

## **PSY 243: Behavior Disorders (Fall, 2024)**

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Office: Science Center 156  
Office Hours: M, W 3:30-4:30; R 10-12 & by appointment  
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Class Times: 12:20-2:05 T, Th (107 Science Center)

### **Course Description and Goals**

This course introduces students to the field of behavior disorders (sometimes called ‘abnormal psychology’ or ‘psychopathology’); you will become familiar with the identifying characteristics (diagnosis), causes (etiology) and treatments of commonly recognized mental disorders. You will also learn to critically evaluate the process by which particular behaviors are designated as ‘disordered’ (or ‘pathological’ or ‘abnormal’). Important issues involving values, research methodology and theory will be considered. Finally, you will be encouraged to apply your knowledge of behavior disorders to broader aspects of human functioning in such domains as culture, literature, religion, etc. Issues of human ‘sameness’ and ‘difference’ will be repeatedly highlighted.

The following goals of the psychology major are advanced in this course:

- Students should be able to recognize and differentiate the major theories, principles, findings, and methods of the discipline of psychology as it is commonly defined and practiced in the current time period.
- Students should be able to critique empirical studies in psychology with regard to their ethics, the validity of their design, results, and conclusions.
- Students should understand the relationship of psychology to other disciplines in the liberal arts, particularly those with strong historical connections (biology, philosophy, sociology, etc.).
- Students should be prepared to pursue a career of their choice, either inside or outside of psychology.

### **Required Texts**

Comer, R.J. (2015). *Abnormal psychology* (9<sup>th</sup> ed.). New Jersey: Prentice Hall. [This text is available in a variety of forms-hardback, softback, loose-leaf, pdf., & rental; you can use any format you want; you do not need to purchase any of the supplementary materials; please do not purchase the 10<sup>th</sup> edition, which is much more expensive.]

Kaysen, Susan. (1993). *Girl, interrupted*. Turtle Bay Books.

### **Additional Readings**

Keen, S. (1986). *Faces of the enemy: Reflections on the hostile imagination* (pp. 19-24; 99-105). San Francisco: Harper & Row.

Kramer, P. (1993). *Listening to Prozac* (ix-xix; 1-21). NY: Viking Press.

Sacks, O. (1990). *The man who mistook his wife for a hat* (pp. 3-22). New York: HarperPerennial

Shapiro, D. (1965). *Neurotic Styles* (pp. 54-64). New York: Basic Books.

Spiegel, D.A. (1999). Dissociative disorders. In R.E. Hales, S.C. Yudofsky & J.A. Talbott (Eds.), *American Psychiatric Press textbook of psychiatry*. Wash, DC: Am. Psychiatric Press.

Szasz, T. (1960). The myth of mental illness. *American Psychologist*, 15, 113-118.

Watkins, M. (1990). *Invisible guests: The development of imaginal dialogues* (Ch. 151-172). Boston: Sigo Press.

Wood, R. (1977). *Hitchcock's films* (pp. 100-107). South Brunswick, NJ: A.S. Barnes.

### **Required Video:**

Hitchcock, A. (Prod. & Dir.). (1954). *Rear window*. Paramount.

### **Exams**

There will be two in-class exams for this course, each worth 100 points, and a final worth 150 points. All tests will be primarily long answer, short essay and matching. The content of the tests will be drawn from both class and the readings.

### **Madison State Field Trips**

A tour of Madison State Hospital is be required. Times will be arranged early in the semester. In addition, I hope to arrange one or two “party groups” where we visit different units of the hospital. They will not be required, but I recommend you go to as many as you can.

### **Course Writings**

A final paper (8-10 pages) will be worth 100 points. For this paper, each student will identify a character in some narrative medium (e.g., film, television, literature, poetry, theater, etc.) who they believe is symptomatic of one or more of the disorders discussed in the course. Students will describe, diagnose and speculate on the causes and possible treatments for this “disordered” character. Detailed instructions will be presented during the semester in class and on Moodle. Papers turned in late are subject to a 10% deduction per weekday.

There will also be five homework assignments worth 10 points due at various points throughout the semester. The assignments will be announced in class and posted on Moodle. Papers turned in late are subject to a 10% deduction per weekday. Short papers should be brought to class.

### **Attendance, Preparation & Participation**

Class attendance is expected and will be taken for each class, whether live or online. Students are allowed one unexcused absence throughout the term without penalty. Unexcused absences after the first will result in a deduction of 5 points per class from the student’s overall grade. Legitimate excuses include health issues, family emergencies, varsity athletics, required

fieldtrips in other classes, and other issues arranged individually with me. Even with legitimate excuses, you are responsible for obtaining the missed material.

Regular, informed participation is also expected. Participation includes the following: paying attention, being prepared, engaging in classroom activities, using office hours, asking questions, answering questions, sharing experiences, discussing course content outside of class, and critically evaluating classroom material. In addition, there may be a few circumstances in which you are called upon to lead the class or give a brief, informal presentation. Participation is worth 100 points and will be based on the following scale:

Outstanding	95+ points
Excellent	90 points
Very Good	85 points
Average	80 points
Below Average	75 or below

<b>Grading</b>	(Total of 600 points)
540-600	A
480-539	B
420-479	C
360-419	D
359 & Below	F

Assignment of +’s & -’s will be made based the overall distribution of scores and other factors (e.g., effort & engagement).

### **Academic Dishonesty**

This course follows the rules articulated on pp. 27-28 of the Academic Catalog. You can use AI as a study and research tool as you see fit. However, no part of any written work you turn in for this class (homework and final paper) should be written by AI.

## Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Reading</u>
8/27	Introduction; Definitions of mental illness	Comer, Ch. 1
8/29	“Formal parallels”; Historical background	Comer, Ch. 1 & 2
9/3	Exploring <u>Girl, Interrupted</u>	Kaysen
9/5	Theories of maladaptive behavior	Comer, Ch. 3
9/10	The classification of maladaptive behavior	Comer, Ch. 4; Szasz
9/12	The assessment of maladaptive behavior	Comer, Ch. 4
9/17	The treatment of maladaptive behavior	Comer, Ch. 4
9/19	The mental health treatment system	Comer, Ch. 19
9/24	<b>Exam #1</b>	
9/26	Stress & somatic disorders	Comer, Chs. 6 & 10
10/1	Anxiety disorders	Comer, Ch. 5
10/3	PTSD	Comer, Ch. 6
10/8	Dissociation & memory	Comer, Ch. 6; Spiegel; Watkins
10/10 & 10/17	Mood disorders & Suicide	Comer, Ch. 7, & 9
10/15	<b>Fall Break</b>	
10/22	Treatment of mood disorders; Medication	Comer, Ch. 8; Kramer
10/24	Substance disorders; Dual diagnosis	Comer, Ch. 12
10/29	<b>Exam #2</b>	
10/31 & 11/05	Schizophrenia & other psychotic disorders	Comer, Ch. 14 & 15
11/07	Personality disorders	Comer, Ch. 16
11/12	Paranoia as a mode of human functioning	Keen; Shapiro

11/14	Childhood disorders; Eating disorders	Comer, Ch. 17 & 11
11/19	<i>Rear Window</i>	Hitchcock
11/21	Sexual variations/disorders; Voyeurism as a 'cultural pathology'	Comer, Ch.13; Wood
11/26 & 28	<b>Thanksgiving Break</b>	
12/03	Cognitive disorders	Comer, Ch. 18; Sacks
12/05	Integrating mental health diagnoses <b>(Final Paper Due 12/05)</b>	--
Wk. of 12/09	<b>Final Exam</b> (as per college schedule)	

## **Statement on Self-Care**

Your academic success in this course and throughout your college career depends heavily on your personal health and wellbeing. Stress is a common part of the college experience, and it often can be compounded by unexpected life changes outside the classroom. Your other professors and I strongly encourage you to take care of yourself throughout the term before the demands of midterms and finals reach their peak. Please feel free to talk with me about any difficulty you may be having that is impacting your performance in this course as soon as it occurs and before it becomes unmanageable. Please also know that there are several other support services on campus that stand ready to assist you. I strongly encourage you to contact them if you need them. You can make appointments with Health Services by calling x-6102. Appointments for Counseling Services can be made online at any time through MyHanover.

## **Gladish Center for Teaching and Learning**

Katy Lowe Schneider

866-7215 or [lowe@hanover.edu](mailto:lowe@hanover.edu)

## **Counseling Services**

Sara Crafton

866-7074 or [crafton@hanover.edu](mailto:crafton@hanover.edu)

## **Health Services**

Christy Ownbey

866-6102 or [ownbey@hanover.edu](mailto:ownbey@hanover.edu)

## **Chaplain's Office**

Reverend Catherine Knott

866-7087 or [knott@hanover.edu](mailto:knott@hanover.edu)

## **Career Center**

Jenny Moss, Director of Levett Career Center

866-7397 or [mossJ@hanover.edu](mailto:mossJ@hanover.edu)