

**PSY 303: Adult Psychopathology**

**Fall 2022**

**Section 05 – Tuesdays and Thursdays 1-2:15pm Mackinac Hall D1233**

**Instructor:** Mikhila Wildey, PhD

**Office Hours:** Mondays (virtual ONLY) 1pm-3pm

Tuesdays (virtual or in-person) 10:30am-11am

Thursdays (virtual or in-person) 11am-12pm

Please make an appointment here: <https://calendly.com/wildeymi>

\*If these times do not work, email me with your available times M-F 9am-5pm

\*You do NOT need to let me know you want to meet with me before scheduling a time online – just schedule it!

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**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 can be found on the Blackboard site.

**Optional Textbook:** Hooley, J.M., Nock, M. K., & Butcher, J. N. (2021). *Abnormal Psychology (18th edition)*. Boston, MA: Pearson. ISBN: 9780137554676

*What does optional mean?* It means that YOU need to make the choice that is best for you with regards to getting the textbook or not. The textbook is not necessary to succeed in the class; everything you will need to know for exams/quizzes will be provided through class material and other required readings. However, if you are someone who does better with a *book* resource for class material (for example, reading material prior to learning it in class), then the textbook may be a good option for you.

## Course Objectives:

Every course at Grand Valley State University has certain core learning objectives, described in the “Syllabus of Record” for the course:

1. Describe the current system of classifying psychological disorders.
2. Decide when you or someone you or someone you know may need evaluation by a professional by using the diagnostic criteria of specific psychological disorders.
3. Identify and explain the biological, psychological, social, and cognitive factors underlying etiology and maintenance of selected psychological disorders.
4. Explain major theoretical models and their contribution to the understanding of psychological disorders.
5. Explain how the research process and research findings influence the conceptualization and treatment of psychological disorders.

The following goals of the course further elaborate on the objectives stated above:

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 disorders 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, 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. Classes will be in-person. 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 have a sign-in sheet, attendance is NOT mandatory. 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.
  - b. My policy is to try to respond to your email within **2 business days**, which means within 48 hours on weekdays and by 5pm on Tuesday if you send me an email on Friday or over the weekend. I generally will not check or respond to emails after 5pm or on weekends.
  - c. For questions best answered face to face, I will ask you to attend my office hours or set up an alternate time to meet with me.
  - d. Please draft emails to me carefully and considerately, keeping in mind that you are speaking with a professor and not a friend and therefore should be professional in your communication. I will also respond professionally, as I believe these exchanges are important for professional development.
  - e. In the spaces below, please take down two students' contact information in your class. Please contact the other students **FIRST** if you have a question about the course (e.g., finding a particular assignment, not understanding a specific direction, venting about class, etc.). If they can't answer your question, then reach out to me.  
Name: \_\_\_\_\_ Email/Phone: \_\_\_\_\_  
  
Name: \_\_\_\_\_ Email/Phone: \_\_\_\_\_
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:** Please bring an internet-connected device (e.g., smartphone, tablet, laptop) to class with you for every class period if you are able to. I am fine with laptops/tablets in the classroom, but I ask that you limit laptop usage to only taking notes. Otherwise, it can be a distraction to other students. Likewise, please limit phone usage to only that which is necessary during class time. If you are expecting an important call, please let me know ahead of time. If

you are taking the syllabus quiz, please select “A notebook and writing utensil” as the correct answer for what you should bring to class with you if you are able to (even though it isn’t the correct answer – this is to check if you are reading).

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 own 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):
Syllabus Quiz	6	1%	
Case Studies (2)	16	2.9%	
Pop Quizzes (6)	48	8.7%	
Film and Book Questions (3)	90	16.4%	
Final Paper	90	16.4%	
Exam 1	100	18.2%	
Exam 2	100	18.2%	
Exam 3	100	18.2%	
<b>Total</b>	<b>550</b>	<b>100%</b>	

- **Syllabus Quiz (6 points):** You will need to complete an online multiple-choice quiz testing you on content in the syllabus that will be graded on a pass/fail basis (full points if you complete it on time). Please read the entire syllabus carefully and answer all questions in the quiz carefully. Although the quiz will give you a grade, you do not need to answer every question correctly in order to pass. However, if you answer ALL questions correctly, you will earn 2 points of extra credit. This quiz can be found under “Assignments” and “Syllabus Quiz.”
- **Case Studies (16 points):** We will read several case studies over the course of the semester. For two of the case studies, you will be required to answer some questions. These questions will be graded on completion (i.e., pass/fail). Each case study is worth 8 points.
- **Pop Quizzes (48 points):** There will be 10 pop quizzes scattered throughout the course (roughly works out to one each week) and the lowest **four** scores will be dropped. Quizzes will test material covered in the **most recent** class lecture. Pop quizzes will occur at the **start** of class

(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. If you find yourself struggling with the quizzes, you should see me for additional help.
- Quizzes will consist of 4 multiple choice questions (worth 2 points 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 Questions (90 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 answer a series of questions asking you to comment about what you saw or read. These questions can be found under “Assignments” in Blackboard. Each set of questions is worth 30 points. If you are taking the syllabus quiz, please select “20 points” as the correct answer for how many points the film and book questions are worth for each assignment (even though it isn’t the correct answer – this is to check if you are reading). The grading rubric can be found on Blackboard, and due dates for each assignment can be found on the schedule.
- **Paper (90 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 **1000-1250 word paper** (double spaced, 1” margins, 12 point Times New Roman font). Paper should adhere to APA style (not APA formatting). **You will upload your paper to Blackboard or it will not be accepted.** Full details can be found at the end of the syllabus.
- **Exams (300 points):** You will have 3 exams throughout the course (100 points each). All exams will be **non-cumulative. All exams count towards your final grade.** Exams will be 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	<b>A</b>	77-79%	<b>C+</b>
90-92%	<b>A-</b>	73-76%	<b>C</b>
87-89%	<b>B+</b>	70-72%	<b>C-</b>
83-86%	<b>B</b>	67-69%	<b>D+</b>
80-82%	<b>B-</b>	60-66%	<b>D</b>
		59% or below	<b>F</b>

The final grade for the course will be calculated by dividing the total points obtained by the total points possible in the class (550 points). I do not curve grades, but if your grade is at the .5 percentage 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 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. Please recall the four lowest quiz scores are dropped to account for this strict policy.
2. All assignments (i.e., syllabus quiz, case studies, film and book questions, and final paper) are subject to a 10% grade deduction per 24 hours late, and will receive a zero after 72 hours late.
3. Each student will receive **ONE “free pass”** for the semester. This pass can be used for any assignment listed in #2 and will allow you to turn in the assignment up to 24 hours past the deadline without penalty. If you turn in an assignment beyond 24 hours after the deadline, the policy in #2 will apply (10% grade reduction per 24 hours late). Use your pass wisely!
4. Make-up exams are only allowed with an excused absence. This includes the following reasons: 1) participation in an intercollegiate event; 2) religious holidays; 3) military duty; 4) jury duty/court hearings; 5) birth/adoption of a child; 6) attendance to an academic or professional conference; 7) medical reasons. Medical reasons include all COVID-related absences (e.g., if you tested positive) that would make it so that you could not attend class in person. Make-up exams must be completed within 1 week of the scheduled or assigned date. **Failure to notify me in advance, provide documentation, or complete the exam within the time frame, will result in a zero.** If you are taking the syllabus quiz, please select “no, make-up exams are not allowed” as the correct answer for the question asking if make-up exams are allowed and under what conditions (even though it isn’t the correct answer – this is to check if you are reading).

### University Policies:

1. **Accommodations for Students with Disabilities:** If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to [dsrgvsu@gvsu.edu](mailto:dsrgvsu@gvsu.edu). Please note that I cannot provide accommodations based upon any disability until I have received a copy of the DSR issued memo. All discussions will remain confidential. 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.
2. **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 misuse of the intellectual property of another may subject the user to penalties up to and including dismissal.
3. This course is subject to GVSU's general requirements for courses. A full list with pointers to resources may be found at [www.gvsu.edu/coursepolicies](http://www.gvsu.edu/coursepolicies).

### 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 class and 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.
3. Participate during class. Ask questions and provide comments. We will be having many in-class discussions that are designed to help you clearly understand the course material.
4. 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. I do not provide a study guide, but I encourage you to make your own. Simply take the headings off of my lecture slides to give you a format of how to study topics for the class. If you wait until the last minute to begin preparing for an exam, you are unlikely to perform as well.
5. 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. Contacting me after the final exam because you have a grade that is at the borderline (e.g., a 89.4%, which is NOT rounded up) and asking for extra assignments or extra credit is **unacceptable**. I try to be fair in the course by offering extra credit opportunities (the first of which is getting a 100% on the syllabus quiz for an extra credit point!) and offering help throughout the course if you are struggling.
6. **Psych Friends:** I encourage everyone to take advantage of free support through Psych Friends for any help/support academically or help/support for your well-being. Psych Friends mentors are upper-level undergraduate peer mentors who are trained to provide support in many areas including: effective study and time management techniques, exam preparation and reflection skills, comprehension of the psychology and behavioral neuroscience major requirements, tips for engaging in the field, strategies for education continuation, methods for maintaining physical and mental health. Schedule an appointment here: <https://www.gvsu.edu/navigate> and if you have questions, email <mailto:psychfriends@gvsu.edu>

### 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.

<b>Week:</b>	<b>Date:</b>	<b>Topic and Assignments:</b>	<b>Readings (<i>optional italicized</i>):</b>
One	8/30	Introduction and Course Overview; What does “abnormal” mean? What is the DSM?	Syllabus; Rosenhan (1973); Spitzer (1975); <i>(Chapter 1)</i>
	9/1	What is the DSM? History of Abnormal Psychology	<i>(Chapter 2)</i>
Two	9/6, 9/8	Causes of Psychological Disorders <b>Syllabus Quiz due before class 9/6</b>	Harris, Edlund, & Larson (2005); <i>(Chapter 3)</i>
Three	9/13	Clinical Assessment and Diagnosis <b>Biopsychosocial Case Study due before class 9/13</b>	<i>(Chapter 4)</i>
	9/15	Therapy & Other Treatments	Seligman (1995); Wampold (2015) <i>(Chapter 16)</i>
Four	9/20	Therapy & Other Treatments	Seligman (1995); Wampold (2015) <i>(Chapter 16)</i>
	9/22	<b>Exam #1</b>	
Five	9/27	Mood Disorders and Suicide	Watch “Of Two Minds” (Amazon Prime) <i>(Chapter 7)</i>
	9/29	Mood Disorders and Suicide	<i>(Chapter 7)</i>
Six	10/4	Mood Disorders and Suicide <b>“Of Two Minds” film questions due before class 10/4</b> <b>Unipolar Depression Case Study due before class 10/4</b>	<i>(Chapter 7)</i>
	10/6	Mood Disorders and Suicide	Niederkrotenthaler et al. (2012) <i>(Chapter 7)</i>
Seven	10/11	Anxiety Disorders	Anxiety Disorders Case Study <i>(Chapter 6)</i>
	10/13	Anxiety Disorders	Obsessive-Compulsive Disorder Case Study <i>(Chapter 6)</i>
Eight	10/18	Stress and Mental Health	PTSD Case Study Difede & Hoffman (2002) <i>(Chapter 5)</i>
	10/20	Schizophrenia and Psychotic Disorders	Saks (2007) <i>(Chapter 13)</i>
Nine	10/25	<b>No Class – Fall Break</b>	
	10/27	Schizophrenia and Psychotic Disorders	Saks (2007)



			<i>(Chapter 13)</i>
Ten	11/1	Schizophrenia and Psychotic Disorders; <b>Saks (2007) book questions due before class 11/1</b>	Saks (2007) <i>(Chapter 13)</i>
	11/3	<b>Exam #2</b>	
Eleven	11/8	Substance Use Disorders	Wechsler & Nelson (2002) <i>(Chapter 11)</i>
	11/10	Personality Disorders	<i>(Chapter 10)</i>
Twelve	11/15	Personality Disorders <b>Van Gelder (2010) book questions due before class 11/15</b>	Van Gelder (2010) <i>(Chapter 10)</i>
	11/17	<b>No Class</b>	
Thirteen	11/22	Personality Disorders	<i>(Chapter 10)</i>
	11/25	<b>No Class – Thanksgiving Break</b>	
Fourteen	11/29	Personality Disorders, Eating Disorders	Burnette & Mazzeo (2020) <i>(Chapters 10, 9)</i>
	12/1	Eating Disorders, Somatic Disorders <b>Final Paper due before class on 12/1</b>	Somatic Symptom Disorder Case Study <i>(Chapters 9, 8)</i>
Fifteen	12/7	Dissociative Disorders, Sexual Variants and Dysfunctions	Paraphilic Disorders Case Study <i>(Chapters 8, 12)</i>
	12/9	Sexual Variants and Dysfunctions	<i>(Chapter 12)</i>
Sixteen	Final Exam Week	<b>Exam #3 Tuesday 12/13 at 12pm</b>	

## Final Paper Instructions

For this assignment, you will critically evaluate the accuracy of a portrayal of a mental illness in a popular film. You will write a **1000-1250 word paper** (double spaced, 1" margins, 12 point Times New Roman font) that is worth 16% of your grade (90 points). Paper should adhere to APA style if using any citations, but the paper does not need to be in APA format (for example, no cover page or running head is needed). **You will upload your paper to Blackboard or it will not be accepted.**

1. Select a movie from the list of movies on the last page. If you want to use another movie, you must check with me first and have it approved.
2. Select a character within the movie to focus on for the purpose of the paper. Generally, this will be the main character who has some sort of psychopathology, but it could be a secondary character as well.
3. In your paper, first provide a very brief summary of the film, character, and the disorder you plan to discuss. (2-3 sentences at most)
  - If the character in the film has multiple disorders, please only select only one to focus on for the paper, but be sure to mention the others that might have been possible here.
4. Next, provide a comprehensive diagnosis of the character with the disorder by discussing his/her symptoms. (~1 page)
  - Mention each of the diagnostic criteria/symptom for the disorder and provide specific examples in the film that illustrate each criteria.
5. Next, compare and contrast typical treatment/prognosis for the disorder with what was shown in the film. (~1 page)
  - First, based on what you have learned in class, discuss the typical treatment(s) for the disorder and its effectiveness, and discuss the typical prognosis (outcome – what happens to someone with the disorder?) for the disorder.
  - Then, discuss what the film showed for treatment of the disorder (if nothing was shown, state this), what the character's prognosis appeared like in the film, and then discuss whether these elements were accurately portrayed based on what you have learned in class.
6. Discuss the general accuracy of the film based on what you have learned in class. (~1 page)
  - Was the film an accurate portrayal of the psychopathology and its symptoms? Why or why not?
  - Is the film stigmatizing in a negative manner or portray any negative messages/views about the disorder or what it is like to have the disorder? Why or why not? (Think about the message someone may receive who has had no prior training in psychopathology and what they might think about the disorder after watching the film).
7. Your paper should be proofread, as points will be deducted for misspelled words, writing fragments, excessive punctuation errors, etc.
8. Include the word count at the end of the paper.
9. Although I will not read over entire drafts of your paper, I am happy to answer specific questions about your paper or sections of your paper. Please visit the Writing Center as well for help with writing your paper.

**Grading Rubric:**

1. Brief summary of the film: a. Mention the movie, character, and diagnosis that will be discussed including other possible diagnoses as well for that character	10
2. Comprehensive diagnosis: a. Discuss the diagnostic criteria/symptoms and specific examples from the film that demonstrate the criteria	25
3. Treatment and prognosis: a. Discuss typical treatment for the disorder and its effectiveness (5 points) b. Discuss typical prognosis for the disorder (5 points) c. Discuss treatment given in the film and how accurately it was portrayed (5points) d. Discuss prognosis portrayed in the film and how accurately it was portrayed (5 points)	20
4. Film accuracy and messages: a. Discuss the accuracy of the portrayal of the disorder and its symptoms (10 points) b. Discuss the stigma/messages that were portrayed about the disorder or how the film depicted what it was like to have the disorder (10 points)	20
5. Writing: a. Inclusion of word count (2 points) b. Staying within word count (5 points) c. Writing errors (spelling, punctuation, grammar, sentence structure) (6 points) d. Paper flow/organization (2 points) e. If used, citing using APA style (minus 1 for each error)	15
<b>TOTAL POSSIBLE POINTS</b>	<b>100</b>

## Movie List for Final Paper

### **Obsessive-Compulsive Disorder**

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

### **Anxiety Disorders**

- 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)
- Mystic River (2003)
- Reign Over Me (2007)
- American Sniper (2014)

### **Mood 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)
- Silver Linings Playbook (2012)
- The Perks of Being a Wallflower (2012)
- Inside Out (2015)

### **Antisocial personality disorder**

- A Clockwork Orange (1971)
- The Silence of the Lambs (1991)
- 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)
- The Cable Guy (1996)
- Cruel Intentions (1999)
- Girl, Interrupted (1999)
- Swimfan (2002)
- Eternal Sunshine of the Spotless Mind (2004)

### **Narcissistic personality disorder**

- Scarface (1983)
- Wall Street (1987)
- The Talented Mr. Ripley (1999)
- Zoolander (2001)
- Bad Teacher (2011)
- Alfie (2004)
- What About Bob? (1991)
- Harry Potter & the Chamber of Secrets (2002)
- Anchorman (2004)
- American Psycho (2000)

### **Schizophrenia**

- A Beautiful Mind (2001)
- K-PAX (2001)
- Mr. Brooks (2007)
- The Soloist (2009)
- Donnie Darko (2001)

### **Substance use disorder**

- Trainspotting (1996)
- Traffic (2000)
- Requiem for a Dream (2000)
- 28 Days (2000)
- Blow (2001)
- The Wolf of Wall Street (2013)