

Adult Abnormal Psychology

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Spring 2019

| Course Number | Time | Location | Office Hours |
|---------------|-----------------|----------|--|
| PSY 210 | W/F 10:10–11:30 | OLIN 202 | Tuesdays, 10:30–11:45 & Wednesdays, 12:30–13:30 |

1 Overview

This course is designed to introduce students to adult psychopathology. That is, we will discuss the symptoms and course of the major psychiatric disorders that are diagnosed and treated in adults. We will emphasize a scientific approach to understanding mental illness. This course is concerned with those aspects of the human experience that are **unusual**, **maladaptive**, or **distressing**. We will focus on anxiety, mood, thought, eating, substance use, and personality disorders.

This course will discuss topics that are sensitive or personal to many students. If something discussed in class leaves you feeling upset, please speak to a trusted person about your experience. Further, if you find that you are struggling to cope with some of the topics discussed in class, you may contact Bard Counseling Services, by email at counselingservice@bard.edu or by phone at 845-758-7433.

The course will focus on these mental illnesses through readings, lectures, and class discussion. Students will be invited to discuss topics in class, as well as to react to readings and scientific articles. Although there is some expectation that you will learn the facts and figures upon which psychological science is based, our focus in this course will be on understanding and responding to course material. Lectures will supplement readings, and will be used to thoroughly examine current thinking in clinical psychology, to provide greater detail on particular topics.

You will be graded with two exams, written assignments, and a group presentation, all of which are discussed below.

Pre-requisites: Introduction to Psychology, or permission of instructor

This course fulfills the psychology major's Cluster A requirement.

2 Readings

Primary text: Hooley, J.M., Butcher, J.N., Nock, M.K., & Mineka, S. (2017). *Abnormal Psychology*, 17th ed. Pearson: Boston, MA. ISBN 0133852059.

This course uses the textbook *Abnormal Psychology*. You can purchase this textbook from the bookstore, or online. Please use a recent version (i.e., the 16th edition may be appropriate, but the 15th edition was published before the introduction of the *DSM-5* and thus may contain incorrect information).

You may choose to purchase a copy of the *Diagnostic and Statistical Manual of Mental Illness, 5th Ed.* (ISBN-13: 978-0890425558). The *DSM-5* is the primary manual for diagnosis, and you will want to refer to it throughout the course. At least one copy will be on reserve in the library during the semester.

Supplementary readings will be posted on Moodle. These supplementary readings are referred to by the author's surname in the schedule below. Supplementary readings are likely to be the basis of class discussion. Your Moodle enrollment key is *diagnosticS19*, which is case-sensitive (note the capital S).

3 Grading

Your grades in this course will come from seven different assignments: two exams, four writing assignments, and a group presentation.

All told, you can earn 200 points in this course:

| Points | Assignment |
|--------|----------------------------------|
| 50 | Exam 1 |
| 50 | Exam 2 |
| 20 | Case Study |
| 30 | Portrayals of Mental Illness |
| 20 | Response Papers (10 points each) |
| 30 | Group Presentation |
| 200 | (Total) |

3.1 Exams

Exams will be made up of short-answer questions, including multiple choice, in which you will be expected to demonstrate your understanding of course materials. You may not

make up exams. The first exam will be in class on the date indicated on your syllabus. The second exam will be a take-home essay exam, due through Moodle on the final day of the semester.

3.2 Writing Assignments

There will be several writing assignments during this course. Papers should be submitted on Moodle as PDFs named with your last name and the assignment name (e.g., “Dainer-Best case study.pdf”). All papers should be submitted before class begins. Late assignments will have an additional 10% of points deducted for every day they are late, e.g., a response paper that is two days late will lose 2 points.

3.2.1 Case Study

You will be asked to write a 3–4 page response to a case vignette, in which you make an argument for a diagnosis and appropriate treatment recommendations, based on your readings. The case study is due on the date listed on the schedule in your syllabus.

3.2.2 Fictional Portrayals of Mental Illness

We all read and watch many works of fiction which attempt to represent mental illness. We will read some examples of this in this course. You will be asked to write a 4–5 page essay in which you choose a work of fiction that we have **not** read in class, and use examples from that work, from your textbook, and from the *DSM-5* to explain why it is or is not a good portrayal of mental illness. If you are unsure whether a topic is appropriate, please email me or come to office hours to discuss. This essay is due on the date listed on the schedule in your syllabus.

3.2.3 Response Papers

Two response papers of 1–2 pages each are expected during the semester, as responses to the assigned supplemental readings (i.e., not the textbook). These response papers should critique or in another way respond to the reading. At a minimum, one response should be to an article published in a peer-reviewed journal. The other response may be to any of the supplemental readings you wish. These response papers should cite sources in APA style, and follow the guidelines of academic integrity. They are due *before class begins* on the day the reading is assigned. **It is your responsibility to turn in these papers without prompting.** At least one of these response papers should be turned in before the mid-term, as indicated on the schedule below.

3.3 Group Presentation

Students will be expected to make a 15-minute group presentation in the second half of the semester, in groups of four students, on a mental illness or treatment not discussed in class. Topics and groups **must** be approved beforehand. Each student should prepare their own materials, and speak for approximately $\frac{1}{4}$ of the time—all group members should contribute to creating a cohesive presentation. Presentations will occur at the end of each class for the final three classes.

4 Class Policies

4.1 Accommodations

If you have already been approved to receive accommodations by the Disability Support Coordinator, please contact me and we can meet privately to discuss what you will need within the first two weeks of the semester. We will work together to make this course a supportive learning environment for all students.

4.2 Attendance

I expect you to attend class and participate in discussions. If you must miss a class, please let me know by sending me an email explaining your absence.

4.3 Plagiarism

I expect you to be familiar with what plagiarism is and is not. You may not present someone else's work as your own without proper citation. You may not copy someone else's work. You may not simply reword text from another source without giving credit. Please cite others' work where relevant, and use your own writing. If you are not sure about the definition of plagiarism, or whether something constitutes plagiarism, please consult with me or with someone at Bard's Learning Commons. Students caught plagiarizing will be reported to the Academic Judiciary Board, will get no credit for the assignment, and may fail the course.

5 Schedule

The schedule may change over the course of the semester. Changes to assignment dates will be announced via email or Moodle. You are responsible for following the readings, showing up to class prepared for discussion, and turning in assignments on-time.

| Date | Topic | Chapter | Additional Reading | Due |
|----------|---|-----------|-----------------------------------|--------------------------------|
| Jan 30 | Abnormal Behavior: Definition | | Syllabus | |
| Feb 1 | Abnormal Behavior: Definition II | 1.1–1.4 | Szasz | |
| Feb 6 | Abnormal Behavior: History | 2 | | |
| Feb 8 | Clinical Research Methods | 1.5–1.9 | Guglielmi | |
| Feb 13 | Clinical Assessment | 4 | | |
| Feb 15 | Clinical Assessment II | | Aviv | |
| Feb 20 | Mood Disorders: MDD | 7.1–7.3 | Wallace | |
| Feb 22 | Mood Disorders: BPD | 7.4–7.7 | Jamison; Forney | |
| Feb 27 | Suicide | 7.8–7.9 | Brosh; Friend | |
| Mar 1 | Anxiety Disorders: Fear | 6.1–6.4 | | |
| Mar 6 | Anxiety Disorders II | 6.5–6.8 | Barlow et al. | |
| Mar 8 | Health Psychology & Stress | 5.1–5.6 | Chekroud et al. | 1 st Response Paper |
| Mar 13 | PTSD | 5.7–5.8 | | Case Study |
| Mar 15 | Midterm Exam | | | Exam I |
| (Mar 20) | <i>No class: Spring Break</i> | | | |
| (Mar 22) | <i>No class: Spring Break</i> | | | |
| Mar 27 | Eating Disorders | 9.1–9.3 | Vitousek et al. | Groups/topics |
| Mar 29 | Obesity | 9.4–9.6 | Hobbes | |
| Apr 3 | Cross-cultural Clinical Psychology | 3.6; 16.5 | Betancourt et al.; Matsuno | |
| Apr 5 | Alcohol Use Disorders | 11.1–11.3 | Skinner et al. | |
| Apr 10 | Substance Use Disorders | 11.4–11.9 | | |
| Apr 12 | Schizophrenia | 13 | | |
| Apr 17 | Schizophrenia II | | | Portrayals |
| Apr 19 | Sexual and Gender Identity | 12 | Pan et al.; Richards et al.; Belc | |
| Apr 24 | Personality Disorders | 10.1–10.4 | Linehan et al. | |
| Apr 26 | Personality Disorders II | 10.4–10.8 | Seabrook | |
| May 1 | Introduction to Treatment | 16 | Leichsenring and Leibing | |
| May 3 | Group Presentations I | | | Groups A, B & C |
| (May 8) | <i>No psychology classes for Boards</i> | | | |
| (May 10) | <i>No psychology classes for Boards</i> | | | |
| May 15 | Group Presentations II | | | Groups D, E, & F |
| (May 21) | (Final Exam due) | | | Exam II |

Citations follow for the above-mentioned readings which supplement the textbook. PDFs are available on Moodle.

Aviv, R. (2011, May). God knows where I am. *The New Yorker*. Retrieved from <https://www.newyorker.com/magazine/2011/05/30/god-knows-where-i-am>

Barlow, D. H., Gorman, J. M., Shear, M. K., & Woods, S. W. (2000). Cognitive-behavioral therapy, imipramine, or their combination for panic disorder: A

- randomized controlled trial. *JAMA*, 283(19), 2529–2536. <https://doi.org/10.1001/jama.283.19.2529>
- Belc, K. M. (2018, September). Breasts: A history. *Granta*, 144. Retrieved from <https://granta.com/breasts-a-history/>
- Betancourt, J. R., Green, A. R., Carrillo, J. E., & Owusu Ananeh-Firempong, I. (2003). Defining cultural competence: A practical framework for addressing racial/ethnic disparities in health and health care. *Public Health Reports*, 118, 293–302.
- Brosh, A. (2013). Depression part II. In *Hyperbole and a half: Unfortunate situations, flawed coping mechanisms, mayhem, and other things that happened* (pp. 121–156). New York: Simon & Schuster.
- Chekroud, S. R., Gueorguieva, R., Zheutlin, A. B., Paulus, M., Krumholz, H. M., Krystal, J. H., & Chekroud, A. M. (2018). Association between physical exercise and mental health in 1.2 million individuals in the USA between 2011 and 2015: A cross-sectional study. *The Lancet Psychiatry*, 5(9), 739–746. [https://doi.org/10.1016/S2215-0366\(18\)30227-X](https://doi.org/10.1016/S2215-0366(18)30227-X)
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- Guglielmi, G. (2018, May). Who gets credit? Survey digs into the thorny question of authorship. *Nature News*. Retrieved from <https://www.nature.com/articles/d41586-018-05280-0> <https://doi.org/10.1038/d41586-018-05280-0>
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- Matsuno, E. (2019). Nonbinary-affirming psychological interventions. *Cognitive and Behavioral Practice*. <https://doi.org/10.1016/j.cbpra.2018.09.003>
- Pan, L., Erlick, E., Moore, A., & et al. (n.d.). *The gender unicorn*. Retrieved from <http://transstudent.org/gender>
- Richards, C., Bouman, W. P., Seal, L., Barker, M. J., Nieder, T. O., & T’Sjoen, G. (2016). Non-binary or genderqueer genders. *International Review of Psychiatry*, 28(1), 95–102. <https://doi.org/10.3109/09540261.2015.1106446>
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