

University of California, Santa Cruz
Syllabus for Abnormal Psychology (PSYC 170) • Summer 2014

"...whatever ... psychiatric problems are, they have this in common with 'real' diseases - they are associated with pain, suffering, disability, and death." - *Psychiatric Diagnosis*, Goodwin & Guze (1979)

This course is an introduction to human psychopathology. The course surveys fundamental issues and problems of people with behavioral, emotional and cognitive disorders. The major classes of mental disorders are reviewed, focusing on the development of serious mental disorders. The course material is interdisciplinary: it examines biological, medical, psychological, social, cultural, and political aspects of mental illness. Students are taught ways to formulate and analyze psychopathology, with the purpose of helping them develop an introductory but integrated understanding of mental disorder and intervention.

Course Objectives:

It is hoped that each student will:

- gain a critical awareness of important theories about the etiology of human psychopathology,
- learn all the major categories of mental disorders,
- learn basic elements of psychiatric diagnosis,
- understand strengths and weaknesses of diagnostic classification,
- learn basic principles and processes in the development of psychopathology, and
- gain a critical awareness of current social issues affecting people with mental illness.

Instructor:

David A. "Tony" Hoffman, Ph.D. phone: 831 247 5558 email: thoffma@ucsc.edu
office: Social Sciences 2 room #352 office hours: to be announced and by appointment.

Teaching and course assistants:

Pat Samermit email: <psamermit@ucsc.edu>
office: Social Sciences 2 room #305 office hours: to be announced and by appointment.

Class times and locations:

Lectures: Tuesdays and Thursdays, 9:00AM-12:30PM, Social Sciences building 2 room 075

Text, readings, and viewing material:

Ronald J. Comer (2014), *Fundamentals of Abnormal Psychology*, 7th Edition, ISBN-13: 9781429295635, Worth Publishers. The text is available at the Bay Tree Bookstore. There is also a CourseSmart edition available at www.coursesmart.com/, as well as a three-ring edition. If you get the text from another source, be sure to get the seventh edition or alternatively the eighth edition of the longer version of the text (*Abnormal Psychology*). There will be copies of the text and the longer edition on reserve in the McHenry library.

Documentary films for the class are available in the McHenry media center. Some films can be rented on Netflix and/or viewed online.

Lecture outlines, handouts, assignments, readings, and other materials are available on Tony's web site <http://www.tonyhoffmanucsc.net/index.php> (the username is "student" and the password is "psychopathology"). Study guides and materials will also be available on the text web site.

The class will have a blog designed to be a forum for the entire class. It will contain class announcements, activities, questions, discussions, items to share, and more. Password access will be announced in class.

Lectures will be webcast at <http://webcast.ucsc.edu> (username is "psyc170" and the password is "psychopathology").

Required activities and assignments:

There is much work to be done in this class, because there is much to learn about human psychopathology. The class requires much memorization, factual review, and analysis of ideas. Students are expected to attend lectures, read the text, read and review case studies (and write essays on them), view instructional films (and write essays on them), complete quizzes/exams, and participate in our department's experimental research program. Section attendance is optional, but encouraged for the first meeting, and encouraged if students need assistance with exams and writing assignments.

Collaborative and cooperative learning is expected. Students are strongly encouraged to form study groups. Evaluations of student progress will be based on the following required activities:

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| • Psychology research participation, required to pass the course, described in a handout | 0 points | |
| • Two diagnostic quizzes,* 50 points each, for a total of | 100 points | |
| • Five in-class five-minute quizzes* (random "quick" quizzes), for a total of | 50 points | |
| • Three essay quizzes* (two essays each), 50 points per quiz, for a total of | 150 points | |
| • Ten online weekly quizzes,* 25 points each, for a total of | 250 points | |
| • Four essays (film reviews and case studies),** 25 points each, for a total of | 100 points | |
| Total possible points: | | 650 points |

***Quiz procedures** will be explained in class (some will be online, and some will be given in class).

The **film review prompts are listed on the last page of this syllabus.

****Case studies** are to consist of reviews of the case studies that are on the class web site under "assignments." These are to be short (500 - 700 words maximum) essays providing a description of the

important symptoms of the person in the case study, a description (in your own words) of the diagnosis for the person, and how the person qualifies for it. Then the essay is to include a description of the diagnosis itself (the array of symptoms and typical difficulties), followed by a discussion of at least three of the important psychosocial difficulties the person is experiencing, and a statement (with some justification) of what you feel are the important needs for treatment and intervention for this person. In addition, a recent article on the disorder (from a peer-reviewed social sciences, medical or APA journal) is to be summarized and related to the case study.

Writing style. Case studies and film essays are to be written in APA writing style, without a title page (just put a title with your name on the top of the first page) and without an abstract. APA-style citations and references are required, listed at the end of the essay (not a separate page). The header on each page needs to have page numbers, a shortened essay title, and student last name.

Submissions on eCommons: Film and case studies must be submitted in .pdf, .doc, .docx or Pages format (no odt files, please) on eCommons, with file names to be described in each assignment.

Evaluations and grades:

All grading is criterion-based, which means that students are evaluated on objective criteria rather than on a curve; this means there is no need for competition and all students have the opportunity to get an A). A tentative grading breakdown: A+ = superior work on all assignments, consistent class attendance, consistent section attendance, plus one extra case study or film review. A>95%, A->92%, B+>90%, B>85%, B->82%, C+>80%, C>75%. Scores at 74% of the possible points or below will be graded according to Tony's discretion.

Opportunities will be given to make up low scores by retaking and resubmitting assignments and quizzes.

There will also be opportunities for extra credit points. Helpful class participation can be a tiebreaker in grading.

Tutoring:

Learning Support Services (LSS) offers tutoring for this class. Tutoring will begin during the first week of classes and continue until the course ends. Paul Shaaf (pshaaf1@ucsc.edu), will be the tutor for the class. Tutoring sessions will be posted on the LSS Online Tutor Sign Up System (OTSS) (<https://eop.sa.ucsc.edu/OTSS/tutorsignup/>).

Veterans:

You are welcome and honored here. If you need any assistance, please talk to Tony or the teaching assistants.

Disability accommodations:

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to Tony during his office hours or by appointment, preferably within the first week of the quarter. Contact DRC by phone at 831-459-2089, or by email at drc@ucsc.edu for more information.

This class is located in an academic honor zone:

This class is a community of learners. You are asked to honor, respect, and facilitate the learning of all students. You should come to class prepared with the assigned readings completed. Please help class routines and procedures run smoothly. It is expected that you will engage in activities that help others learn. This includes using constructive discussion and inquiry, sharing learning materials, assisting in research, cooperating and collaborating with others.

You are expected to do nothing to harm the educational experience of other students in the class. This expectation applies to appropriate behavior during class: arriving on time for class, avoiding unnecessary disruptions, etc. You should facilitate instruction, help other students voice their knowledge, help in the expression of ideas, and avoid the use of irrelevant or tangential questions. Do not come to class to sleep (you will be awakened and asked to leave). Do not come to class to text, email, nor to listen to your iPod or MP3 player. If you will be taking notes using your laptop, please do not use the laptop to answer email or to surf the web; we will periodically check the content of your screens.

Collaborative and group learning is encouraged in this course. However, all work submitted in this course must be your own and produced exclusively for this course. Tony assumes all students are familiar with UCSC's policy on academic honesty and integrity (available at: http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/). This is a policy the class will strictly adhere to. Cheating on exams will result in failure and dismissal from the class. As in all UCSC classes, plagiarism is prohibited. The ideas and writings of others are shared contributions to our knowledge; the use of others' work (ideas, quotations, paraphrases) must be properly cited and documented. If you have any questions about academic honesty issues as they pertain to this course, you should consult with Tony or a TA before completing any course requirements.

Save and back up your work in this class! As with all UCSC courses, you are responsible for archiving your papers, exams, and other materials in this course. It is expected that you will copy or back up all work. If material is misplaced, you must be able to reproduce it if requested. Disk crashes and/or lost materials do not excuse you from producing required work.

Tentative Class Schedule and Assignments

Week 1: June 24 and 26

Course introduction • Introduction to the mental disorders
Multidisciplinary and developmental perspectives • The prevalence of mental disorder
Symptoms and clinical assessment • Diagnosis, the DSM, and the ICD • Psychotherapy
Psychopharmacology • Psychosocial and community assistance

Reading: Chapters 1, 2 & 3

Thursday June 26: online quiz for week 1

Monday June 30: first film essay due (submit on eCommons)
(recommended films: *New Asylums*, *Stress*, *The Strangest Village in Britain*)

Week 2: July 1 and 3

Childhood origins • Stress and trauma • Dissociation • Disorders of memory and identity
Anxiety and its disorders • Obsessions and compulsions

Reading: Chapters 14, 4 & 5 (note these are out of the usual order!)

Wednesday July 2: first case study due

Thursday July 3: online quiz for week 2

Monday July 7: quiz 1 essays due

Week 3: July 8 and 10

Problems of mood and affect • Major depression • Mood dysregulation • Bipolar disorder
Treatments for mood disorders • Suicide and suicidology

Reading: Chapter 6, 7 & 8

Wednesday July 9: film or case study due

Thursday July 10: online quiz for week 3

Monday July 14: first diagnostic quiz due

Week 4: July 15 and 17

Preoccupations • Somatoform disorders • Eating disorders
Substance use and addiction • Sexual disorders • Introduction to psychosis

Reading: Chapters 9, 10 & 11

Wednesday July 16: quiz 2 essays due

Thursday July 17: online quiz for week 4

Monday July 21: case study or film essay due

Week 5: July 22 & 24

Schizophrenia and the delusional disorders • The plight of people with serious mental illness
Hospitalization and deinstitutionalization
Personality disorders • The dementias • Disorders of aging

Reading: Chapters 12, 13 & 15

Wednesday July 23: second diagnostic quiz due

Thursday July 24: online quiz for week 5

Friday July 25: quiz 3 essays due

Friday July 25: last day to turn in essay rewrites

Friday July 25: last day to turn in an extra credit 15 point film essay or case study*

*(note that these can be turned in at any time during the quarter)

The PSYC 170 Film series

We have a great set of films for PSYC 170 this year. Most films are on reserve in the media center in the McHenry Library. Note, however, that many can be rented from NetFlix and/or watched online on PBS or HBO.

Essay questions for the films:

The primary purpose of each short film essay is to confirm that you watched the film, and that you did some thoughtful analysis of the film. Each essay should be roughly 600 words (800 words maximum - references, headers, and title are not part of the word count). Write efficiently: each film essay is to contain a film summary (stating an event at the beginning, middle, and end), a summary of a relevant research article, and a critical analysis.

- Addiction* (PLEASE NOTE THIS IS THE HBO FILM series on Addiction. There are many other films with the title "Addiction" that are not acceptable for this assignment): View disc 1 only, or online view the "Centerpiece Documentary" at www.hbo.com/addiction/thefilm/centerpiece/. Summarize the important film segments. What is Donna's rationale for having a warrant put out for her daughter's arrest? Describe two central aspects of adolescent addiction. Describe two treatable aspects of relapse – why can't "they just stop"? Summarize a recent peer-reviewed article from a substance abuse journal and relate it to a problem presented in the film.
- The Bridge*: Summarize the film, give three insights it suggests about suicide, and additional thoughts. Summarize a recent article on suicide from an APA journal and relate it to a problem presented in the film.
- Depression: Out of the Shadows* (PBS): Summarize the film. Describe three scientific findings, the commentary of the Fortune 100 CEO, and two personal experiences of depression in the video. Summarize a recent article on depression from an APA journal and relate the article to topics presented in the film.
- The Devil and Daniel Johnston*: Summarize the film. What are the film's directors and editors trying to portray about Daniel? What do Daniel's activities and symptoms suggest by way of diagnosis? Discuss how Daniel is resilient. Summarize a recent article on the development of serious mental illness from a peer-reviewed journal and relate the article to issues presented in the film.
- Dying to be Thin*: (on reserve and at <http://www.pbs.org/wgbh/nova/body/dying-to-be-thin>) Describe the lifestyles of three women in the film and their ultimate outcome. Discuss the thoughts of one of the protagonists, the thoughts struggling with eating. Comment on two or more outcomes for these women. Summarize a recent article on eating disorders from a peer-reviewed journal and relate the article to issues presented in the film.
- Hope on the Street*: Summarize the film (stating an event at the beginning, middle, and end), and one of the subject's experiences. Discuss the "hope" in their life on the streets. Summarize a recent article (from a peer-reviewed journal) on homeless people with mental illness and relate the article to issues presented in the film.
- Lost Angels: Skid Row Is My Home*. Summarize the film (stating an event at the beginning, middle, and end), and tell the story of two of the protagonists (suggest a diagnosis for each). Describe the survival skills of two of the protagonists. Name a program there and describe how it helps with survival. Summarize a recent article (from a peer-reviewed journal) on homelessness in places like Skid Row and relate the article to issues presented in the film.
- New Asylums* (PBS Frontline <http://www.pbs.org/wgbh/pages/frontline/shows/asylums/view/>): Summarize the mess that jails and prison are in with mental illness (stating an event at the beginning, middle, and end). How did we get in to this mess? What is to be done? Summarize a recent authoritative article on the incarceration of people with mental illness and relate it to an issue presented in the film.
- The Strangest Village in Britain* available on Netflix and YouTube at https://www.youtube.com/watch?v=9lp8lXhX_8g. This film visits the Yorkshire village of Botton, a place where eccentric behavior is celebrated and people who might have difficulty being accepted by the outside world are welcomed. Summarize the way this village works socially and economically, and describe the behavior and treatment of three people there. Summarize an authoritative article about Botton or, better yet, summarize a review of alternative (community-based) care of people with SMI with little or no medicine. Suggest the pros and cons of such programs.
- Stress, Portrait of a Killer* (from National Geographic): Summarize the film. Mention similarities and outcomes in the stress reactions among primates including humans and professors at Stanford. What social arrangements can reduce the life-long effects of stress? What are the implications for managing stress and mental illness? Find a peer-reviewed article by Sapolsky and/or his colleagues and relate it to a topic raised in the film.
- Thin* (on HBO and at <https://www.youtube.com/watch?v=mrUvP5HFp3U>): Name the four young women who are clients at the Renfrew Center. Choose one and describe her diagnostic symptoms. Discuss central issues she is struggling with. Summarize a recent article on eating disorders from a peer-reviewed journal and relate the article to issues presented in the film.
- West 47th Street*: Summarize the film (stating an event at the beginning, middle, and end), and one of the people's particular experience. Discuss the advantages and challenges of their life on the streets. Summarize a recent article (from a peer-reviewed journal) on homeless people with mental illness and relate the article to issues presented in the film.