

**Psychology 270**  
**Abnormal Psychology -- Spring 2014**  
3:30-4:45 T-Th BSB 145

Lecturer: Katherine Noll, Ph.D.

Office: 1018 D BSB

Office hours: 9:30-11:30 am, or by appointment, Tuesdays and Thursdays

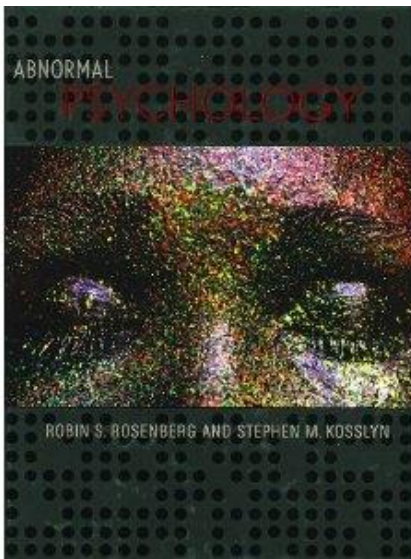
Email: [klmnoll@uic.edu](mailto:klmnoll@uic.edu)

Teaching Assistants:

Davi Lakind E-mail: [rlakin3@uic.edu](mailto:rlakin3@uic.edu) Office: 3019 BSB

Michael Wilson E-mail: [mwilso31@uic.edu](mailto:mwilso31@uic.edu) Office: 3031 BSB

**Text:** *Abnormal Psychology*, by Robin S. Rosenberg and Stephen M. Kosslyn



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**Course description:**

Have you ever watched someone walking down the street, shouting and gesticulating, and you were pretty sure they weren't talking into a mobile phone headset? Have you wondered what was happening with them? Or has someone you knew told you they believed someone was trying to hurt them, and you were pretty sure they were imagining it? Have you known someone who is so anxious they can't function? Or who throws up intentionally in order to try to keep their weight down, or to get high? Have you known anyone who has seemed almost too happy, even while making poor decisions that seemed likely to lead to undesirable consequences, or someone who is so depressed or sad that they can't do the things they need to do? What about someone who drinks too much, or uses illegal drugs?

Perhaps more importantly, do you sometimes wonder if you yourself, or a member of your family, are mentally ill? Many students suffer from significant anxiety, and many are seriously depressed even when everything in their lives seems to be going well. Being a student can be very stressful, and sometimes it can seem as though you are going to "lose it," to "go off the deep end."

This course is going to be a survey of different ways in which people's thinking, feeling, and behaving can be disordered, dysfunctional, or markedly different from most people's. Because of how broad and deep this field is, the coverage of each topic will necessarily be somewhat superficial, but it should help you find some direction about how you might learn more.

You will be responsible for knowing what is in the textbook, but also for what I say in my lectures. I will tell you some things that are not in the book. I will try to make it clear what you will need to remember from what I say that isn't in the textbook. I will use PowerPoints in class to help you follow my lectures. The PowerPoints are essentially my lecture notes (and therefore you may think I'm "reading from them"), but I will post them in Blackboard, under Course Documents, for you to print out and bring to class to assist you in taking notes. I will delete some words and phrases from the PowerPoints I post on Blackboard, however, so that you will have to come to class to fill them in. This should help you pay attention to what I am telling you about the material. You can fill in most of the blanks from the material in the textbook, but I will say some things in class that will be on the exams and are not in the book or the PowerPoints.

I hope this will be an adventure for you, and a worthwhile one. But you will get out of the course what you put into it—if you put little into it, you will come out of it with little new understanding. If you really put in the time and effort, you

will have sampled what is for me just about the most fascinating subject in the world.

This syllabus may seem very long. This is because I have spelled out the requirements for the course in great detail so that you won't have any doubts about what will be expected from you in order to do well and get a good grade, not to mention learning about abnormal psychology. You don't need to read the whole syllabus all at once, although you may--the last half of it is simply a careful description of the homework and essay papers that will be required. Whenever you have a question about what is wanted, or when something is due, refer to the syllabus, and the information should be there. If you send me an e-mail saying, "When is the exam?" you will be likely to get a very testy response. And I get very irritable when someone e-mails me saying, "What's supposed to be in the homework? It isn't in the syllabus." ***Do know what is in the syllabus.*** It's my contract with you, and if I don't follow the rules you can say that I'm not keeping to what I said you would need to do for your grade.

## Schedule:

I'm going to race through the first five chapters—they are important, but I want to leave more time to cover the disorders themselves. After that, I think you will find the material more interesting.

<b>Date:</b>	<b>Assignment:</b>	<b>Lecture Topic:</b>
1/14/2014	Read through the syllabus carefully!	Introduction, syllabus, expectations for the course
1/16/2014	Read Chapter 1	Chapter 1--History of Abnormal Psychology
1/21/2014	Begin reading Chapter 2	Chapter 2-- Understanding Psychological Disorders
1/23	Finish reading Chapter 2, Begin Chapter 3	Finish Chapter 2, Begin Chapter 3--Clinical Diagnosis and Assessment
1/28	Finish Chapter 3	Finish Chapter 3
1/30	Read Chapter 4 Study for Exam	Chapter 4--Foundations of Treatment
2/4	Read Chapter 5 Study for Exam	Chapter 5—Researching Abnormality
<b>2/6</b>		<b>First Exam on Chapters 1-5</b>
2/11	Read Chapter 6	Chapter 6-- Mood Disorders and Suicide
2/13	Finish Chapter 6	Finish Chapter 6
2/18	Read Chapter 7	Chapter 7—Anxiety Disorders
2/18	<b>First Homework on Chapter 6 Due by 11:59 p.m.(see syllabus for directions)</b>	
2/20	Finish Chapter 7	Finish Chapter 7
2/20	<b>First Paper Due by 11:59 p.m.</b>	
2/25	Read Chapter 8	Chapter 8--Dissociative and Somatoform Disorders
2/25	<b>Second Homework Due on Chapter 7</b>	
2/27	Finish Chapter 8	Finish Chapter 8
3/4	Read Chapter 9	Chapter 9—Substance Use Disorders
3/4	<b>Third Homework Due on Chapter 8</b>	
3/6	Finish Chapter 9 Study for Exam	Finish Chapter 9
3/11	Begin Chapter 10	Begin Chapter 10—Eating Disorders
3/11	<b>Fourth Homework Due on Chapter 9</b>	
3/13	Finish Chapter 10 Study for Exam	
<b>3/18</b>		<b>Second Exam on Chapters 6 - 10</b>

3/20	<b>Fifth Homework Due on Chapter 10</b>	
3/20	Begin Reading Chapter 11	Chapter 11—Gender and Sexual Disorders
<b>3/24 – 3/28</b>		<b>Spring Break!</b>
	Write Second Paper	
4/1	Finish Chapter 11	
<b>4/1</b>	<b>Second Paper Due by 11:59 p.m.</b>	
4/3	Begin Chapter 12	Chapter 12—Schizophrenia and Other Psychotic Disorders
4/3	<b>Sixth Homework Due on Chapter 11</b>	
4/8	Finish Chapter 12	Finish Chapter 12
4/10	Begin Chapter 13	Chapter 13—Personality Disorders
4/10	<b>Seventh Homework Due on Chapter 12</b>	
4/15	Finish Chapter 13	
4/17	Begin Chapter 14	Begin Chapter 14—Childhood Disorders
4/17	<b>Eighth Homework Due on Chapter 13</b>	
4/22	Finish Chapter 14	
4/24	Begin Chapter 15	Chapter 15—Cognitive Disorders
4/24	Study for Third Exam <b>Ninth Homework Due on Chapter 14</b>	
4/29	Finish Chapter 15	
4/29	<b>Tenth Homework Due on Chapter 15</b>	
<b>5/1</b>		<b>Third Exam on Chapters 11 - 15</b>
	Study for Final	
<b>Friday 5/9</b>		<b>Comprehensive Final Exam (Required) Probably Friday May 9<sup>th</sup>, 1:00-3:00 pm, 145 BSB However—check back; Final Exam Schedule not yet published</b>

**A Warning:** Do not schedule a trip before the final exam. The semester is not over until the end of finals week, and I will not excuse you from the final or give it to you earlier than the scheduled time. I don't care how much cheaper the plane tickets are then, or how much more convenient it would be to begin your vacation early.

**Email:** Always enter at least the **course name and number in the subject line**; and a hint about your question helps. Filling in the subject line keeps your message from disappearing because of a spam filter and it helps us know what to do to answer your question. Email sent without something in the subject line will be returned for that information, wasting time for both of us. My e-mails to you may come from my own UIC account, or they may come from Blackboard. In any case, you must check your UIC e-mail account regularly. "I didn't get the e-mail" won't be an excuse for not knowing about messages that have been sent to the whole class.

For most of what you need you should write first to your TA, and write to me only with questions your TA can't handle. This means all questions having to do with assignments and grading should be submitted first to your TA. If you and your TA can't resolve your issue, then you may write to me. However, I will back up your TA on nearly all decisions, so don't come to me looking for a higher grade or a more desirable answer to a dispute.

**Expectations and Evaluation:** Your grade will be computed from several sources of information. There will be three multiple-choice exams. Each will consist of 50 multiple-choice questions. Each will count 100 points (so your score, including the points added for the curve, will be doubled). The lowest of these three will be dropped. There will be **no makeup exams**. **Don't skip the first exam**—you may need to be able to miss one later because of illness, family problems, car breakdowns, train wrecks, or some other emergency, and you don't want to have used up your dropped score before that. For that matter, *don't skip any exams*—you don't lose anything by coming to the exam even if you haven't been able to prepare as well as you would like, because if you get a low score that can be your dropped score, and you might surprise yourself and do well. I've seen that happen. If you skip the first exam and then have an emergency when one of the other exams is scheduled, you are out of luck.

Most of the questions will be from material covered in both the book and the lectures, but some will be from material covered only in the lectures and some from material covered only in the book. The first three exams will be on the material covered up to that exam, or since the last exam.

There will also be a **comprehensive final exam worth 100 points. It will also be 50 questions. It is not optional. You may not skip the final or drop that score from your average.** The reason I don't allow you to skip the final, even if you have great grades going into the final, is that a review of the material will really increase how much of what the course covered you will be able to remember later.

Please understand that one of your three sectional test scores **will be dropped**. In the past several students have suggested that they could improve their grade in the course by counting all three of their test scores toward their final 500 points. Nice try. This will not be possible.

There are two regular essay-writing assignments, for 50 points each. **These writing assignments will be described at the end of this syllabus.**

Eight (8) extra credit points can be earned by submitting the essays (but not the homework) early. Uploading your essay paper to Safe Assignment by **midnight two days before it is due** (that is, if it's due on Tuesday, uploading it by the previous Sunday night).

There will be **ten (10) homework assignments**. Homework submitted after midnight on the due date will not be accepted. Homework should be approximately two pages long. Each homework assignment will count up to 10 points. The homework assignments have a total point value of 100 points, the same as each one of the exams. The due dates are clearly identified in the Schedule. The single exception is the final homework, which is due the evening we finish that chapter. **It is your responsibility to monitor the dates when they are due.** A description of the requirements for the homework assignments appears at the end of the syllabus.

**Safe Assignment: All written assignments, the homework and the essays, must be submitted electronically through Safe Assignment by the time they are due.** Safe Assignment searches to see if any parts of your work were copied from other sources. In addition, Safe Assignment creates a record of exactly when your work was submitted. While it is a good tool, it is not foolproof. If you run into trouble getting something to upload into Safe Assignment, **immediately send it as an attachment to your TA (not to me)**. That proves that you had it completed on time. After you have done that, arrange to get help from your TA to get the work accepted through Safe Assignment. One way or the other, *all written work must be submitted through Safe Assignment.*

## To Submit Your Work through Safe Assignment:

After you have submitted your paper **and gotten confirmation that it was accepted**, then go to the line for this course in the grade center and **check to be sure that there is a green exclamation point for that assignment**. If you fail to check, and later say, “But I submitted it!” I will not believe you. You have to prove it, and you are responsible for checking to be sure it actually got there. Sometimes papers get lost in cyberspace.

Seriously—sometimes at the end of the semester someone discovers that they do not have grades for all of their papers, and it turns out that some did not get uploaded to Safe Assignment. **You** are responsible for being certain that all of your work really did get uploaded! No allowance will be made for students being careless and not checking after every single submission.

**Warning: Safe Assignment has recently been massively oversubscribed, with the result that you probably won't be able to get your paper uploaded anywhere near midnight on the day it's due. Submit early, and keep trying until it's accepted. If you absolutely can't get Safe Assignment to accept it before midnight, e-mail it to your TA immediately (that is, before midnight) to prove that you had it finished on time!**

The essay papers (not the homework) will be graded online with comments, and returned to you via Blackboard. Because of that, you must include your e-mail address on both the title pages of your papers and on the grading rubric, that you will add on a separate page at the end of your papers (insert page break, then copy and paste the rubric). To submit your work through Safe Assignment, bring up this class on your Blackboard site. On the left, click Assignments, and then Direct Submit. When that opens, click on the assignment into which you are going to submit your paper or homework. **Make sure you get the right one—if it's Essay #1, click on Essay #1. If it's Homework #1, click on Homework #1. If you submit it to the wrong place, not only will it not get graded, that spot will be occupied and you won't be able to submit the correct work to it.**

You will then have the opportunity to upload the paper from your own computer. After it tells you that you have successfully uploaded it, go your grade line for the course and check to **be sure that there is a green exclamation point** under that assignment, which indicates that it has been uploaded successfully. If that isn't there, try to upload it again. If you still don't get the exclamation point, e-mail the paper **to your TA** (not to me) immediately to prove that you had it in on time. You will still need to keep trying to submit to Safe Assignment until it registers successfully, but you won't be considered to have handed it in late.

If you feel something was not right in the grading of your paper, you will have **one week** after it is returned to you to contact your TA to discuss it. I will not “regrade” your papers, and your TA will not do so more than a week after they were returned to you. You may not decide at the end of the semester that you need a higher grade so your papers or homeworks should be regraded.

**A Note About Written Work: You must save a copy of everything that you submit.** I'd suggest that you copy everything to a flash drive as soon as you finish it, as well as having it stored in your computer. If we don't have your work and you cannot produce it, we will assume that you did not do it. **Do not discard it at the end of the semester. Do not “clean your hard drive.”** You might need it later, to prove you actually did do it.

**Essays:** There are two major essays. Both will have to be turned in on Safe Assignment by midnight on the day assigned, if not early (you can always submit early). No credit will be given for papers submitted late without permission. If there is a good reason you can't get your paper in on time, you must ask permission to submit it late at least a day before it is due. Don't just say “Things have been difficult”—give us some idea what the problem is. A grading rubric will be given to you in Course Documents for each paper. Those guides will tell you what we will look for while grading each paper. The grading rubric **MUST** be attached at the end of your papers. Copy the rubric and paste it onto a new page at the end of the paper. Also—please put your e-mail address on the first page of your paper (the Title Page) and again on the grading rubric at the end. This will help us correspond with you about it if we need to. One of the purposes of these writing assignments is to get you to practice self-expression. With that in mind, all of the sentences in your essays have to be **your own original words**. When I say no quotes are permitted, I also mean that **you may not copy or even quote anything you yourself ever wrote before or anything anybody else ever wrote**. You must write all new material for this course. That is the way you will learn

something. If you have trouble with any of the concepts, or with understanding what is required, write to your TA or bring it in and your TA will help you.

All essay papers (but not homework) are required to be in APA-style formatting. The APA form for these essays, citations, and references is very specific. There are several good manuals on the topic and it could be worth your money to have one, especially if you are going to take any more courses in psychology. As an alternative, you could Google *APA Writing Style* or *OWL-Purdue*; that will lead you to a helpful site put out by Purdue University. Don't forget that the phrase "Running Head" only goes on the Title page.

**Nothing is to be quoted from other people or even from writing that you did earlier.** Something that we know about good writers is that they usually revise extensively and we want you to do that, too. While there are acceptable ways to quote from texts, **no quotes of any kind are to appear in these essays, no matter how perfectly cited. Instead, you have to paraphrase, in your own words, what you have learned.** Instead of paraphrasing, some students try "word substitution." Here someone else's sentence serves as a template and synonyms are substituted for the original words. This is still plagiarism, and no kidding, Safe Assignment will nail you anyway.

**Don't lend a copy of either of your papers to another student, even to help the other student see how to write the paper. Three times recently in my classes a student did that, and the student they had lent it to copied half or more of it and put it in their own paper! These students were in a lot of trouble; the one whose paper was plagiarized lost points for lending it, and the other student was given a zero for the paper and reported to the disciplinary board. The third one was so bad that the student was required to go to the disciplinary board, which recommended failing him in the course. You could even be suspended from school.**

Writing is often a daunting task for some students, which is exactly why the TAs are available to help you with this task. The best time to approach a TA about writing assignments is during office hours, or by appointment well before it's due. Keep in mind that last minute help is probably the least effective and, if you ask for help too late, no one may be available to help you. Seeing the TA well in advance of assignments' due dates will get you started on the right track, and therefore save you time. After the first assignment, some of you might be advised to seek help at the UIC writing center. This is a recommendation that should be taken seriously; the UIC writing center is a free service for UIC students, and can really improve the quality of your writing.

Finally, if you have questions about the grading of a paper or homework (you will have the grading rubric for papers, which you must also add to the end of your paper), you will have ONE WEEK after the grade is posted (or in the case of papers, it is returned to you) to ask questions about the grading. We will not re-grade anything at the end of the course.

**Grading: Your total final grade will be out of 500 points,** although over 600 points are possible throughout the course. If you need an estimate of your current grade before the end of the semester, it can be determined at any time through the course of the semester by dividing your personal total number of points by the total number of points given out so far. Blackboard will say that a higher number of points are possible than you will actually be graded on. That is only to allow for extra credit for turning papers in early or getting more than 100 points after the curve is added to an exam score. If I don't do that, Blackboard won't add the extra points into students' grades. In any case, your ultimate goal is 500 points—or 449 for a B, or 399 for a C, and so on. Don't forget that one exam score will be dropped.

**Do not pay any attention to percentages given on blackboard; they are irrelevant. At the end of the semester your grade will be based on point totals only, not on percentages.**

**Extra credit:** The eight points described above for turning papers in early are all the extra credit that can be earned, although if the addition of the curve to any of your exam scores takes it above 100%, you get those points too.

**Study Guides:** You are responsible for the assignments from the textbook and for the material covered in the lectures. The PowerPoints are your main study guide. Many students find it valuable to form study groups; I think this is an excellent way to help each other master the material. In addition, there are great study guides in the material the publisher has included in MyPsychLab for the course. It is really worth the investment. Use those resources if you wish. Most significant, the PowerPoints I use for the lectures, and which I will make available to you on Blackboard under Content, will make it clear what I think is important. In any case, you do actually have to learn the material in

the course. One of your authors, Robin Rosenberg, has published a study guide specifically for our textbook, but I don't know whether it is available electronically. It is available in a print version from Amazon.

**Laptops, Cell phones:** Laptops are acceptable as long as you are not disturbing your neighbors with them. Cell phones are not; they always disturb. Turn them off or set them to silent mode before class starts. **Don't text during class!** It's distracting to your neighbors and it's distracting to me. I'll yell at you and make you look foolish.

**Talking in class:** Believe it or not, I am supposed to tell you that you may not talk to each other during my lectures, something that seems really obvious to me. Some students ignore giving both their classmates and me this courtesy, thinking I can't see them or hear them. The acoustics of the classrooms are such that I can hear you (as well as see you), and the buzzing and disruption are very irritating to me. It's also disruptive to your neighbors, who will be very happy if I humiliate you about doing it. Please don't do it. You may talk for the class to hear if I encourage discussion of some topic; however, if you chat and I ask you to stop, and you don't, I will ask you to leave.

**Academic Dishonesty: No form of academic dishonesty, cheating, or plagiarism will be tolerated.** Without exception, students who break the university's code of academic integrity will receive an automatic F for the course and they will be subject to formal judicial charges (see UIC Student Disciplinary Handbook for details). This means copying ANY of ANYBODY ELSE'S work! Again: don't try it. Blackboard WILL catch you. No plagiarism, large or small, will be tolerated in this course. Turning in your papers through Safe Assignment activates a search for duplication. If you have taken other people's sentences and stuck them in your paper, Safe Assignment will detect it and you will be penalized. If you have tried word substitution, it will detect that. While there are acceptable ways to quote from texts for other courses, **no direct quotes of any kind are to appear in these essays, cited or not. You also may not copy your own work that you have submitted to another class.**

**Cheating:** The University has very strict policies about cheating. These are laid out in the Disciplinary Policy which can be found at <http://www.uic.edu/depts/dos/studentconduct.html>. Specifically, it says:

Academic dishonesty includes, but is not limited to:

#### Cheating

Either intentionally using or attempting to use unauthorized materials, information, people, or study aids in any academic exercise, or extending to or receiving any kind of unauthorized assistance on any examination or assignment to, or, from another person.

#### Fabrication

Knowing or unauthorized falsification, reproduction, lack of attribution, or invention of any information or citation in an academic exercise.

#### Facilitating Academic Dishonesty/Plagiarism

Intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

#### Bribes, Favors, Threats

Bribing or attempting to bribe, promising favors to or making threats against, any person, with the intention of affecting a record of a grade, grade, or evaluation of academic performance. Any conspiracy with another person who then takes or attempts to take action on behalf or at the direction of the student.

#### Examination by Proxy

Taking or attempting to take an exam for someone else other than the student is a violation by both the student enrolled in the course and the proxy or substitute.

#### Grade Tampering

Any unauthorized attempt to change, actual change of, or alteration of grades or any tampering with grades.

#### Non-Original Works

Submission or attempt to submit any written work authored, in whole or part, by someone other than the student.

The disciplinary policy also spells out what the penalties will be for violations. I have actually been asked to set this out for you. It is amazing to me that as a professor I have to spell out for you that cheating is not permitted, and what



specifically constitutes cheating, but apparently the University feels I need to make it that explicit. For those of you who wouldn't even consider it (the majority, I know), I apologize for having to do this.

**The difference between quotation and citation:** *Quotation* occurs when you use another person or source's exact words, or paraphrase very closely. This will not be acceptable even when correctly cited. A *citation* occurs when you describe an idea or information presented by another person (or persons) without using their exact words, but saying what the essence was of what they said. Then you say exactly where you got that information, both in the text (Smith and Jones, 2004) and on the Reference Page. Seeing your TA well in advance of assignments' due dates will get you started on the right track, and therefore ultimately save you time. After the first assignment, some of you might be advised to seek help at the [UIC Writing Center](#). This is a recommendation that should be taken seriously; the UIC Writing Center is a free service for UIC students, and can really improve the quality of your writing. Generally speaking, students who visit the TA and utilize the writing center almost always earn high marks on their assignments. In short, part of your grade for this course will be based on your ability to present a coherent written statement, so please just ask for help if you are at all uncertain about where you are headed with these assignments.

**You may not rewrite a paper, or write an extra paper, to raise your grade.** The way your first paper was graded should tell you what kinds of changes you should make to get the best score on your second paper.

### Final Grades:

**A: 450 to 500+**

**B: 400 to 449**

**C: 350 to 399**

**D: 300 to 349**

**F: Below 300**

I know that no matter where I draw the line between one grade and the next, someone will always be just below that line. No exceptions will be made. The time to earn extra points is during the course; no other opportunities will be given to you at the end.

**Correspondence about grades:** Every semester, after grading is complete, some students write to say that they would like to have a higher grade. Of course they would! They say all of the things that you can imagine: they have worked hard, or they should have worked harder, or they handed the papers in early, or they did not do the extra credit but should be allowed to get extra credit for something else, or there were personal problems, or I should round the points up to give them the higher grade. None of these arguments ever has any effect. I have, by the end of the semester, already added some points to each test. Some extra credit will have been allowed for. Therefore, I will not reply to any correspondence that asks for a grade that is outside the standards stated in the syllabus above.

No kidding: **DO NOT BEG FOR A HIGHER GRADE FOR ANY REASON!** You will just make us all angry, which won't help your case.

Of course, if you feel that a *genuine mistake* was made in computation (sometimes I get brain glitch while recording the final grades and give someone a lower grade than they have earned, totally by mistake) or that you did not get credit for all of the work that you actually did, then you can expect a response from me or from one of the TA's. Sometimes TAs forget to credit you for early submission, which can be verified by when it was submitted to Safe Assignment, and if that happens you should bring it to our attention right away.

**Students with disabilities:** Students with disabilities must inform the instructor of the need for accommodations. Those who require accommodations for access and participation in this course must be registered with the Disability Resource Center. Please contact ODS at 312/413-2183 (voice) or 312/413-0123 (TTY). Please discuss with me what you need in order to be able to take this course—you'll find I am very understanding and will make as much

effort as I can to give you what adjustments you need as long as that doesn't compromise course standards significantly.

## Writing Assignments

### Homework:

Dates when the homeworks are due are listed in the Schedule. One homework is due after we finish covering a chapter dealing with a diagnostic category, such as *Mood Disorders and Suicide*. It is due to be uploaded by 11:30 pm on Safe Assignment. What is due, and when it's due, are spelled out in the Schedule.

The assignment is: first, to write a brief description of what the chapter is about. For example, what exactly is covered under the heading of Mood Disorders and Suicide? Then choose three of the specific diagnoses covered in the chapter and describe their diagnostic criteria briefly, **in your own words**. **Do not simply copy the criteria from DSM-IV-TR in the book; Safe Assignment will nail you and you will get no credit for the work.** Don't just list points. I want evidence that you really understand what this diagnosis is about. Write it as though you were telling your best friend what you just learned about it. Then: do you know someone you think might fit in this diagnosis? Why do you think so? If you don't know someone, think of someone, such as a character in a film you have seen or a book you have read or a TV show you have seen, that you could describe well enough to show why they would meet the criteria.

Each homework should be approximately 2 pages, double-spaced.

## Paper #1: Due February 20th

Your assignment is to watch one of the **five** films listed below, and then write a 4- to 6-page double-spaced paper (not including title and reference pages) describing how a particular diagnosis is presented in the film. **Start by choosing a film from these six, ONLY.** Any of them can be rented from Netflix, and probably from Amazon, and the library can get them for you as well. However, if you have the library get the film you want for you, you should request it immediately so that they have time to get it through interlibrary loan if they don't already have it.

What I would like you to do would be to choose **one character** in the movie, probably the protagonist (but you may choose another character if the character is fully developed), to analyze. Using your textbook as a source, identify what diagnosis your character might receive if evaluated in a psychiatric setting. Identify the symptoms the individual shows, and describe your reasoning as to why you think he/she would get that diagnosis. Does the diagnosis describe the character adequately? What do you find particularly interesting about the character? Is the person well developed in the film? What important characteristics of the person does the diagnosis miss? You should describe important concepts relative to Abnormal Psychology that appear in the film.

### 1. ***As Good as it Gets***

*As Good as it Gets* portrays the trials and tribulations of a cranky, bigoted, obsessive-compulsive writer, Melvin Udall. After his gay neighbor is brutally beaten, Udall is entrusted with the care of the neighbor's dog, and he has a difficult relationship with a waitress to add on top of that. What develops is a weekend trip/triangle between these three individuals, and together they learn the true meaning of "the sunny side of life."

### 2. ***A Beautiful Mind***

This is a biography based on the true life of John Forbes Nash Jr., a math prodigy able to solve problems that baffled the greatest of minds. He made an astonishing discovery early in his career and stood on the brink of international acclaim. But the handsome and arrogant Nash soon found himself on a painful and harrowing journey of self-discovery: he suffered from schizophrenia. After many years of struggle, he eventually triumphed over his tragedy, and finally - late in life - received the Nobel Prize.

### 3. ***Lars and the Real Girl***

In this comedy, Lars Lindstrom is an awkwardly shy young man in a small northern Canadian town who finally brings home the girl of his dreams to his brother and sister-in-law's home. The only problem is that she's not real - she's a sex doll Lars ordered off the Internet. But sex is not what Lars has in mind, but rather a deep, meaningful relationship. His sister-in-law is worried for him, his brother thinks he's nuts, but eventually the entire town goes along with his delusion in support of this sweet natured boy that they've always loved.

### 4. ***One Flew Over the Cuckoo's Nest***

While serving time for insanity at a state mental hospital, inveterate rabble-rouser Randle Patrick McMurphy inspires his fellow patients to rebel against the authoritarian rule of head nurse Mildred Ratched. This Milos Forman masterpiece was the first film since *It Happened One Night* (1934) to take all five major Oscar prizes for picture, director, screenplay, actor and actress.

### 5. ***The Aviator***

Phenomenal public success contrasts with private behaviors close to madness: Howard Hughes from the late 1920s to the late 1940s, from the filming of "Hells Angels" (spending a fortune on details) through the only flight of the Hercules, a huge, money-losing transport plane. Along the way, the public Hughes sees the big picture - in movies and in aviation, building TWA and leading it through a fight with Pan Am and the US Senate. In private, phobias and compulsions threaten him with self-imposed solitary confinement.

### 6. ***Girl, Interrupted***

In April 1967, 18-year-old Susanna Kaysen voluntarily checks herself into Claymoore Hospital after taking an overdose of aspirin. She denies the accusation from many that she was attempting to commit suicide, claiming that she was only "trying to make the shit stop". Nurses and therapists are surprised when Susanna acknowledges that she does not actually want to go to college and would like to become a writer.

She befriends fellow patients and forms a small troupe of troubled women in her ward. Susanna is particularly enchanted by Lisa Rowe, a diagnosed sociopath. When Lisa returns to the ward after running away, she notices that her old best friend's place has been taken by Susanna. She demands to know what happened to

her best friend, finally realizing that she had committed suicide. Eventually, Lisa befriends Susanna and the two start causing trouble. Lisa encourages Susanna to stop taking her medications and/or trade them with others, and generally resist the influences of therapy. This film is autobiographical.

All of these are films that depict various forms of psychopathology in a detailed and instructive way. Some are academy award winners, and all are very interesting. (You can watch more than one!) However, use one you have not watched before—don't try to do your report on a film you watched in the past unless you watch it again now.

Do not wait until the last minute. Students often have trouble getting a copy of a film they want to see when they wait until a few days before the paper is due. It takes the library a while to acquire the film if they don't have it in their collection. Besides—these are really interesting films! If you've watched one before, watch it again and get more out of it.

## **Writing the paper:**

### **I. Introduction**

Provide a brief statement of the topic of your film and a brief introduction of the diagnostic category or categories you feel describe your character.

### **II. Plot review**

Provide a brief review of the film's plot in general. This should focus on only the aspects of the film that a naive reader (someone who has not seen the film) would need to understand before he or she reads your analysis of how the diagnostic concepts or theories are illustrated in the movie. This need not be long; the point of this paper is to showcase your ability to understand and apply psychological concepts **not to showcase your movie reviewing skills.**

### **III. Development of Diagnosis**

Describe the character or characters you have chosen to analyze. Describe their relevant behaviors and symptoms. Identify the DSM-IV or DSM-IV-TR diagnosis or diagnoses you feel best fit(s) him/her/them, and show how the character(s) meet the criteria for that diagnosis. Describe why you think they do not meet any of the *exclusion* criteria for the diagnosis. Be creative here and engage in as much discussion of the character(s) as is relevant.

Look ups some other source material about the diagnosis. This can be something you find in PsychInfo through the UIC Library website, or if it is really good (not just a lightweight popular article), an article from a respectable magazine or newspaper, such as Discover, Scientific American, the New York Times. If in doubt about the credibility of your source, clear it with me or with your TA. Describe what it says and how you believe it's relevant to your diagnosis of your character(s). Remember that everything you cite must in your own words in your paper.

[Note: This section will be the longest part of your paper, because it is the most important part (and will therefore count the most points). This is where you give your scientific but creative analysis of the film using what you are learning in this course.]

### **IV. Reference page**

Cite all the sources you consulted. Give page references in the textbook where relevant.

### **V. Rubric**

You must attach a copy of the rubric at the end of your paper. Copy and paste it onto a final page. Failure to do so will result in a deduction of 5 points. The rubric *must* have your e-mail address on it, as should the title page. This is so that the TAs can get your papers back to you with their comments.

## **The Specific Format and Style for Your Paper**

You need to use the basics of American Psychological Association (APA) format when you type your paper. Your paper must be 4 - 6 double-spaced, pages with 1" margins. The title page and reference page do not count in the 4 - 6 page total. Your paper must include a title page, a running head, and a reference section. Each of these is described below.

- Title Page:** The title page is double spaced, as is everything in the rest of your paper. The title of the film you analyzed should appear approximately two-thirds of the page up from the bottom. Your name should be directly under this, followed by your e-mail address. Both the title of the film and your name are centered, neither is underlined. At the top of the page, on the first line of the page, type the following flush against the left margin: Running head: A FEW SIGNIFICANT WORDS OF YOUR TITLE. At the bottom of the page, add your TA's name and the time and day of your section.
- Running Head:** The running head is the first few words of your title. You already put this at the top of your title page (see above). You put it there to alert the reader to expect it on every page of the paper. Specifically, it goes at the top right hand corner of every page, with the page number directly to the right.

3. **Main Text:** The main text needs to be 4 - 6 full pages long (this excludes references and title page) and it should follow the outline described above. The body of your paper needs to be double-spaced, and left justified. Do not center the entire paper and do not use right justification.
4. **Giving Credit:** You must give credit to authors whose ideas or research you reference. **You may not use direct quotations, period.** If you use an idea, you cite the idea like this: "Researchers have found that tomatoes grow well in good dirt (Jones, 1983)." Many times an article that you refer to will have more than one author. The first time that you refer to an article in text, you cite each author, like this: (Jones, Thomas, & Smith, 1983). Each time you refer to the same article again, you will use an abbreviation of the citation. Specifically, the words "et al." (Latin for "and others") will take the place of every name after the first author in these instances, like this: (Jones et al., 1983). This is not true for articles authored by only two people, like (Jones & Smith, 1993). You cite it like that throughout the paper. Note the use of commas in these examples.
5. **Reference Page:** The reference page is the last page of your paper. It includes a list of all the articles or books you cited in your paper, but none that you didn't cite within the text. The reference page begins with the word Reference centered at the top of the page (the word is not underlined). The entire reference page is double spaced like every other section. Each reference should be listed in alphabetical order, by the author's last name. It is important that you do all italicization, capitalization, and abbreviation correctly. There will be no need to cite the movie in the text, but it must be included on your reference page. Here is an example of how to cite a film:

Scorsese, M. (Producer), & Lonergan, K. (Writer/Director)(2002). *You can count on me* [Motion Picture]. United States: Paramount Pictures.

**DUE DATE: This paper is due February 20st (2/20). Four points of early credit will be given for papers submitted by February 18 (2/18).**

Papers will not be accepted that are: (a) late, or (b) not submitted through Safe Assignment. Additionally, I will not accept the excuse that your disk failed, etc., because *you must be responsible and complete the assignment far enough ahead of time so that you can cope with such failures and still get the paper in on time*. I also will not accept a late paper because you couldn't rent a film. If you wait until the last minute to find a film, you may not be able to get one. Some of these films are old enough or specialized enough that they might not be in stock at film rental stores, so you will have to pre-order them, which could take some time. You can almost certainly stream them from a variety of services—Netflix, Amazon, U-verse, Xfinity. In any case, this is your responsibility. **If you cannot find a film in time, you will get a zero.** Finally, you will also earn a **zero** if you plagiarize from any other person's work (e.g., written materials available in print or on-line, a classmate's or former classmate's work, a paper you handed in for another class, a paper you got off the internet, etc.) or your own work handed in for another class. If the plagiarism is serious, you not only will get a zero, you may fail the course and be subject to disciplinary action.

The grading rubric **MUST** be attached at the end of your papers. Copy the rubric and paste it onto a new page at the end of the paper. To do this, insert a page break at the end of your paper and paste the rubric onto what now is the last page. Also—please put your e-mail address on the first page of your paper (the Title Page) and again on the grading rubric at the end. This will help us correspond with you about it if we need to.

However--this assignment is meant to be fun! It will help you to start thinking like a psychologist about stories you encounter and characters in them.

#### Grading for the First Paper:

Introduction:	5 Points _____
Clear and concise writing in APA style Proper Title Page Proper Reference Page	5 Points _____
Clear and accurate summary of the plot of the film:	10 points _____
Development of reasoning about the diagnosis or diagnoses:	20 Points _____
Appropriate conclusions about the film:	10 Points _____
Uploading it 2 days early (by <b>2/18</b> ):	4 Points _____
Missing Rubric:	-5 Points _____

## Paper # 2: DUE April 2nd

The second paper is due **April 1st**, by midnight. Uploading it by midnight 2 days before that date (**March 30th**) will earn you **four points** of extra credit. Papers not uploaded to Safe Assignment by **April 1st will not be accepted unless you have gotten permission from your instructor or TA before it is due to turn it in late due to an emergency**. This paper should also be four to six pages long, not including title and reference pages.

For this paper you should choose a fictional character you know pretty well who has enough symptoms of some one of the diagnoses we are covering that they would meet DSM-IV or DSM-IV-TR criteria for that diagnosis. It could be from a book, or another movie or a TV show. A number of TV shows have excellent examples. Then describe the person and the person's behavior in such a way that someone reading your paper would have a sense of what this person is like. List the behaviors and characteristics of the person you feel meet the criteria that are needed to make the diagnosis you have chosen. Don't use the film you used for the first paper.

Discuss what forces you think might have contributed to the person's having the symptoms to have this diagnosis. You can discuss genetic evidence, experiential factors, stresses, illnesses—anything you think might be a part of the diathesis (factors that cause) of the condition.

Next, describe the person's strengths: what good things have influenced him/her? What does he/she do well? Does he/she have friends, close family, good role models?

What do you think would be the most appropriate therapeutic approaches for this person? Consider psychotherapies (which kinds), possible medication approaches, possible lifestyle changes.

What do you foresee for this person's future? Will his/her symptoms, resolve, improve, stay the same, or get worse? Why?

### Grading for the Second Paper:

Clarity of description of the person:	5 points
Identification of relevant symptoms and choice of diagnosis:	10 points
Description of the person's strengths and positive influences:	5 points
Reasoning about treatment approaches:	5 points
Discussion of prognosis:	5 points
Spelling and grammar:	5 points
Overall quality: clarity, readability, evidence of understanding:	15 points
Uploaded by midnight a class day early (by <b>3/30</b> )	+ 4 points
Missing grading rubric:	- 5 points

**An important note: This is not a psychotherapy course, and if you discover during the course of your writing that problems of your own, or those of someone else you are discussing, are serious enough to need help, there are a variety of sources from which you can get help. UIC has a 24-hour In Touch Crisis Hotline (312-996-5535) that can listen and help you find resources if more is needed than someone to talk to. There is a counseling center in the SSB (312-996-3490), as well as the Office of Applied Psychological Services on the third floor of BSB (312-996-2540). The Mental Health Association of Illinois (312-368-9070) can also help you find resources. Numbers for the National Crisis Hotline are 800-273-8255 and 800-999-9999. Ask one of us if you need help connecting with these resources.**