

Lectures: Tuesdays and Thursdays, 9 AM-12:30 PM, Social Sciences 1 Room 110

Mandatory Sections: A) Tuesdays 1:30-2:40, N. Science Annex 101

B) Tuesdays 5:00-6:10, location TBA

Instructor: Rose Grose • email: rgrose@ucsc.edu • office: Social Sciences 2 Room 343

• office hours: 1:30PM-3:00PM Thursdays and by appointment.

Teaching assistants:

Angela Nguyen • angelanguyen@ucsc.edu • office hours: SS2 Room 203, 3:30-4:30pm Tues

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"...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.

TEXT, READINGS, AND VIEWING MATERIAL

Required Text:

Ronald J. Comer (2014), *Fundamentals of Abnormal Psychology*, 7th Edition, ISBN-13: 9781429295635, Worth Publishers.

The text is available at the Bay Tree Bookstore. You can get a soft cover or a three-ring binder compatible edition.

An eBook is also available from the publisher <http://www.macmillanhighered.com> OR at www.coursesmart.com/

Library Reserves: There will be copies of the text on reserve in the McHenry library (call #:RC454 .C6343 2014)

If you get the text from another source, be sure to get the seventh edition.

Documentary films:

Some films can be rented on Netflix and/or viewed online.

Some are available in the McHenry media center (search for Grose).

Web Resources:

eCommons: Lecture outlines, handouts, assignments, readings, and other materials are available on the class eCommons Website. It also includes a discussion forum for the entire class and class announcements.

Textbook Study Guide: Study guides, practice quizzes, and other materials are available on the textbook web site. http://bcs.worthpublishers.com/comerabpsych8e/#t_748929_____

REQUIRED ACTIVITIES AND ASSIGNMENTS

There is much work to be done in this class, and only 5 weeks in which to do it. The class requires much memorization, factual review, and analysis of ideas. Students are expected to attend lectures and section, read the text before coming to class, read and review case studies (and write essays on them), view instructional films (and write essays on them), complete quizzes and exams, and participate in our department's experimental research program.

Collaborative and cooperative learning is expected. Students are strongly encouraged to form study groups.

Research Participation in the Psychology Department Participant Pool

The Psychology Department requires that all students in this course participate in psychology research projects (surveys or experiments) for a total of 2 hours, or complete an alternative assignment. It is the Psychology Department's policy that students who do not complete this requirement on time will receive a "no pass" for the course. All research participation must be completed by 4 pm on the last day of instruction. *Additional information will be provided on the first day of class.*

Quizzes will be explained in class (some will be online, and some will be given in class).

Weekly Online quizzes due by Midnight *every Thursday*

“Pop” Quizzes can occur in lecture OR in section, they serve as an assessment of attendance.

Film Essay prompts are listed on the last page of this syllabus. Submit via eCommons Assignments. You will do TWO film essays.

Case Studies. You will do TWO case study essays. Prompts and explanations will be provided in section.
Section attendance is mandatory.

A NOTE on 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. The header on each page needs to have page numbers, a shortened essay title, and student last name. APA-style citations and references are required, listed at the end of the essay (not a separate page).

GRADING

All assignments will be turned in via eCommons unless otherwise specified.

Film and case studies must be submitted in .pdf, .doc, .docx or Pages format (no odt files, please) on eCommons, Make sure each file name includes your LAST NAME and the name of the assignment.

Evaluations of student progress will be based on the following required activities:	
•Research Participation, REQUIRED	0 points
•Section/Lecture attendance: Random “pop” quizzes (5 @10 pts each)	50 points
• Online Quizzes (5 total, 30 points each)	150 points
•Essay Quizzes (3 @50 pts each)	150 points
•Diagnostic Quizzes (2 @50 pts each)	100 points
•Film essays (2 @30 pts each)	60 points
•Case Study Essays (2 @30 pts each)	60 points
Total possible points: 570 points	

A tentative grading breakdown: A+ = superior work on all assignments, consistent class attendance, consistent section attendance, plus extra-credit 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 Professor Grose’s discretion.

All grading is criterion-based, which means that students are evaluated on objective criteria rather than on a curve. There is no need for competition and all students have the opportunity to get an A. Helpful class participation can be a tiebreaker in grading.

NO late assignments will be accepted. **Quizzes cannot be taken late or turned in late** without proof of dire circumstances. Students may not arrive more than 15 minutes late for an in-class quiz.

Rewrites and Extra Credit

- You may make-up low scores on film essays #1 and #2 and case study #1 by resubmitting them with corrections at the discretion of the instructor and TA.
- You may submit one (1) extra credit film essay for 15 (possible) additional points.

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 Professor Grose during her office hours or by appointment, *within the first week of Summer Session*.

Contact DRC by phone at 831-459-2089, or by email at drc@ucsc.edu for more information.

THE 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, or to listen to your iPod or MP3 player. If you will be taking notes using your laptop, please only use the laptop for class notes and activities; 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**. Prof. Grose 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 Prof. Grose or a TA before completing any course requirements.

Please note that **students may be disciplined for selling, preparing, or distributing course lecture notes for any commercial purpose**, whether or not the student himself or herself took the notes. The unauthorized sale of lecture notes (and handouts, readers or other course materials) is a violation of campus policies, state law and may also constitute copyright infringement subject to legal action.

REMINDER TO ARCHIVE

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 (email it to yourself!). 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: INTRODUCTION TO ABNORMAL PSYCHOLOGY IN SCIENCE & PRACTICE

Reading: Chapters 1, 2 & 3

TUESDAY June 23

- Course introduction • What is psychological abnormality?
- Multidisciplinary perspectives • Prevalence of mental disorders

THURSDAY June 25

- Symptoms • Diagnosis, the DSM, and the ICD • Assessment Basics
 - Introduction to Treatments (a. psychotherapy, b. psychosocial, c. psychopharmacological)
- Online Quiz #1 DUE (by Midnight)***

WEEK 2: STRESS, MEMORY, ANXIETY

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

MONDAY June 29

Film Essay #1 DUE (by NOON)

[Summer session 1 *drop deadline*]

TUESDAY June 30

- Childhood origins • Stress and trauma • Dissociation

WEDNESDAY July 1

Case Study #1 DUE (by Midnight)

THURSDAY July 2

- Anxiety Disorders • Obsessions & compulsions
- Online Quiz #2 DUE (by Midnight)***

WEEK 3: MOOD & AFFECT, SUICIDE

Reading: Chapter 6, 7 & 8

TUESDAY July 7

Essay Quiz #1 in class

- Problems of mood and affect • Major depression • Mood dysregulation • Bipolar disorder
- (receive prompt for Diagnostic Quiz #1)

THURSDAY July 9

- Treatments for mood disorders • Suicide and suicidology
- Online Quiz # 3 DUE (by Midnight)***

FRIDAY July 10: *Film Essay #2 DUE (by NOON)*

[Summer Session 1 withdraw deadline]

WEEK 4: PROBLEMS OF THE MIND AND BODY

Reading: Chapters 9, 10 & 11

MONDAY July 13

Diagnostic Quiz #1 DUE (by NOON)

TUESDAY July 14

• Somatic symptoms and disorders • Eating disorders

NAMI guest speakers

(receive Diagnostic quiz #2 prompts)

THURSDAY July 16

Essay Quiz #2 in class

• Substance use and addiction • Sexual disorders • Introduction to psychosis

Online Quiz #4 DUE (by Midnight)

WEEK 5: PSYCHOSIS, PERSONALITY DISORDERS, & AGING

Reading: Chapters 12, 13 & 15

MONDAY July 20

Case Study #2 DUE (by NOON)

TUESDAY July 21

• Schizophrenia and the delusional disorders • The plight of people with serious mental illness

• Hospitalization and deinstitutionalization

WEDNESDAY July 22

Diagnostic Quiz #2 DUE (by NOON)

THURSDAY July 23

• Personality disorders • Dementias • Disorders of aging

Online Quiz #5 DUE (by Midnight)

FRIDAY July 24

Essay Quiz #3 DUE on eCommons (by Midnight)

RESEARCH PARTICIPATION DUE (by 4pm)

****Last day to turn in essay rewrites (by 4pm)***

****Last day to turn in an extra credit 15 point film essay (by 4pm)***

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

The PSYC 170 Film series

Some of the films are on reserve in the media center in the McHenry Library; some can be rented from NetFlix and/or watched online on PBS or HBO.

ESSAY PROMPT: 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 700 words (800 words maximum). 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 in which you relate the article to the film and comment.

Film Essay #1 Options

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.

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 at <http://documentarystorm.com/the-strangest-village-in-britain/>): 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.

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.

Stress, Portrait of a Killer (from National Geographic): Summarize the film. Mention similarities and outcomes in the stress reactions among primates and humans. 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.

Film Essay #2 Options

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 film, and detail the film segments you feel are most important. 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.

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.

Depression, The Misunderstood Epidemic: Summarize the film, and quote some of the ways that the people in the field describe depression. Describe the depressions of three of the people interviewed in the film. Summarize a recent article on depression from an APA journal and relate the article to topics 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

Thin: 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.