

Duquesne University
Psychological Disorders
22529 PSYC 252W – 61
Spring 2018
6pm – 8:40pm W
CH 351

Instructor: Elizabeth Fein, Ph.D.
Office: Rockwell 206
Office Hours: Wednesday 4 – 5; Thursday 11 – 12; by appointment
Contact: feine@duq.edu

Course Overview

In this course, we will learn about human experiences that are both ordinary and extraordinary, focusing on those that have been characterized as psychological disorders. We will learn how various communities and individuals make sense of mental and emotional suffering, and of behavior that breaches social norms and expectations. We will explore questions like: what does it mean to define these experiences as illnesses? Why do different societies come to understand these experiences in significantly different ways? How do we best help those who are troubled by these experiences?

We will be guided in our exploration by the diagnostic system most widely in use, within the United States, which is the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). However, we will also discuss other possible ways of thinking about these conditions, examining their differences and similarities.

Department-Specific Learning Goals

By exploring the ways that different cultures and communities, both within and outside the United States, make sense of psychological distress and work toward healing, we will become more *critically and socially engaged with the contemporary world, including being appreciative of its many forms of diversity*. Writing (and rewriting) papers that compare different perspectives, and discussing these complex issues (including the requirement that all students contribute to discussion) will help us learn to *communicate ideas effectively*. Students in this course will become familiar with the content and history of the DSM-5, as well as critiques of and alternatives to that system. Comparing the variety of approaches to psychological disorder within psychology and psychiatry, as well as other disciplines, will give us a broad-based understanding of *the fundamental concepts, issues, and interest areas of psychology, both as a human science and a natural science*. We will use a variety of genres, including autobiography, graphic novels, songs and spoken word pieces about the lived experience of psychological disorder, to *think critically and creatively about human psychology and life as a whole*. Becoming familiar with these ways of understanding human suffering and healing will help prepare students for *careers and/or graduate study in psychology, social work, and counseling, and in related fields such as education, business, law, health care, and human services*.

Course Readings

The readings for this class (or links, if the assigned reading is a web page or other online resource) will be available under Course Documents.

You are not required to purchase a textbook for this class. ***Instead, you are expected to print out readings or otherwise have them available and bring them to class.*** You will need them to participate fully in class.

Readings for most weeks of the course include a sheet containing text from the *Diagnostic and Statistical Manual of Mental Disorders: Fifth Edition*, as well as several other readings.

Course Requirements

Attendance/Participation:

This class will consist of some lecturing by me, and some discussion by all of us. In order to benefit fully from this class, you will need to attend class regularly and participate actively in discussion. **You are expected to make at least one comment in class per week, and your attendance/participation score will be determined in part by whether you have done so.** If you are a quieter student and find this difficult, we can work together to find ways for you to participate in discussion that feel more comfortable for you. Please come on time to class; repeated tardiness will lower your attendance/participation grade. You can miss two classes for any reason without penalty; missing more than two classes for any reason will significantly impact your score for attendance/participation.

Synthesis Papers:

One of the most important skills you will develop in this course is the ability to bring together different perspectives, recognizing the strengths and limitations of each. To help develop this ability, four times throughout the semester, you will write a brief “synthesis paper” that brings two course readings into conversation with each other. At least one of these readings should have been assigned since the last paper was due. These papers should be about two pages long, and accomplish three tasks:

1. Briefly introduce the readings that you will be discussing, by summarizing their main points in one to two sentences each.
2. Relate the two readings to each other in some way. For example, you could write about how a point overlooked in one reading is addressed in another, or about how two different authors write about the same thing, but look at it in two different ways, or about how two different authors rely on different kinds of evidence to make their point.
3. Make an observation or raise a question for discussion *that emerges from this discussion*. Your final point *must* connect to what you wrote about *both* readings and how they relate to each other, rather than being connected to only one of the readings or being something you find interesting for other, unrelated reasons. You will not get full credit unless you have a distinct final observation or question that draws on both readings AND the connection you have made between them. Before you submit your paper, ask yourself whether your final point could have been made using only one of the readings; if so, you should change it to something that relies on both readings.

At any point during the semester, you can rewrite **one** of your synthesis papers based on the feedback you received, and the new grade will replace your old one.

Midterm Examination and Final Examination:

This course has a midterm and a final. Both of these will consist of a combination of multiple-choice/short answer questions and a longer essay. The multiple choice/short answer questions will assess your knowledge of specific course content; the essay question will encourage you to think and write about some of the “big questions” that we have discussed throughout the semester.

Spot Quizzes:

To encourage all students to come to class prepared, at several points throughout the semester, class will begin with a quiz to assess whether or not you have completed the readings for class that day. At least one of these quizzes will allow you to look at the readings; please bring them. *If you are absent on a day we have a quiz, and contact me to let me know that you were absent, you will be offered the opportunity to do a makeup assignment.*

Grading for the course

There are a total of 1000 points to be earned over the course of the semester. Points are assigned as follows:

Synthesis Papers: 100 points each, for a total of 400 points (40% of final grade)

Midterm: 200 points (20% of final grade)

Final Exam: 200 points (20% of final grade)

Attendance/Participation: 100 points (10% of final grade). Students who miss two or fewer classes and who speak up in class at least once each week will get the full 100 points; those who do not will get a significantly lower score.

Spot Quizzes: 20 points each, for a total of 100 (10% of your final grade).

Grades will be assigned as follows:

930 – 1000:	A	(93 – 100 percent of possible points)
900 – 929:	A-	(90 – 92.9 percent of possible points)
870 – 899:	B+	(87 – 89.9 percent of possible points)
830 – 869:	B	etc.
800 – 829:	B-	
770 – 799:	C+	
700 – 769:	C	
600 – 700:	D	
Less than 600:	F	

Grading rubrics, which explain in more detail how your synthesis papers, exam essays, and attendance/participation will be scored, are available under Course Documents.

Note about Blackboard Portfolios

If you are a psychology major and you have already taken or are currently taking PSYC 102 (Orientation to the Psychology Major) you **must** upload at least one of your four synthesis papers to your Blackboard portfolio. You may do this at any time during the semester, but it must be done by the end of classes. We will be in touch about the final deadline. You cannot receive your grade from this class until you have done this.

Policies

Absences:

You are allowed **two absences** over the course of the semester. If you miss class more than twice, it will lower your grade for attendance/participation.

Late Assignments:

Synthesis papers must be turned in by 5pm on the day they are due. Synthesis papers turned in late will be penalized one letter grade. Synthesis papers will not be accepted more than three days after their due date unless prior arrangement has been made with me. If unusual life circumstances are preventing you from getting your work done on time and you would like to be granted an extension, come speak to me *before* the due date; documentation such as a doctor's note will help you make a stronger case.

Makeup Exams:

Makeup exams will be offered only in extraordinary circumstances in which it is impossible or very difficult to take the exam at the regularly scheduled time.

Academic Integrity:

Students at Duquesne University are expected to adhere to the highest standards of academic integrity and honesty, and consequences for violating these standards are very serious. The University policy on academic integrity can be found at:

http://www.duq.edu/documents/academic-affairs/_pdf/academic-integrity-5-1-12.pdf.

Technology:

Laptop computers and mobile electronic devices can be used in class only to access course readings and other course materials.

Disability Support:

Students with documented disabilities are often entitled to accommodations in the classroom. If you require such accommodations, please contact the Office of Freshman Development and Special Student Services in 309 Duquesne Union (412-396-6657), and then speak with me, as soon as possible, so that we can get them set up for you in this class. *Regardless of whether you have a documented disability, please come talk to me if you feel that something about the classroom environment is getting in the way of your active participation or learning process.*

Veterans and active duty military personnel with special circumstances are welcome and encouraged to communicate these to me, in advance if possible.

Office Hours:

I am always happy to meet with students. If you'd like to meet with me outside of class, or if I have suggested that you do so, you can send me an email and we'll set up a time to talk.

Please see me if you are having a problem with some aspect of the course, but also keep in mind that office hours are not only a time to address problems. I'd be happy to talk with you about your areas of special interest, help you find further readings, discuss longer-term goals, et cetera.

I aim to respond to all emails within 24 - 48 hours, on Monday – Friday. I generally do not respond to emails on weekends or holidays. Please plan accordingly.

Course Schedule and Assignments

Date	Topic	Please come to class having read:
January 10 th	Introduction: What Is Psychological Disorder?	Luhmann, Tanya (2000). Of two minds: the growing disorder in American psychiatry.) Introduction (3 – 24)
January 17 th	Ways of Understanding Psychological Disorder	<p>Spiegel, Alix (2005). The dictionary of disorder: how one man revolutionized psychiatry. <i>New Yorker</i>.</p> <p>Insel, Thomas (2013) Director’s Blog: Transforming Diagnosis. (link under Course Documents)</p> <p>Hinton, Devon and Lewis-Fernandez, Robert. Idioms of distress among trauma survivors: subtypes and clinical utility. <i>Culture, Medicine and Psychiatry</i>, 34 (209-218).</p> <p>McWilliams, Nancy (2011). <i>Psychoanalytic Diagnosis</i> (excerpt)</p>
January 24 th	Anxiety: Freudian and Humanistic Approaches	<p>May, Rollo and Yalom, Irvin. Existential Psychotherapy. <i>Current Psychotherapies</i>.</p> <p>DSM-5: ANXIETY DISORDERS I</p>
January 31 st	Anxiety: Behavioral Approaches	<p>Chellingsworth, Marie and Paul Farrand. Exposure and habituation for specific phobias in low intensity CBT.</p> <p>DSM-5: ANXIETY DISORDERS II</p>
First Synthesis Paper Due February 2nd at 5pm		
February 7 th	Depression: Cognitive and Object Relations Approaches	<p>Brosh, Allie. (2011) <i>Hyperbole and a Half</i> “Adventures in Depression” “Depression Part Two” (links under Course Documents)</p> <p>Burns, David. (1999) <i>The Feeling Good Handbook</i>. “You Can Change the Way You Feel” and “Ten Ways to Untwist Your Thinking”</p> <p>McWilliams, Nancy (2011). <i>Psychoanalytic Diagnosis</i> (27-36) “Ego Psychology” “The Object Relations Tradition”</p> <p>DSM-5: DEPRESSIVE DISORDERS</p>
February 14 th	Depression: The Cultural Shaping of Experience and Distress	Watters, Ethan. (2010). <i>Crazy like us: the globalization of the American psyche</i> . Chapter 4: "The Mega-Marketing of Depression in Japan"

February 21 st	Psychosis: At The Intersection of Neurobiology and Social Life	<p>Luhrmann, Tanya (2007). Social defeat and the culture of chronicity: or, why schizophrenia does so well over there and so badly here. <i>Culture, Medicine and Psychiatry</i> 31(2):135-172.</p> <p>Aviv, Rachel (2010). Which way madness lies: can psychosis be prevented? <i>Harper's Magazine</i> (35-46).</p> <p>DSM-5: SCHIZOPHRENIA SPECTRUM AND OTHER PSYCHOTIC DISORDERS</p>
February 28 th	MIDTERM EXAM	
March 7 th		NO CLASS
March 14 th	Autism Spectrum Conditions: Understanding Neuro-Developmental Difference	<p>Chew, Kristina (2013). Autism and the task of the translator. From <i>Worlds of Autism: Across the Spectrum of Neurological Difference</i> (Joyce Davidson and Michael Orsini, ed). Minneapolis: University of Minnesota Press (305-316).</p> <p>Bagatell, Nancy (2010). From Cure to Community: Transforming Notions of Autism. <i>Ethos</i>, 38(1): 33-55.</p> <p>Herren, April (2012). Loud Hands. From <i>Loud Hands: Autistic People, Speaking</i>. Washington DC: The Autistic Press</p> <p>DSM-5: NEURODEVELOPMENTAL DISORDERS</p>
Second Synthesis Paper Due March 16th at 5pm		
March 21 st	Trauma, Dissociation and Trance: Political and Spiritual Approaches	<p>Herman, Judith. (1992). <i>Trauma and recovery: the aftermath of terror - from domestic abuse to political terror</i>. New York: Basic Books. "Terror" (33-50).</p> <p>Kupfer, D. (2008). Like wandering ghosts: Ed Tick on how the US fails its returning soldiers. <i>The Sun</i> (June, 2008). 4-12.</p> <p>DSM-5: TRAUMA AND STRESSOR-RELATED DISORDERS; DISSOCIATIVE DISORDERS</p>
<p>Extra Credit Assignment: Go to the Duquesne Military Services web site (link under Course Documents) and review the web page and the PowerPoint presentation posted there. Write a 1 – 2 page response that relates this material to one other reading from this week. Submit by 5pm on March 23rd (10 points possible).</p>		
March 28 th		NO CLASS

April 4 th	Three Stories About Mood Dysregulation: Borderline Personality Disorder, Bipolar Disorder, and Disruptive Mood Dysregulation Disorder	<p>Jamison, Kay (2009). <i>An unquiet mind: a memoir of moods and madness</i>. "Flights of the Mind" (67-89)</p> <p>Egan, Jennifer (2008). The bipolar puzzle. <i>New York Times</i></p> <p>Linehan, Marsha (1993). <i>Cognitive-Behavioral Treatment of Borderline Personality Disorder</i>. Excerpt from "Biosocial Theory: A Dialectical Theory of Borderline Personality Disorder Development". (42-52).</p> <p>DSM-5: PERSONALITY DISORDERS; BIPOLAR AND RELATED DISORDERS; DISRUPTIVE MOOD DYSREGULATION DISORDER</p>
Third Synthesis Paper Due April 6th at 5pm		
April 11 th	Disorders of Consumption: Eating Disorders	<p>Bordo, Susan. (1985). Anorexia nervosa: psychopathology as the crystallization of culture. <i>Philosophical Forum</i>, 17(2).</p> <p>Becker, A. <i>et al.</i> (2002). Eating behaviours and attitudes following prolonged exposure to television among ethnic Fijian adolescent girls. <i>British Journal of Psychiatry</i>, 180. (509-514).</p> <p>Udovitch, Mim. (2002). A secret society of the starving. <i>New York Times Magazine</i>.</p> <p>DSM-5: FEEDING AND EATING DISORDERS</p>
April 18 th	Disorders of Consumption: Addictions	<p>Thombs, Dennis. (2006). <i>Introduction to addictive behaviors: third edition</i>. New York: Guilford Press. Chapter 1: "The multiple conceptions of addictive behavior and professional practice today" (1-17)</p> <p>Schüll, Natasha Dow. (2010). <i>Addiction by design: machine gambling in Las Vegas</i>. Princeton, NJ: Princeton University Press. "Mapping the Machine Zone" (1-27)</p> <p>DSM-5: SUBSTANCE-RELATED AND ADDICTIVE DISORDERS</p>
Fourth Synthesis Paper Due April 20th at 5pm		
April 25 th	Conclusion	No assigned readings
Synthesis Paper Rewrite Due April 27th at 5pm		
FINAL EXAM: May 2nd, 6:30 – 8:30 pm		