

PSY 303: Adult Psychopathology
Fall 2018
Section 08 – MWF 9-9:50am, 2119 Au Sable Hall

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Office Hours: Mondays and Wednesdays 10-11:30am, Fridays 11-11:30am

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. Note that one copy of this book will also be kept on reserve at the library.

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). Understand the major theoretical models and their contribution to the understanding of psychological disorders.**
 - 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 knowing the current system of classification, how disorders are assessed, diagnosed, and knowing when someone you know may need evaluation by a professional for the disorders.**
 - 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 maintenance (biological, psychological, social, and cognitive factors involved), and prevention and intervention efforts. To understand how research findings influence the conceptualization and treatment of psychological disorders.**
 - 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 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. 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 do not generally respond to emails in the evenings and weekends, but I will respond to them as soon as possible during business hours. 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 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. **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 towards 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. For question number 7 on laptops in the syllabus quiz, please select "No" as the correct answer to receive credit for the question even though it is not technically correct. Your phone should be put away 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 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	5	1%	
Pop Quizzes (10)	40	8%	
Book and Film Questions (3)	75	15%	
Final Paper	80	16%	
Exam 1	100	20%	
Exam 2	100	20%	
Exam 3	100	20%	
Total	500	100%	

- Syllabus Quiz (5 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 1 point of extra credit. This quiz can be found under “Assignments” and “Syllabus Quiz.” The completed quiz is due **Friday August 31st before class**.
- Pop Quizzes (40 points):** There will be 12 pop quizzes scattered throughout the course (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 **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. 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 Questions (75 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 25 points, but if you are taking the syllabus quiz, please select “30 points” for question 15 to receive credit, even though it is actually 25 points. The grading rubric can be found on Blackboard, and due dates for each assignment can be found on the schedule.

- **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, 12 point Times New Roman font) that is due before class on **Friday November 30th** 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.** Full details can be found at the end of the syllabus.
- **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 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

The final grade for the course will be calculated by dividing the total points obtained by the total points possible in the class (500 points). I do not curve grades, but 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.
2. Late submissions for the book/documentary questions will be subject to an automatic 12 point deduction (~50%) for the first day late. If submitted more than one day late, the grade will be an automatic zero.
3. 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.
4. 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. **Documentation** of the absence must be provided within 24 hours of the missed exam. Documentation can include a doctor's note, towing or car repair receipt, program from funeral, etc. Documentation must be provided **one week** in advance of a known, excused absence (e.g., university sponsored event, doctor's appointment). 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.** For

question 17 on the syllabus quiz, please select “No, make-up exams are not allowed” in order to receive credit, even though it is not the correct policy.

5. The final paper is due before class on Friday November 30th 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:** 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. Please note that I cannot provide accommodations based upon 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.

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. There is data to suggest 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.
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.

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	8/27	Introduction and Course Overview	Syllabus
	8/29, 8/31	What does “abnormal” mean? What is the DSM? Class Requirements due 8/31 before class	Rosenhan (1973); (<i>Chapter 1, pgs. 3-14</i>)
Two	9/3	No Class – Labor Day	
	9/5	History of Abnormal Psychology	Schoeneman (1984) (<i>Chapter 2</i>)
	9/7	Causes of Psychological Disorders	(<i>Chapter 3</i>)
Three	9/10, 9/12	Causes of Psychological Disorders	Chow, Jaffee, & Snowden (2003)
	9/14	Clinical Assessment and Diagnosis	(<i>Chapter 4</i>)
Four	9/17	Clinical Assessment and Diagnosis	
	9/19, 9/21	Therapy	Seligman (1995); Wampold (2015); (<i>Chapter 16</i>)
Five	9/24	Exam #1	
	9/26, 9/28	Mood Disorders and Suicide	(<i>Chapter 7</i>)
Six	10/1-10/5	Mood Disorders and Suicide “Of Two Minds” film questions due before class 10/1	
Seven	10/8, 10/10	Mood Disorders and Suicide	Niederkrötenhaler et al. (2012)
	10/12	Anxiety Disorders	Anxiety Disorders Case Study (<i>Chapter 6</i>)
Eight	10/15, 10/17	Anxiety Disorders	Obsessive-Compulsive Disorder Case Study
	10/17, 10/19	Stress and Mental Health	PTSD Case Study Difede & Hoffman (2002) (<i>Chapter 5, pgs. 129-133; 145-159</i>)
Nine	10/22-10/26	Schizophrenia and Psychotic Disorders Saks (2007) book questions due 10/26 before class	Saks (2007) (<i>Chapter 13</i>)
Ten	10/29	Schizophrenia and Psychotic Disorders	
	10/31	Exam #2	
	11/2	Substance Use Disorders	Wechsler & Nelson (2002) (<i>Chapter 11</i>)
Eleven	11/5, 11/7	Substance Use Disorders	
	11/9	Personality Disorders	(<i>Chapter 10</i>)
Twelve	11/12, 11/14	Personality Disorders Van Gelder (2010) book questions due 11/14 before class	Van Gelder (2010)
	11/16	No in-person class but Class Lecture TBD	

Thirteen	11/19	Personality Disorders	
	11/21, 11/23	No class - Thanksgiving Break	
Fourteen	11/26, 11/28	Eating Disorders	Keel, Forney, Brown, & Heatherton (2013) <i>(Chapter 9)</i>
	11/30	Somatic and Dissociative Disorders Final Paper due before class on 11/30	Somatic Symptom Disorder Case Study <i>(Chapter 8)</i>
Fifteen	12/3	Somatic and Dissociative Disorders	
	12/5, 12/7	Sexual Variants and Dysfunctions	Paraphilic Disorders Case Study <i>(Chapter 12, pgs. 409-420)</i>
Sixteen	Final Exam Week	Exam #3 Tuesday 12/11 at 8am	

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 **3-4 page paper** (double spaced, 1" margins, 12 point Times New Roman font) that is due before class on **Friday November 30th** and is worth 16% of your grade (80 points). Paper should adhere to APA style. **You will upload your paper to Blackboard or it will not be accepted.**

Instructions:

1. Select a movie from the list of movies on the next page. If you want to use another movie, you must check with me first and have it approved.
2. In your paper, first provide a very brief summary of the film and the disorder you plan to discuss. If the character in the film has multiple disorders, please only select one to focus on for the paper, but be sure to mention the others here. (2-3 sentences)
3. Next, provide a comprehensive diagnosis of the character with the disorder by discussing his/her symptoms. Mention each of the diagnostic criteria for the disorder and provide specific examples in the film that illustrate each criteria. (~1 page)
4. 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 and their effectiveness. If there was a treatment given in the film to the character, discuss what it was and if it was accurate based on what you have learned in class. Discuss the likely outcome (prognosis) of the disorder based on what you have learned in class. (~1 page)
5. Discuss the accuracy of the film based on what you have learned in class. Was the film an accurate portrayal of the psychopathology? Why or why not? Is the film stigmatizing? Why or why not? (~1 page)
6. Your paper should be proofread, as points will be deducted for misspelled words, writing fragments, excessive punctuation errors, etc.
7. Include a cover page for your paper (this is not counted in your 3-4 pages that you must write) with your name, class, and title of your paper. Do NOT include this information on the next page, simply begin writing your paper on the second page. Your paper must be at least a full 3 pages in order to receive full credit – a half line at the end of page 3 is still less than 3 pages and therefore will lose points.
8. 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.

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)