

PSY 303 (Section 05): Adult Psychopathology
Tuesday (6:00-8:50pm), Au Sable Hall 2130
Winter 2017

Instructor: Kimberley A. Kunze, PsyD

Office: 2110 ASH

Phone: 616-331-9233

Email: kunzekim@gvsu.edu

Office Hours: Tuesday's 4:00-5:45pm, 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.

Textbook: Hooley, J.M, Butcher, J. N., Nock, M. K., & Mineka, S. (2016). *Abnormal Psychology (17th edition)*. Boston, MA: Pearson. ISBN: 9780133852059

Print, book a la carte (i.e., loose leaf), and e-text are all acceptable options. The 16th edition or later is necessary given recent changes to the diagnostic criteria for psychological disorders.

Required Readings:

Articles and case studies which can be found in Blackboard Documents.

Documentary: Chambers, K., Klein, L. (Producers), & Blush, D., Klein, L. (Directors). (2013) *Of Two Minds* [Motion picture]. USA: Filmmakers Library. (Available for online streaming via GVSU library)
<https://www.youtube.com/watch?v=W-SpgW2V4zs>

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.

Classroom Process:

1. **Format:** Classes will consist of lectures, multimedia presentations, and case studies. You are expected to have read the textbook chapters 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:** I do not take attendance, because I feel it is your choice whether or not you want to come to class. However, your grade may suffer if you do not attend class. I will be covering material that is not covered in the book that will be tested on exams, and I also give pop-quizzes (described below) at the start of the class based on the lecture from the prior class. We will also have two in-class group projects. There are no make-ups for these quizzes or group projects; 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: _____

4. If for some reason there is an unexpected cancelation of class due to something like weather, we may 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.
5. **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.
6. **Use of Technology:** Although I will allow laptops in the classroom, your phone should be put away during class. If I see your phone out during class, I will publicly ask you to put it away. Please refrain from sending text messages, chatting online, or using social networking sites during class. If you would prefer to spend your time doing these things, please do not come to class. If you are expecting an important call or message, please let me know before class so that I am aware. I realize laptops are a quick and efficient way to take notes for many people, however out of respect for me and the class, please use laptops solely for taking notes. If I see you using your laptop for a purpose other than note-taking, I will also publicly ask that you put it away.
7. **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	5	1%	
Film Discussion	15	4%	
Pop Quizzes	40	5%	
In-Class Group Projects	20	10%	
Paper	80	20%	
Exam 1	80	20%	
Exam 2	80	20%	
Exam 3	80	20%	
Total	400	100%	

- **Class requirements (5 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 upload a picture of yourself to Blackboard under your profile. I am requesting you upload a picture of yourself so that I can get to know your name easier during the semester. If you would not like to upload a picture of yourself, you can choose to introduce yourself to me during my office hours (or anytime outside of class) so that I can also get to know you better. Both tasks must be completed in order to receive all 5 points. If one task is done but the other one is not, zero points will be given. Both tasks are due by **Tuesday January 17 by 4:00pm**.
- **Film Discussion (15 points):** During the course of this course, you will be required to view a 90-minute documentary entitled “Of Two Minds,” and participate in an online discussion with your peers. This assignment is pass/fail and is due by **Tuesday February 21 by 4:00pm**.
- **Pop Quizzes (40 points):** There will be 10 pop quizzes scattered throughout the course. 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 quiz, you will not be allowed to turn in a partial quiz.
 - 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.
 - Quiz questions will be structured similarly to exam questions. Thus, they should provide a chance to familiarize you to the way exam questions will look.
 - 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.
- **In-Class Group Projects (20 points):** You will complete 2 in-class group projects. The dates of these group projects will be announced in class on the day the projects are due. There will be no

make-up options if you are not present on the day of these group projects. You are expected to fully participate during the group project (i.e. you can't join in late or leave early), or you will not receive any credit for the group project. These projects will be completed during the class period with a small group of classmates (4-6 members). Your group will select a peer-reviewed psychological journal article specifically focused on how psychological issues affect or are experienced by individuals from non-majority populations. Your group will present a brief review of the article to the rest of the class, in which you will:

- Identify at least 3 relevant, research-based facts/data from the article
 - Evaluate the strength of the article based on your group's assessment of research methodology and provide a reason to support/explain why you have evaluated the article in such a way
 - Identify how the information in the article affects mental health stigma for that group
 - You will type up the above-information in a new thread on the relevant Blackboard Discussion Forum and attach a pdf of the related article to that thread. This needs to be completed and posted to Blackboard by 11:59pm of that class date. Make sure group members' names are clearly listed on the document. (An example of the thread format is in the first Discussion Thread for In-Class Group Project.)
- **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 **4-5 page paper** (double spaced, 1" margins, 12 point font) that is due before class on **Tuesday April 18 by 4:00pm** and is worth 20% of your grade. Paper should be formatted using APA style. **You will post 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 brief summary of the film. (2-3 sentences)
 - Next, provide a comprehensive diagnosis of the character with the disorder by discussing his/her/their 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. For example, 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)
 - Consider the positive and negative messages the movie gives to the public about people with this disorder, as well as the mental health profession in general. (~1 page).
 - Evaluate how accurate the movie's depiction of the given form of psychopathology was based on what you've learned about the disorder (~1 page).

- Your paper should be proofread, as points will be deducted for misspelled words, writing fragments, excessive punctuation errors, etc.
- **Exams (80 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 40 multiple-choice questions. Most information on exams will come from lectures. All material covered in class and all assigned readings and homework are fair game for exams. Exams will occur in the first hour of the class. A lecture will follow the exam.

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 and film discussion, and there will be no make-ups for any of the pop quizzes or in-class group projects. 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. If you arrive late or need to leave early when we are doing an in-class group project, you will not be able to make up the project and you will receive a zero.
2. Make-up exams are only allowed in the case on 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.**
3. The final paper assignment is due by 4:00pm on Monday, April 18th and is subject to the following penalty for lateness: 10% deduction (i.e., 8 point deduction) per day the paper is late. Papers not received by Friday, April 21st at 4:00pm will receive a 0.

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 textbook material before coming to class (with exception to the first 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:

The schedule of lectures and readings are outlined below. Please note that this 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:	Readings:
One	1/10	Introduction and Course Overview	Syllabus
		What does "abnormal" mean? What is the DSM?	Chapter 1, pgs. 1-16 Rosenhan (1973)
Two	1/17	History of Abnormal Psychology	Chapter 2
		Research Methods	Chapter 1, pgs. 16-30
		Class Requirements Due 1/17 by 4:00pm	
Three	1/24	Causes of Psychological Disorders	Chapter 3
Four	1/31	No Class	
Five	2/7	Clinical Assessment and Diagnosis	Chapter 4
Six	2/14	Exam #1	
		Mood Disorders and Suicide;	Chapter 7
Seven	2/21	Mood Disorders and Suicide	Chapter 7
		Stress and Mental Health	Chapter 5
		Film Discussion Due 2/21 by 4pm	
Eight	2/28	Anxiety Disorders	Chapter 6
Nine	3/7	No Class- Spring Break	
Ten	3/14	Somatic and Dissociative Disorders	Chapter 8
Eleven	3/21	Eating Disorders & Obesity	Chapter 9
Twelve	3/28	Exam #2	
		Personality Disorders	Chapter 10
Thirteen	4/4	Personality Disorders	Chapter 10
		Substance Use Disorders	Chapter 11
Fourteen	4/11	Sexual Variants and Dysfunctions	Chapter 12
		Schizophrenia and Psychotic Disorders	Chapter 13
Fifteen	4/18	Schizophrenia and Psychotic Disorders	Chapter 13
		Therapy	Chapter 16
		Paper Due 4/18 by 4pm	
Sixteen	4/25	Exam #3- Time TBA	

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)
- Fearless (1993)
- Mystic River (2003)
- Reign Over Me (2007)
- American Sniper (2014)
- The Fisher King (1991)

Bipolar disorder

- Mr. Jones (1993)
- Mad Love (1995)
- Michael Clayton (2007)
- Silver Linings Playbook (2012)
- Ed Wood (1994)
- Amadeus (1984)

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)

Dissociative disorders

- Lizzie (1957)
- The Three Faces of Eve (1957)
- Psycho (1960)
- Sybil (1976)
- Psycho (1998)
- Fight Club (1999)
- Me, Myself, & Irene (2000)-
- Identity (2003)
- Secret Window (2004)
- Hide and Seek (2005)
- Shutter Island (2010)

Eating disorders

- The Best Little Girl in the World (1981)
- 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)
- A Streetcar Named Desire (1951)
- Mean Girls (2004)

Borderline personality disorder

- Looking for Mr. Goodbar (1977)
- Fatal Attraction (1987)
- Single White Female (1992)
- The Crush (1993)
- Mad Love (1995)
- Fear (1996)
- The Cable Guy (1996)
- Malicious (1996)
- Cruel Intentions (1999)
- Girl, Interrupted (1999)
- Swimfan (2002)
- White Oleander (2002)
- Monster (2003)
- Thirteen (2003)
- Eternal Sunshine of the Spotless Mind (2004)
- My Super Ex-Girlfriend (2006)

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)
- The Man with the Golden Arm (1955)

Narcissistic personality disorder

- Arthur (1981)
- 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)
- Clean, Shaven (1995)
- Conspiracy Theory (1997)
- A Beautiful Mind (2001)
- K-PAX (2001)
- Mr. Brooks (2007)
- Revolution #9 (2001)
- The Soloist (2009)
- Donnie Darko (2001)