rosenhan (1973); (<i>Chapter 1, pgs. 3-14</i>)
Two	9/5	No Class – Labor Day	
	9/7	History of Abnormal Psychology	Schoeneman (1984) (<i>Chapter 2</i>)
	9/9	Causes of Psychological Disorders Class requirements due 9/9 before class	(<i>Chapter 3</i>)
Three	9/12, 9/14	Causes of Psychological Disorders	Chow, Jaffee, & Snowden (2003)
	9/16	Clinical Assessment and Diagnosis Biopsychosocial case study questions due 9/16 before class	(<i>Chapter 4</i>)
Four	9/19	Clinical Assessment and Diagnosis	
	9/21, 9/23	Therapy	Seligman (1995); Wampold (2015); (<i>Chapter 16</i>)
Five	9/26	Exam #1	
	9/28, 9/30	Mood Disorders and Suicide	(<i>Chapter 7</i>)
Six	10/3-10/7	Mood Disorders and Suicide "Of Two Minds" film reaction due before class 10/3	
Seven	10/10	Mood Disorders and Suicide	Niederkrotenthaler et al. (2012)
	10/12, 10/14	Anxiety Disorders	(<i>Chapter 6</i>)
Eight	10/17	Anxiety Disorders Case Study questions due 10/17 before class	Obsessive-Compulsive Disorder Case Study
	10/19, 10/21	Stress and Mental Health	Difede & Hoffman (2002) (<i>Chapter 5, pgs. 129-133; 145-159</i>)
Nine	10/24- 10/28	Schizophrenia and Psychotic Disorders Book reaction due 10/28 before class	Saks (2007) (<i>Chapter 13</i>)
Ten	10/31	Schizophrenia and Psychotic Disorders	
	11/2	Exam #2	
	11/4	Substance Use Disorders	Wechsler & Nelson (2002) (<i>Chapter 11</i>)
Eleven	11/7, 11/9	Substance Use Disorders	
	11/11	Personality Disorders	(<i>Chapter 10</i>)
Twelve	11/14- 11/18	Personality Disorders Book reaction due 11/18 before class	Van Gelder (2010)
Thirteen	11/21	Personality Disorders	
	11/23- 11/25	No class - Thanksgiving Break	

Fourteen	11/28, 11/30	Eating Disorders	Keel, Forney, Brown, & Heatherton (2013) <i>(Chapter 9)</i>
	12/2	Somatic and Dissociative Disorders Final Paper due before class on 12/2	Somatic Symptom Disorder Case Study <i>(Chapter 8)</i>
Fifteen	12/5	Somatic and Dissociative Disorders Case Study questions due before class 12/5	
	12/7, 12/9	Sexual Variants and Dysfunctions Case Study questions due before class 12/9	Paraphilic Disorders Case Study <i>(Chapter 12, pgs. 409-420)</i>
Sixteen	Final Exams	Exam #3 Section 5 – Wednesday 12/14 at 10am Section 6 – Wednesday 12/14 at 2pm	

Movie List

Obsessive-Compulsive Disorder

- As Good As It Gets (1997)
- What About Bob? (1991)
- The Aviator (2004)
- Matchstick Men (2003)

Anxiety Disorders

- Copycat (1995)
- What About Bob? (1991)
- Silver Linings Playbook (2012)
- The King's Speech (2010)
- Vertigo (1958)
- Analyze This (1999)
- Annie Hall (1977)

Post-traumatic stress disorder

- Taxi Driver (1976)
- The Deer Hunter (1978)
- Mystic River (2003)
- Reign Over Me (2007)
- American Sniper (2014)

Bipolar disorder

- Michael Clayton (2007)
- Silver Linings Playbook (2012)
- Ed Wood (1994)

Depressive disorders

- It's a Wonderful Life (1946)
- Ordinary People (1980)
- What Dreams May Come (1998)
- American Beauty (1999)
- The Virgin Suicides (1999)
- The Hours (2002)
- Little Miss Sunshine (2006)
- Revolutionary Road (2008)
- Melancholia (2011)
- The Perks of Being a Wallflower (2012)
- Inside Out (2015)

Eating disorders

- Kate's Secret (1986)
- For the Love of Nancy (1994)
- Perfect Body (1997)

- A Girl is a Girl (1999)
- Dying to Dance (2001)
- Hunger Point (2003)
- Starving In Suburbia (2014)

Antisocial personality disorder

- A Clockwork Orange (1971)
- The Silence of the Lambs (1991)
- The Hand That Rocks the Cradle (1992)
- Natural Born Killers (1994)
- Copycat (1995)
- Seven (1995)
- The Talented Mr. Ripley (1999)
- Hannibal (2001)
- Red Dragon (2002)
- Red Eye (2005)
- There Will Be Blood (2007)
- The Girl with the Dragon Tattoo (2011)
- Gone Girl (2014)

Histrionic personality disorder

- Gone with the Wind (1939)
- Mean Girls (2004)

Borderline personality disorder

- Fatal Attraction (1987)
- Single White Female (1992)
- Mad Love (1995)
- Fear (1996)
- The Cable Guy (1996)
- Malicious (1996)
- Cruel Intentions (1999)
- Girl, Interrupted (1999)
- Swimfan (2002)
- White Oleander (2002)
- Eternal Sunshine of the Spotless Mind (2004)
- My Super Ex-Girlfriend (2006)

Narcissistic personality disorder

- Scarface (1983)
- Wall Street (1987)
- The Talented Mr. Ripley (1999)
- Zoolander (2001)

- Bad Teacher (2011)
- Blue Jasmine (2013)
- Alfie (2004)
- What About Bob? (1991)
- Harry Potter & the Chamber of Secrets (2002)
- Anchorman (2004)
- American Psycho (2000)

Schizophrenia

- The Snake Pit (1948)
- Benny and Joon (1993)
- Conspiracy Theory (1997)
- A Beautiful Mind (2001)
- K-PAX (2001)
- Mr. Brooks (2007)
- The Soloist (2009)
- Donnie Darko (2001)

Substance use disorder

- The Wolf of Wall Street (2013)
- Candy (2006)
- Blow (2001)
- Traffic (2000)
- Requiem for a Dream (2000)
- 28 Days (2000)
- Trainspotting (1996)
- Leaving Las Vegas (1995)
- The Basketball Diaries (1995)