

University of California at Santa Cruz
Syllabus for Abnormal Psychology (PSYC 170) • Spring 2017

"...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. email: thoffma@ucsc.edu phone: 831 247 5558
office: Social Sciences 2 room #352 office hours: 2PM Tuesdays and Thursdays (and by appointment).

Tony habla el español. Si necesita ayuda para entender los conceptos, palabras, condiciones y/o ideas en este curso, sólo hay que preguntar al profesor.

Teaching assistant, course assistant and learning support:

Michael Vallerga <mvallerg@ucsc.edu> office hr: Tuesdays at 2:00 in SS2 #201 and by appointment
Sam Hughes <sadhughe@ucsc.edu> office hr: Thursdays at 1PM in SS2 room #104 and by appointment
**Learning Support Services is also providing a tutor; use of the tutoring service will be recorded and considered for boosting marginal grades.

Class times and locations:

Lectures: Tuesdays and Thursdays, 9:50AM to 11:25AM in Kresge 321
Sections: A. Tuesdays at 3:20PM in Kresge 323 TA: Michael
 B. Wednesdays at 1:20PM in Kresge 323 TA: Michael
 C. Wednesdays at 2:40PM in Baskin Engr 372 TA: Sam
 D. Wednesdays at 4:00PM in Baskin Engr 372 TA: Sam

Sections will be used to review important material, to prepare for class assignments, and for exams.

Text, readings, and viewing material:

Ronald J. Comer (2016), *Fundamentals of Abnormal Psychology*, 8th Edition, ISBN-13: 978-1-4641-7697-5, Worth Publishers. The text is available at the Bay Tree Bookstore. There is also a three-ring edition available at half the price of the hard cover edition. If you wish to get the semester (longer) version of the text, be sure to get the ninth edition of Comer's *Abnormal Psychology*. There will be copies of the text and its longer edition on reserve in the McHenry and the Science libraries. The publisher of the text offers an e-Book option (accompanied by study tools) that can be purchased for less than the price of a used book. Just go to www.launchpadworks.com and follow these instructions: <http://screencast.com/t/BRCrfGbO14Ga>. You can even get temporary access at no cost to see if you like this option.

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

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 has a FB designed to be an open forum for the entire class. It will be used for class announcements, activities, questions, discussions, items to share, and more. It is reserved in the UCSC FB domain, allowing members only with ucsc.edu email addresses; the page name 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 memorization, factual review, critical problem-solving 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 expected and receives grading points.

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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| Five to ten in-class five-minute quizzes* | 10 points each, approximately a total of | 100 points |
| Section attendance | 5 points each non-exam section, for a total of | 40 points |
| Two diagnostic quizzes* | 50 points each, for a total of | 100 points |
| Three essay exams* | 80 points each, for a total of | 240 points |
| Ten online weekly quizzes* | 25 to 30 points each, approximately a total of | 250 points |
| Three film essays** | 25 points each, for a total of | 75 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.

Writing style: All essays are to be written in APA writing style, with a title page but without an abstract. The header on each page needs to have page numbers and a shortened essay title. APA-style citations and references are required, listed at the end of the essay.

Submissions on eCommons: Film and case studies must be submitted in .pdf, .doc, or .docx 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. A>96%, A->92%, B+>90%, B>85%, B->82%, C+>80%, C>75%. Scores at 74% of the possible points or below will be graded C-, D or F according to Tony's discretion.

At the beginning of the class (and only then), some opportunities will be given to make up low scores by retaking and resubmitting assignments and quizzes. Helpful class participation can be a tiebreaker in grading.

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.

Veterans:

You are welcome and honored here. Please talk to Tony if you need any assistance or accommodation.

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, sms, email, nor to listen to music on your iPod or smartphone. If you will be taking notes using your laptop or smartphone, please only use them 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. 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 and 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.

The PSYC 170 Film series

We have a great set of films for PSYC 170 this year. 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 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 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.

Film essays are to be written in APA writing style, with a title page but without an abstract. The header on each page needs to have page numbers and a shortened essay title. APA-style citations and references are required, listed at the end of the essay.

Addiction (PLEASE NOTE that this is the HBO FILM series on Addiction. There are many other films with the title "Addiction" that are not acceptable for this assignment). If you have the CD set, view disc 1 only; or online view the nine segments in the "Centerpiece Documentary" at www.hbo.com/addiction/thefilm/centerpiece/. Essay prompt: 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.

Angel of Nanjing: The Yangtze River Bridge is one of the most famous bridges in China. It is also the most popular place in the world to commit suicide. Summarize this endearing film, and discuss the selfless work of Chen Si. What does his work suggest about intervention for suicide? Summarize a recent article on suicide intervention from a peer-reviewed social science publication and relate it to Chen Si and/or the "problem with bridges."

The Bridge: (the 2006 British-American documentary film by Eric Steel spanning 365 days of filming at the San Francisco Golden Gate Bridge). Summarize the film, give three insights it suggests about suicide, and additional thoughts. Summarize a recent article on suicide from a peer-reviewed social science publication 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.

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.

I'm Still Here (PLEASE NOTE THIS IS NOT I'm Still Here: The Lost Year of Joaquin Phoenix): Summarize the film (stating an event at the beginning, middle, and end), and the social crisis of at least one of the interviewees, and the street resource work for the homeless mentally ill. Summarize a recent article on serious mental illness from a peer-reviewed journal and relate the article to an issue 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 imDB and YouTube [48 minutes]): 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 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.

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.

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.