

PSY 303 (Section 01): Adult Psychopathology

MWF 1:00-1:50pm, MK D2227

Fall 2024

Instructor: Mariceli O'Neill, Psy.D. (pronouns: she, her, hers)

Office: 2138 Au Sable Hall

Phone: 616-331-2970

Email: oneimari@gvsu.edu

Office Hours: Monday and Wednesday 10am-12pm, or by appointment

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.

Student Drop-In Hours (Office hours): My student drop-in hours are Monday's and Wednesday's, 10am-12pm at 2138 ASH. If you cannot make it to my regularly scheduled drop-in hours, email me to set up a different time that works for us both.

Preferred Names: If your preferred name is not the same as the name that appears on the university provided roster for the course, please let me know so that I can use your preferred name.

I would like to be addressed as Dr. O'Neill or Professor O'Neill in our interactions. I use this same title in other professional capacities. This title is a recognition of the years of dedication and effort I invested in earning my doctorate. It helps maintain a professional atmosphere and reflects the significance of my academic journey. If you see me outside of campus in a non-professional setting or you have graduated and are no longer a student, you can call me by my first name. I appreciate your understanding and respect in this matter.

Textbook: Butcher, J.N., Hooley, J.M., & Mineka, S. M. (2020). *Abnormal Psychology (18th edition)*. Boston, MA: Pearson. ISBN: 9780205944286

The 18th edition is necessary given recent changes to the diagnostic criteria for psychological disorders.

Online text can be accessed via Blackboard course website via GVSU SAVE.

The deadline to opt-out of the SAVE program is **Friday, Sept. 6th for Fall 2024 courses.** Please be aware, if you opt-out you will be responsible for purchasing the required course material on your own. For the instructions to opt-out, and more information about the program visit the GVSU SAVE website at: <https://lakerstore.gvsu.edu/gvsusave>

If you have any questions or are experiencing any issues, please contact lakersave@gvsu.edu

- I strongly recommend using the current version of this textbook. If you use earlier editions is your responsibility to figure out how the textbook differ.
- If you cannot afford the textbook, please contact me as soon as possible and I will connect you with resources that may be available to you that these challenges do not affect your performance in class.

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.

Course Objectives:

- 1. To understand the scope of the field of abnormal psychology (e.g., definition of “abnormal,” history of the field, biopsychosocial model of risk).**
 - a. For example, on an exam, you may be asked to:
 - i. Identify which is a definition of “abnormal” when referring to abnormal psychology
 - ii. Identify the names of key figures from the history of abnormal psychology when given their descriptions
 - iii. Identify examples of the biopsychosocial model
- 2. To know the major categories of psychological disorders, including how they are assessed and diagnosed.**
 - a. For example, on an exam, you may be asked to:
 - i. Identify by choosing a psychological disorder from a description of symptoms.
 - ii. Identify by choosing which assessment measure/method may be used for a particular psychological disorder.
- 3. To know the epidemiology of psychological disorders, factors influencing their development, and prevention and intervention efforts.**
 - a. For example, on an exam, you may be asked to:
 - i. Identify by choosing biological, psychological, or social factors that influence the development of a given disorder.
 - ii. Identify by choosing a prevention or intervention/treatment technique currently used for a given disorder.
- 4. To explore and be able to think critically about how abnormal psychology is portrayed in the media and popular culture, including but not limited to the role of stigma in mental illness.**
 - a. For example, on a paper or in class, you may be asked to:

- i. Identify portrayals of abnormal psychology in the media and discuss how this portrayal may be similar or different from what you have learned in class.
- ii. Discuss the role of stigma in the portrayal of abnormal psychology in the media.

Classroom Process:

1. **Format:** Classes will consist of lectures, multimedia presentations, and case studies. You are expected to have read the textbook chapters each day prior to class. PowerPoint slides will be posted to Blackboard prior to lectures, however, note that slides represent an **outline**. In order to do well in class, it is necessary for you to attend each lecture and take detailed notes. Simply studying information on the slides will **not** be sufficient to do well on exams.
2. **Attendance:** I do not take attendance, because I believe it is your choice whether or not come to class. However, your grade may suffer if you do not attend class. I will be covering material that is not covered in the book that will be tested on exams, and I also give pop-quizzes (described below) at the start of the class based on the lecture from the prior class. There are no make-ups for these quizzes, so coming to class is the only way to get these points. I expect you to be motivated to grow your knowledge and abilities by engaging in the course lectures.
3. **Blackboard website:** You have to be able to access the Blackboard website for this class. Please contact the IT help desk if you have issues. The primary text for the class is accessed via the Blackboard website. Lecture notes and additional readings will be posted in the weekly folders. I will also post announcements, assignments, and grades on Blackboard. Please check your grades on the website often. Contact me if you think an error has been made. You have one week after a grade is posted to dispute it.
4. **Liaison librarian:** Each department has a designated librarian to support your research needs. Wren A. Pierce (she/her) is our liaison librarian for *the psychology department*. Her email is piercel1@gvsu.edu

Classroom Etiquette:

1. I am committed to creating a learning environment that acknowledges and appreciates diverse perspectives. I encourage all students to collaborate with me in shaping a class culture centered on open communication, mutual respect, and inclusivity. Together, as a class, we will engage in discussions with respect and civility. While disagreements and academic debates are anticipated and encouraged, personal attacks are unequivocally unacceptable. My goal is to maintain an open and inviting classroom environment for every student.
2. I strongly encourage you to ask questions or share your thoughts during lectures. If something isn't clear or requires further explanation, please don't hesitate to speak up—this helps me identify areas that might need more attention, and it's likely others may have the same question.

Course Communication:

- a. 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 **1 business day**, which means within 24 hours on weekdays and by 5pm on

Monday if you send me an email on Friday or over the weekend. For questions best answered in person, I will ask you to attend my office hours or set up an alternate time to meet with me. I expect that emails be drafted in a careful, considerate manner such that they reflect an email to a professor and not to a friend. I will also respond in this same professional manner. I believe that this communication is very good practice for future professional communications.

- b. In the spaces below, please take down two students' contact information in your class. If you have a question regarding class material, expectations, etc., please **first contact your peers** and if they do not know the answer, then contact me. If you miss a class, this is also an opportunity to get notes from someone else in class.

Name: _____ Email/Phone: _____

Name: _____ Email/Phone: _____

Class Cancellations procedures:

- c. **Weather** - If there is an unexpected cancellation of class due to weather, we will meet on Blackboard Collaborate for the class period. This is an online real-time forum in which you will log in to the class and then watch me give the lecture and be able to participate in discussion through the online forum. The link can be found on Blackboard under "Blackboard Collaborate" and then you would click on "Join Room." Please note that Collaborate works best when using Google Chrome as your web browser.
- d. **Other reasons** - In the event that I need to cancel a class due to unexpected personal reasons, such as illness, childcare issues, or other emergencies, I will notify you as soon as possible via your GVSU email and through Blackboard messages/announcements. Along with this notification, I will provide specific instructions on what you should work on independently before our next class meeting. Please check your email and Blackboard regularly to stay informed.

School-Life Conflict: Numerous students encounter educational barriers due to work commitments, family responsibilities, or unexpected personal challenges. If you are facing difficulties that affect your success in this course or your undergraduate studies in general, please don't hesitate to contact me. In the event you cannot attend my drop-in hours (office hours), feel free to email to schedule a convenient time.

Use of Technology: Laptops and tablets are permitted in class for the purpose of taking notes and accessing course materials. The use of phones is allowed only when necessary for class participation, such as participating in polls or other interactive activities. It's important to stay focused and engaged, and I ask that you use your devices responsibly and solely for academic purposes while in class.

Special Note for Abnormal Psychology: Many students are attracted to a class on abnormal psychology because of personal experiences or those of a close friend or family member who has faced psychological challenges. I ask that you refrain from sharing personal details about these experiences during class discussions. While it may feel comfortable to share in the moment, you might later regret disclosing such information. If you need to mention someone else's experience, please keep details vague and avoid revealing any identifying information, such as names or your

relationship to the person. This policy is designed to protect your privacy and the privacy of others. If I see that this policy is not being followed, I will have to intervene and remind you of our class guidelines.

If you are concerned about your own mental health, would like mental health support or are concerned for another member of our campus community, reach out to the [University Counseling Center](#) at 616-331-3266 for free resources, self-help options, and services. I must also note that ethical guidelines prevent me from engaging in a therapeutic relationship with you in my role as your professor.

Assignments and Exams:

Grade Requirements:

Assignment:	Total Points:	Possible	Percentage of Grade	My Score (keep track):
Class requirement	5		1%	
Film Discussion	25		5%	
Pop Quizzes (10)	40		9%	
Papers (2)	130		25%	
Exam 1	100		20%	
Exam 2	100		20%	
Exam 3	100		20%	
Total	500		100%	

- **Class requirement (5 points):** You will have one pass/fail requirements you must complete within the first two weeks of class. You will need to complete an online quiz testing you on content in the syllabus. It is open book, meaning you can use your syllabus to answer the questions (are and encouraged to do so). This quiz can be found under “Assignments” and “Syllabus Quiz.” This task must be completed by **Friday Sept. 6 before class**.
- **Film Discussion (25 points):** During the course of this course, you will be required to view a 90-minute documentary entitled “Of Two Minds”. After watching the film, you will answer a series of questions asking you to comment about what you saw. These questions can be found under “Assignments” in Blackboard. The grading rubric will be on Blackboard, and due date can be found on the schedule.
- **Pop Quizzes (40 points):** There will be 10 pop quizzes scattered throughout the course (this roughly works out to one each week with some weeks with two) and the lowest score will be dropped. Quizzes will test material covered in the **most recent** class lecture. Pop quizzes will occur at the **beginning** of class. If you are late for class that day, there are no make-ups. If you show up halfway through an exam, you will not be allowed to turn in a partial exam.
 - Pop quizzes give you a chance to keep up with the material. They are not meant to punish you or your grade. Instead, I hope they will aid you in seeing how well you understand the material. If you find yourself struggling with the quizzes, you should see me for additional help.
 - Quiz questions will be structured similarly to exam questions. Thus, they should provide a chance to familiarize you to the way exam questions will look.
 - Quizzes will consist of 4 multiple choice questions (worth 1 point per question) that will assess your knowledge only on topics covered in the most recent lecture. You will not be tested on anything outside of lecture material for quizzes.

- **Paper #1(50 points):** As part of the evaluation criteria, you will be required to write an essay on a topic related to psychopathology or mental health, with a minimum of 2 double-spaced pages or 500 words, using size 12 font in APA style. A list of topics will be provided and announced in class when available. The essay should include at least one reference properly cited in APA style, to reinforce your position.
 - The paper should not only present your opinion on the topic but also provide a well-reasoned and thoughtful analysis. This means that should clearly articulate their perspective, use critical thinking, and relevant course material. The opinion should be supported by evidence from the literature, demonstrating an understanding of different viewpoints and integrating them into a cohesive argument. "
- **Paper #2 (80 points):** Throughout the semester, we will talk about how psychopathology is portrayed in our society and how this affects the lives of those with mental illness. Because most people don't have expertise in abnormal psychology, public perceptions about psychopathology are strongly influenced by the media, including popular movies. Information presented in the media can be sympathetic and enlightening or can perpetuate the stigma often associated with mental illness. This stigma limits opportunities for individuals with mental illnesses and often prevents them for seeking appropriate help. For this assignment, you will critically evaluate the accuracy of a portrayal of a mental illness in a popular film. You will write a minimum of 4 double space page paper using 1" margins and 12 size font. Paper should be formatted using APA style and uploaded to Blackboard Here are the criteria on which you will be graded:
 - Select a movie from the list of movies on the last page of the syllabus. If you want to use another movie, you must check with me first and have it approved.
 - In your paper, first provide a brief summary of the film. (2-3 sentences)
 - Next, provide a comprehensive diagnosis of the character with the disorder by discussing his/her symptoms. Compare the diagnostic criteria of the disorder that seems most fitting to the character's actual symptoms in the film. (~1 page)
 - Next, discuss the character's potential for treatment and prognosis. For example, discuss the typical treatments for this disorder, whether any treatment was given to the character in the film (and how accurate it was), and what the likely outcome of the disorder would be based on what you have learned in class. (~1 page)
 - Consider the positive and negative messages the movie gives to the public about people with this disorder, as well as the mental health profession in general. (~1 page).
 - Evaluate how accurate the movie's depiction of the given form of psychopathology was based on what you've learned about the disorder (~1 page).
 - Your paper should be proofread, as points will be deducted for misspelled words, writing fragments, excessive punctuation errors, etc.
- **Exams (100 points):** You will have 3 exams throughout the course (20% each). All exams will be **non-cumulative. All exams count towards your final grade.** Exams will be approximately 50 multiple-choice questions. Most information on exams will come from lectures. All material covered in class and all assigned readings and homework are fair game for exams.

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

Grades in the class are based on points earned in the class which reflect exact percentage points (i.e., 1 point in the class is equal to 1% in the class). There is no curve in this class. If your grade is at the .5 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 late assignments accepted for the class requirements and film discussion, and there will be no make-ups for any of the pop quizzes. If you arrive late for class on the day of a pop quiz, you will not be able to take the quiz and will receive a zero.
2. Make-up exams are only allowed in the case on an unavoidable emergency and **ONLY** at my discretion. An unavoidable emergency may include the following: serious illness, funeral, unexpected car trouble. In order to make up an exam, you **must have documentation**. Documentation can include: a doctor's note, towing or car repair receipt, program from funeral, etc. You must provide this documentation within 24 hours of the missed exam. If you are aware you will need to miss class for a medical reason or university-sponsored event, you must provide **at least one week** notice with documentation. Please note that make-up exams must be completed within 1 week of the scheduled exam date. **Failure to notify me in advance, provide documentation, or complete the exam within the time frame, will result in a zero.**
3. The paper assignments are due on the dates scheduled before class and is subject to the following penalty for lateness: 10% deduction per day the paper is late. Papers not received will result in a zero.

Symptomatic illness

Please do not come to class if you are ill. Instead, notify me as soon as possible via email. If you have a known COVID exposure and are asymptomatic, please wear a mask. University link to COVID relevant information: [Community Health Advisory Team](#)

Academic Supports

Grand Valley State University provides extensive academic supports for students, and these supports are there to let students achieve the academic success they are truly capable of. Below you will find some of them.

Psychology Department

Psych Friends Peer-to-Peer Mentors: Psych Friends mentors are upper-level psychology and behavioral neuroscience students who are trained to provide support in many areas, such as: effective studying and time management techniques, exam preparation and reflection skills, understanding the PSY and BNS major requirements, potential jobs and careers in the field, the

process of applying for graduate school, and how to maintain physical and mental health as a student. Visit <https://www.gvsu.edu/navigate> to schedule an online or in-person meeting today!

Student Accessibility Resources SAR (formerly known as *Disabilities Support Resources (DSR)*)

Grand Valley State University strives to provide an inclusive environment across campus that is accessible to all individuals with a diverse range of abilities. As your instructor, it is my objective to facilitate opportunities within all class activities and programs because your success is important to me. If you are encountering difficulties that are interrupting your learning experience, please feel free to make those known to me as soon as possible, as early planning is essential. If you feel that you need accommodations in this course, you must present a memo to me from Student Accessibility Resources (SAR), indicating the existence of a disability and the approved accommodations. If the class meets in person, you should schedule a meeting with me during office hours to discuss your accommodations. If your class is online or hybrid, please forward your memo to me in an email and schedule a virtual or phone appointment with me to discuss your accommodations. Accommodations are not retroactive. If you have not already done so, please contact the Student Accessibility Resources office (215 CON) by calling (616) 331-2490 or by email to access@gvsu.edu. Please note that I cannot provide accommodations based upon disability until I have received a copy of the SAR issued memo. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency, please make me aware so that the university and I can develop a plan to assist you. All discussions will remain confidential.

Student Resources List

- [Student Resources List](#)

GVSU Tutoring

- [GVSU Tutoring](#)

Other information

This course is subject to the GVSU policies listed at [Course Policies](#)

[GVSU Academic Calendar](#)

University Policies

Academic Integrity: Students are expected to adhere to the university's policies on Academic Honesty. These policies are described in the catalog and in the Student Code. Cheating and plagiarism will be dealt with as per the procedures described in the Student Code.

To read more about the GVSU's policy on Academic Integrity, visit the [Academic Misconduct Policies and Procedures webpage](#).

Plagiarism: As described in Section 223.01 of the Student Code, "any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches, or the writings of other students...Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism." In sum,

copying the work of any other individual, whether that of another student, researcher, author, or editor, is considered plagiarism. Plagiarism is not acceptable and will be dealt with according to the policies set forth in the Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences.

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 mis-use of the intellectual property of another may subject the user to penalties up to and including dismissal.

Use of Advanced Automated Tools: Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-4 should include a citation such as: “Chat-GPT-4. (YYYY, Month DD of query). “Text of your query.” Generated using OpenAI. <https://chat.openai.com/>” Material generated using other tools should follow a similar citation convention.

More information about Advanced Automated Tools can be found [GVSU AI Content](#)

How to Succeed in Class:

1. Read the textbook material before coming to class. You will have a good first look at the content and will have a broader context for understanding the material I present in class.
2. Attend each and every class. The chances of succeeding in this class are **slim-to-none** if you learn solely from the textbook and/or lecture slides.
3. Take detailed notes in class. The slides are intended as a guide only and will not provide you with all the necessary material. Detailed lecture notes will be **essential** when you study for the exams. It is worth noting that students who are most successful take hand-written notes vs. using an electronic device (e.g., laptop) to take notes. You may find that you retain more information if you choose to take hand-written notes.
4. Participate during class. Ask questions and provide comments. This is called “active learning,” meaning that you are processing the material while listening, formulating it in a way that makes sense to you, and applying it to different contexts through comments/questions.
5. Prepare for exams **well in advance**. You can get a leg up if you re-read your lecture notes each day after class and review material on a weekly basis. If you wait until the last minute to begin preparing for an exam, you are unlikely to perform as well.
6. 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’s not much you can do then.

Course Schedule

The schedule of lectures and readings are outlined below. Please note that this 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:	Date:	Topic:	Readings:
One	8/26	Introduction and Course Overview	Syllabus
	8/28, 8/30	What does "abnormal" mean? What is the DSM?	Chapter 1, pgs. 1-15
Two	9/2	No Class – Labor Day Recess	
	9/4,9/6	History of Abnormal Psychology Class Requirement Due Sept 6 by 9am	Chapter 2
Three	9/9	Research Methods	Chapter 1, pgs. 16-29
	9/11, 9/13	Causes of Psychological Disorders	Chapter 3
Four	9/16	Causes of Psychological Disorders	Chapter 3
	9/18, 9/20	Clinical Assessment and Diagnosis	Chapter 4
Five	9/23	Exam #1	
	9/25,9/27	Mood Disorders and Suicide;	Chapter 7
Six	9/30, 10/2	Mood Disorders and Suicide Film Discussion Due 10/4 by 10pm	Chapter 7
	10/4,10/7	Stress and Mental Health	Chapter 5
Seven	10/9	Stress and Mental Health	Chapter 5
	10/11, 10/14	Anxiety Disorders	Chapter 6
Eight	10/16	Anxiety Disorders	Chapter 6
	10/18, 10/23	Somatic and Dissociative Disorders Paper #1 Due 10/18 by 11am	Chapter 8
Nine	10/21	No Class – Fall Break	
Ten	10/25	Eating Disorders & Obesity	Chapter 9
Eleven	10/28	Exam #2	
	10/30, 11/1	Personality Disorders	Chapter 10
Twelve	11/4,11/6	Personality Disorders	Chapter 10
	11/8	Substance Use Disorders	Chapter 11
Thirteen	11/11, 11/13	Substance Use Disorders	Chapter 11
	11/15	Sexual Variants and Dysfunctions	Chapter 12
Fourteen	11/18	Sexual Variants and Dysfunctions	Chapter 12
	11/20, 11/22	Schizophrenia and Psychotic Disorders;	Chapter 13
Fifteen	11/25	Schizophrenia and Psychotic Disorders Paper Due 11/25 by 11am	Chapter 13
	12/2	Overview Neurocognitive/ Neurodevelopmental Disorders in Adults	Chapters 14 &15
	12/4, 12/6	Psychological Treatment	Chapter 16
Sixteen	12/9	Exam #3 – 12pm	

Movie List

Obsessive-Compulsive Disorder

- As Good As It Gets (1997)
- What About Bob? (1991)
- The Aviator (2004)
- Matchstick Men (2003)

Anxiety Disorders

- Copycat (1995)
- What About Bob? (1991)
- Silver Linings Playbook (2012)
- The King's Speech (2010)
- Vertigo (1958)
- Analyze This (1999)
- Annie Hall (1977)

Post-traumatic stress disorder

- Taxi Driver (1976)
- The Deer Hunter (1978)
- Fearless (1993)
- Mystic River (2003)
- Reign Over Me (2007)
- American Sniper (2014)
- The Fisher King (1991)

Bipolar disorder

- Mr. Jones (1993)
- Mad Love (1995)
- Michael Clayton (2007)
- Silver Linings Playbook (2012)
- Ed Wood (1994)
- Amadeus (1984)

Depressive disorders

- It's a Wonderful Life (1946)
- Ordinary People (1980)
- What Dreams May Come (1998)
- American Beauty (1999)
- The Virgin Suicides (1999)
- The Hours (2002)
- Little Miss Sunshine (2006)
- Revolutionary Road (2008)
- Melancholia (2011)
- The Perks of Being a Wallflower (2012)
- Inside Out (2015)

Dissociative disorders

- Lizzie (1957)
- The Three Faces of Eve (1957)
- Psycho (1960)
- Sybil (1976)
- Psycho (1998)
- Fight Club (1999)
- Me, Myself, & Irene (2000)-
- Identity (2003)
- Secret Window (2004)
- Hide and Seek (2005)
- Shutter Island (2010)

Eating disorders

- The Best Little Girl in the World (1981)
- Kate's Secret (1986)
- For the Love of Nancy (1994)
- Perfect Body (1997)
- A Girl is a Girl (1999)
- Dying to Dance (2001)
- Hunger Point (2003)
- Starving In Suburbia (2014)

Antisocial personality disorder

- A Clockwork Orange (1971)
- The Silence of the Lambs (1991)
- The Hand That Rocks the Cradle (1992)
- Natural Born Killers (1994)
- Copycat (1995)
- Seven (1995)
- The Talented Mr. Ripley (1999)
- Hannibal (2001)
- Red Dragon (2002)
- Red Eye (2005)
- There Will Be Blood (2007)
- The Girl with the Dragon Tattoo (2011)
- Gone Girl (2014)

Histrionic personality disorder

- Gone with the Wind (1939)
- A Streetcar Named Desire (1951)
- Mean Girls (2004)

Borderline personality disorder

- Looking for Mr. Goodbar (1977)
- Fatal Attraction (1987)
- Single White Female (1992)
- The Crush (1993)
- Mad Love (1995)
- Fear (1996)
- The Cable Guy (1996)
- Malicious (1996)
- Cruel Intentions (1999)
- Girl, Interrupted (1999)
- Swimfan (2002)
- White Oleander (2002)
- Monster (2003)
- Thirteen (2003)
- Eternal Sunshine of the Spotless Mind (2004)
- My Super Ex-Girlfriend (2006)

Narcissistic personality disorder

- Arthur (1981)
- Scarface (1983)
- Wall Street (1987)
- The Talented Mr. Ripley (1999)
- Zoolander (2001)
- Bad Teacher (2011)
- Blue Jasmine (2013)
- Alfie (2004)
- What About Bob? (1991)
- Harry Potter & the Chamber of Secrets (2002)
- Anchorman (2004)
- American Psycho (2000)

Schizophrenia

- The Snake Pit (1948)
- Benny and Joon (1993)
- Clean, Shaven (1995)
- Conspiracy Theory (1997)
- A Beautiful Mind (2001)
- K-PAX (2001)
- Mr. Brooks (2007)
- Revolution #9 (2001)
- The Soloist (2009)
- Donnie Darko (2001)

Substance use disorder

- The Wolf of Wall Street (2013)
- Candy (2006)
- Blow (2001)
- Traffic (2000)
- Requiem for a Dream (2000)
- 28 Days (2000)
- Trainspotting (1996)
- Leaving Las Vegas (1995)
- The Basketball Diaries (1995)
- The Man with the Golden Arm (1955)