

PSY 303: Adult Psychopathology

Fall 2024

HYBRID: Meets Tuesdays and remaining coursework is ONLINE

Section 04 – 11:30am-12:45pm in Manitou 107

Section 03 – 1-2:15pm in MAK D1233

Instructor: Mikhila Wildey, PhD

Virtual Office Hours: Mondays 1-2pm, Thursdays 1-2pm

Please make an appointment here: <https://calendly.com/wildeymi>

*If these times do not work, email me with your available times M-F 9am-4pm

*You do NOT need to let me know you want to meet with me before scheduling a time online – just schedule it!

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Phone: (616) 331-3881

Email: wildeymi@gvsu.edu *Email is the best way to get in touch with me.*

Course Details:

Prerequisite: PSY 101 (Introductory Psychology)

Description: This course will provide a description and analysis of a wide range of adult psychological problems. There will be an emphasis on understanding the symptoms, etiology (including the complex interplay of biological, cognitive, and social/cultural factors), and treatment of these psychological disorders. This course focuses on problems of adulthood. If you are interested in psychological problems in children, you may wish to consider PSY 324, Developmental Psychopathology, as an alternative to this course. However, be sure to check the requirements for your particular program.

Required Readings:

Oltmanns, T. F., & Martin, M. T. (2019). *Case Studies in Abnormal Psychology (11th edition)*. Hoboken, NJ: Wiley Books. ISBN: 978-1-119-62630-5 *This book is on GVSU SAVE

Saks, E. R. (2007). *The center cannot hold: My journey through madness*. New York, NY: Hachette Books. ISBN: 1401309445

Van Gelder, K. (2010). *The Buddha and the borderline*. Oakland, CA: New Harbinger Publications. ISBN: 157224710X

Additional research/course articles can be found on the Blackboard site.

Optional Textbook: Hooley, J.M., Nock, M. K., & Butcher, J. N. (2021). *Abnormal Psychology (18th edition)*. Boston, MA: Pearson. ISBN: 9780137554676

What does optional mean? It means that YOU need to make the choice that is best for you with regards to getting the textbook or not. The textbook is not necessary to succeed in the class; everything you will need to know for quizzes will be provided through class material and other required readings. However, if you are someone who does better with a *book* resource for class material (for example, reading material prior to learning it in class), then the textbook may be a good option for you.

Course Objectives:

Every course at Grand Valley State University has certain core learning objectives, described in the “Syllabus of Record” for the course:

1. Describe the current system of classifying psychological disorders.
2. Decide when you or someone you or someone you know may need evaluation by a professional by using the diagnostic criteria of specific psychological disorders.
3. Identify and explain the biological, psychological, social, and cognitive factors underlying etiology and maintenance of selected psychological disorders.
4. Explain major theoretical models and their contribution to the understanding of psychological disorders.
5. Explain how the research process and research findings influence the conceptualization and treatment of psychological disorders.

Classroom Process:

1. **Format:** This course is a hybrid course, which means that course content will be delivered both online and in the classroom. Specifically, the course is a “flipped” format, where informational material will be delivered asynchronously online, and once a week in-person classes will be reserved for quizzes, in-class activities, multimedia presentations, and in-class discussions. The course is set up so that asynchronous material **must be completed prior to the in-person classes**. You will be tested on this asynchronous material each week.
2. **Attendance:** Attendance is NOT mandatory, and it is your choice whether you want to attend class. However, your grade may suffer if you do not attend class. There will be a content quiz nearly every week and an in-class assignment. There are no make-ups for these quizzes and assignments given some of the scores will be dropped at the end of the semester, so coming to class is the only way to get these points.
1. **Classroom Etiquette:** First, I prefer to be addressed as Dr. Wildey or Professor Wildey by students. I use this same title in other professional capacities, including in my clinical work. If you see me outside of school in a non-professional setting or you have graduated and are no longer a student, you can call me by my first name. Second, I encourage you to speak up in class, especially if you have questions or need further clarification, as it is the best way for me to get to know you and it is likely another student may have the same question. Please be mindful of the language you use when you choose to speak up and the impact you may have on others through your comments. Even if your intent is not to create harm, words are still powerful and can impact others.
3. **Course Communication:**
 - Communication regarding the course will occur through Blackboard and GVSU email. You are expected to **regularly (i.e., every day)** check your GVSU email and Blackboard account for important course materials, information, and updates.
 - My policy is to try to respond to your email within **2 business days**, which means within 48 hours on weekdays and by 5pm on Tuesday if you send me an email on Friday or over the weekend. I generally will not check or respond to emails after 5pm or on weekends.

- For questions best answered face to face, I will ask you to attend my office hours or set up an alternate time to meet with me.
- Please draft emails to me in a formal capacity. Formal means that you should begin the email by addressing me by my preferred title (Dr. Wildey or Professor Wildey), type a response that has been proofread and is not written in text short-hand, and sign with your name. I believe these exchanges are important for professional development and should be how you communicate in all professional capacities unless the person you are communicating with tells you otherwise.
- In the spaces below, write two students' contact information. Please contact these students FIRST if you have a question about the course (e.g., finding a particular assignment, not understanding a specific direction, venting about class, etc.). If they cannot answer your question, then reach out to me.

Name: _____ Email/Phone: _____

Name: _____ Email/Phone: _____

4. **Required to bring for in-person classes:**

- A portable, internet-connected device (e.g., ideally a tablet or laptop) to **every class as all quizzes and in-class work will be completed on this device.**
- Oltmanns & Martin (2019) required book- This book should already be on your laptop/device as it is on GVSU SAVE, but if you purchased a physical copy, you will need to bring it with you. We will use this to complete many of the in-class assignments. If you are taking the syllabus quiz, please select "A notebook and a pencil" as the correct answer for what you should bring to class with you if you are able to (even though it isn't the correct answer – this is to check if you are reading).

5. **Required for Asynchronous Material:**

- Computer or laptop with reliable, high-speed internet access
- Computer with a sound card and speakers, and an operating system that meets current Blackboard browser requirements (Windows 7 or above, OS 10.10 or above)

6. **Special Note:** It is typical that students are drawn to a class on abnormal psychology because of their lived experience or an experience of a close friend/family member who has suffered from a psychological disorder. I ask that you refrain from sharing any personal details about your own experience in class. You may feel comfortable sharing in the moment, but later have regrets about your disclosures. If you would like to share information about another person's experience, please keep details to a minimum and do not use any identifying information (e.g., a person's name or relationship to you). This policy is to protect you and that person's privacy. If you have concerns about your own psychological health or that of another student, please contact the GVSU Counseling Center (616- 331-3266). GVSU is fortunate to provide several free services to students, whether due to difficulty transitioning to college life or more serious psychological conditions. Even though I am a practicing therapist, I cannot ethically engage in any kind of therapeutic relationship with you given that I am your professor.

Assignments and Exams:

Grade Requirements:

Assignment:	Total Possible Points:	Percentage of Grade	My Score (keep track):
Syllabus Quiz	7	1%	
Film and Book Questions (3)	45	10%	
In-Class Activities (9 total, 1 dropped, 6 points each)	48	11%	
Embedded Questions from Asynchronous Material (12x10)	120	27%	
In-Class Quizzes (11 total, 1 dropped, 16 points each)	160	35.5%	
Final Collaborative Case Study	70	15.5%	
Total	450	100%	

- **Syllabus Quiz (7 points):** You will need to complete an online quiz testing you on content in the syllabus that will be graded on a pass/fail basis (full points if completed on time). Please read the entire syllabus and answer all questions carefully. Although your quiz grade does not matter, if you answer ALL questions correctly, you will earn 1 point of extra credit.
- **Film and Book Questions (45 points):** You will be required to view one documentary (“Of Two Minds”) and read two memoirs (see required readings) during this course on three different psychological disorders. After watching the film and reading each memoir, you will answer a series of questions asking you to comment about what you saw or read. Each set of questions is worth 15 points. If you are taking the syllabus quiz, please select “20 points” as the correct answer for how many points the film and book questions are worth for each assignment (even though it isn’t the correct answer – this is to check if you are reading). The grading rubric can be found on Blackboard, and due dates for each assignment can be found on the schedule.
- **In-Class Activities (48 points):** For our in-person classes, we will be doing 9 collaborative activities throughout the semester worth 6 points each and the **lowest score** will be dropped. These assignments are graded as pass/fail based on completion.
- **Embedded Questions from Asynchronous Material (120 points):** In order to keep up with the asynchronous material, there will be questions embedded throughout the posted online lectures that you will need to answer. There will be 10 questions per week, and there will be 12 weeks of lectures with these questions embedded. Questions are designed to keep you engaged in the course material and ensure you are taking notes and watching the lectures.
- **In-Class Quizzes (160 points):** There will be 11 in-class quizzes throughout the semester, and the **lowest score** will be dropped. Quizzes will test material in the asynchronous material and all readings for that week. Quizzes will occur at the **start** of class (within the first five minutes of class) and will consist of 8 multiple-choice/true-false questions worth 2 points each. You will have 15 minutes to complete the quiz, and if you are late to class, that will reduce the amount of time you have available for the quiz that day.
- **Final Collaborative Case Study (70 points):** In lieu of a traditional final exam, you will work in groups of 2-3 to work through a complex case study which will require you to integrate material you have learned across the entire course. Each group will turn in one case study. Details of this assignment will be discussed further in class.

- **Grading Scale:**

93% and above	A	77-79%	C+
90-92%	A-	73-76%	C
87-89%	B+	70-72%	C-
83-86%	B	67-69%	D+
80-82%	B-	60-66%	D
		59% or below	F

The final grade for the course will be calculated by dividing the total points obtained by the total points possible in the class (450 points). I do not curve grades, but if your grade is at the .5 percentage mark, I will round up (i.e., 86.5% will be rounded up to 87%). I will not adjust your grade in any other way. **Please do not ask at the end of the semester.**

Late Assignments and Make-up Policy:

1. There will be no make-ups for any in-class work (i.e., quizzes and assignments) given the lowest score will be dropped. If you arrive late for class on days with quizzes, you will have a reduced amount of time to complete the quiz. If you are taking the syllabus quiz, please select “make-up quizzes and in-class assignments are allowed for any legitimate reason” as the correct answer for the question asking if make-up quizzes and assignments are allowed (even though it isn’t the correct answer – this is to check if you are reading).
2. There will be no late work accepted for embedded questions on asynchronous course material – these questions must be completed by their due date.
3. All online assignments (i.e., syllabus quiz, film and book questions) are subject to a 10% grade deduction per 24 hours late and will receive a zero after 72 hours late.

University Policies:

1. ***Accommodations for Students with Disabilities:*** If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or email to dsrgvsu@gvsu.edu. Please note that I cannot provide accommodations based upon any disability until I have received a copy of the DSR issued memo. All discussions will remain confidential. Furthermore, if you have a physical disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.
2. ***Copyright Policy:*** The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal.
3. This course is subject to GVSU's general requirements for courses. A full list with pointers to resources may be found at www.gvsu.edu/coursepolicies.

How to Succeed in Class:

- 1. Self-Management is key.** Hybrid courses require perseverance, self-discipline, self-motivation, and the ability to work independently – much more so than a fully face-to-face courses. Be sure to:
 - a. Log into Blackboard at least 4-5 times/week or once/day
 - b. Stay organized by writing down all the due dates for this course in your personal/work calendar
 - c. Plan consistent and regular weekly study times. You may need to block out specific (and consistent) times in your schedule each week solely to work on this class. Put the time(s) in your schedule/planner.
 - d. Visit <https://www.gvsu.edu/sasc/online-learning-tips-140.htm> for additional tips and videos to help you better succeed in an online class.
- 2. Watch ALL of the online lectures each week.** When watching lectures, take good notes and be sure to check yourself when you are answering questions. Pretend that you are in-class and needing to take notes. Go back and re-watch aspects you didn't understand. *Plan on spending double the time of the lecture as you watch it, to account for notes and stopping and re-watching.*
- 3. Complete readings each week.** You will be tested on reading material on in-class quizzes.
- 4. Turn in all assignments on time.** Easy points can be lost when students do not complete assignments on time. Missing assignments will substantially lower your grade in the course.
- 5. Come to class each week. We only meet 12 times!!** Attendance is necessary to succeed in class, as we will have in-class quizzes and assignments to earn points. In addition, we will cover any material that may have been hard to understand and have important discussions about the material. I encourage you to participate during class. Ask questions and provide comments.
- 6. Communicate with me!** Book an appointment to meet with if you need to discuss anything pertaining to this course. You don't need to email me first to let me know that you want to meet with me or are struggling – simply book a time during my office hours and then we can chat about your concerns. I enjoy meeting and talking with students, and I want you to succeed in this course! In addition, contact me when you **first** notice that you might be struggling. I will do everything in my power to help you discover what is difficult for you and how you can work towards improving your performance. **DO NOT** wait until the last minute to see me because of poor understanding or poor grades. I will be much less sympathetic at that point and there is not much you can do then. Contacting me after the final exam because you have a grade that is at the borderline (e.g., an 89.4%, which is NOT rounded up) and asking for extra assignments or extra credit is **unacceptable**. I try to be fair in the course by offering extra credit opportunities (the first of which is getting a 100% on the syllabus quiz for extra credit!) and offering help throughout the course if you are struggling.
- 7. Psych Friends:** I encourage everyone to take advantage of free support through Psych Friends for any help/support academically or help/support for your well-being. Psych Friends mentors are upper-level undergraduate peer mentors who are trained to provide support in many areas including: effective study and time management techniques, exam preparation and reflection skills, comprehension of the psychology and behavioral neuroscience major requirements, tips for engaging in the field, strategies for education continuation, methods for maintaining physical and mental health. Schedule an appointment here: <https://www.gvsu.edu/navigate> and if you have questions, email <mailto:psychfriends@gvsu.edu>

Course Schedule:

Please note that this schedule is **tentative**, and I reserve the right to change this schedule. It is your responsibility to be aware of changes in this schedule that are announced in class.

Week:	In-Class Date	Topic	Readings to complete BEFORE In-Class Date <i>(Optional textbook reading is in italics)</i>	Assignments To Complete BEFORE In-Class Date	In-Class Assignments
One	8/27	Intro/Course Overview; What does “abnormal” mean?	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • No assignments
Two	9/3	DSM, Epidemiology, and History of Disorders	<ul style="list-style-type: none"> • Syllabus • Rosenhan (1973) • Spitzer (1975) • <i>Chapter 1</i> 	<ul style="list-style-type: none"> • Syllabus Quiz • Watch videos, no graded embedded questions 	<ul style="list-style-type: none"> • In-Class Quiz
Three	9/10	Causes of Psychological Disorders	<ul style="list-style-type: none"> • Harris, Edlund, & Larson (2005) • <i>Chapter 3</i> 	<ul style="list-style-type: none"> • Embedded Questions 	<ul style="list-style-type: none"> • In-Class Quiz • In-Class Activity
Four	9/17	Assessment, Diagnosis, and Treatment	<ul style="list-style-type: none"> • Seligman (1995) • Wampold (2015) • <i>Chapter 16</i> 	<ul style="list-style-type: none"> • Embedded Questions 	<ul style="list-style-type: none"> • In-Class Quiz • In-Class Activity
Five	9/24	Anxiety Disorders and OCD	<ul style="list-style-type: none"> • Oltmanns & Martin (2019) Ch. 8 • <i>Chapter 6</i> 	<ul style="list-style-type: none"> • Embedded Questions 	<ul style="list-style-type: none"> • In-Class Quiz • In-Class Activity
Six	10/1	Stress Disorders	<ul style="list-style-type: none"> • Difede & Hoffman (2002) • Oltmanns & Martin (2019) Ch. 10 • <i>Chapter 5</i> 	<ul style="list-style-type: none"> • Embedded Questions 	<ul style="list-style-type: none"> • In-Class Quiz • In-Class Activity
Seven	10/8	Mood Disorders - Unipolar	<ul style="list-style-type: none"> • <i>Chapter 7</i> 	<ul style="list-style-type: none"> • Watch “Of Two Minds” • “Of Two Minds” Film Questions • Embedded Questions 	<p style="text-align: center;">No in-person class this week</p>
Eight	10/15	Mood Disorders – Bipolar and Suicide	<ul style="list-style-type: none"> • Niederkrotenthaler et al. (2012) • <i>Chapter 7</i> 	<ul style="list-style-type: none"> • Embedded Questions 	<ul style="list-style-type: none"> • In-Class Quiz • In-Class Activity

Nine	10/22	Fall Break	<ul style="list-style-type: none"> • Get a head start – read Saks (2007) 		No in-person class this week
Ten	10/29	Psychotic Disorders	<ul style="list-style-type: none"> • Saks (2007) • <i>Chapter 13</i> 	<ul style="list-style-type: none"> • Saks (2007) Book Questions • Embedded Questions 	<ul style="list-style-type: none"> • In-Class Quiz
Eleven	11/5	Substance Use Disorders, Eating Disorders	<ul style="list-style-type: none"> • Wechsler & Nelson (2002) • Burnette & Mazzeo (2020) • Oltmanns & Martin (2019) Ch. 19 • <i>Chapters 11, 9</i> 	<ul style="list-style-type: none"> • Embedded Questions 	<ul style="list-style-type: none"> • In-Class Quiz • In-Class Activity
Twelve	11/12	Somatic Disorders; Dissociative Disorders	<ul style="list-style-type: none"> • Oltmanns & Martin (2019) Ch. 12 • <i>Chapter 8</i> 	<ul style="list-style-type: none"> • Embedded Questions 	<ul style="list-style-type: none"> • In-Class Quiz • In-Class Activity
Thirteen	11/19	Sexual Variants and Dysfunctions	<ul style="list-style-type: none"> • Oltmanns & Martin (2019) Ch. 16 • <i>Chapter 12</i> 	<ul style="list-style-type: none"> • Embedded Questions 	<ul style="list-style-type: none"> • In-Class Quiz • In-Class Activity
Fourteen	11/26	Personality Disorders	<ul style="list-style-type: none"> • <i>Chapter 10</i> 	<ul style="list-style-type: none"> • Embedded Questions • Take IPIP Quiz & complete “In-Class” activity online 	No in-person class this week
Fifteen	12/3	Personality Disorders	<ul style="list-style-type: none"> • Van Gelder (2010) • <i>Chapter 10</i> 	<ul style="list-style-type: none"> • Embedded Questions • Van Gelder (2010) Book Questions 	<ul style="list-style-type: none"> • In-Class Quiz
Sixteen	Final Exam Week	Final Collaborative Case Study			<p>Section 04: Tuesday 12/10 at 10am</p> <p>Section 03: Tuesday 12/10 at 12pm</p>