

**Faculty of Health  
Department of Psychology  
PSYC 3140 3.0 O W(18)  
ABNORMAL PSYCHOLOGY  
Wednesdays 8:30am-11:20am  
LOCATION: LSB 106**

*What sane person could live in this world and not be crazy? - Ursula K. Le Guin*

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**Instructor and T.A. Information**

Instructor: Alexandra Rutherford, PhD CPsych  
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Office hour	1:30-2:30pm Weds	10:00-11:00am Tuesdays
Location	150C BSB	072A BSB

**Course Prerequisite(s): Course prerequisites are strictly enforced.**

- HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.

**Course website:** <https://moodle.yorku.ca/moodle/course/view.php?id=105730>

**Course Description**

This course is designed to provide students with the skills to think critically about our current definitions of and responses to mental distress. Students will consider the historically, socially, and politically constructed nature of mental health and “illness.” They will learn how people identified as “abnormal” or “disordered” have been understood and treated by the psychological and psychiatric establishments, over time and across cultures. They will also consider how those labelled “mentally ill” have understood their own experiences, and will reflect on how these understandings relate to one another. This course takes an explicitly social and structural approach to mental health and considers how this approach differs from the biomedical model now prevalent in North America and increasingly, around the world.

**Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge of abnormal psychology.
2. Articulate trends in abnormal psychology.
3. Express knowledge of abnormal psychology in written form.
4. Describe and explain limits to generalizability of research findings in abnormal psychology.

5. Demonstrate ability to relate information in abnormal psychology to own and others' life experiences.

### Specific Learning Objectives

- Students will be able to:
  - 1) define the medical model and the social model of mental health/illness and describe how each affects how we conceptualize and respond to people with mental health issues
  - 2) critically evaluate the concept of 'abnormality' and the practice of psychiatric diagnosis
  - 3) demonstrate knowledge of the current classification system for psychological disorders and be able to evaluate its contribution and impact
  - 4) articulate the influence of culture, class, gender, race/ethnicity, and power on how we conceptualize, understand, label, and treat mental distress
  - 5) Compare and contrast "expert" understandings of mental distress with the firsthand experiences of people who are diagnosed by mental health professionals

### Required Texts

Frances, A. (2013). *Saving normal: An insider's revolt against out-of-control psychiatric diagnosis, DSM-5, big pharma, and the medicalization of ordinary life*. New York: William Morrow. (available in bookstore and on Amazon; one copy is on reserve in Scott)

Luhrmann, T. M. & Marrow, J. (eds) (2016). *Our most troubling madness: Case studies in schizophrenia across cultures*. Berkeley, CA: University of California Press. (available in bookstore and on Amazon; one copy is on reserve in Scott)

**And a selection of articles available via the York Library system or on-line, as outlined in the Course Schedule below and at the Moodle site**

### Course Requirements and Assessment

Your grade in this course is based on one writing assignment worth 30%, three in-class tests worth a total of 60%, and two short reflection exercises worth 10%. Tests consist of multiple choice and short answer questions. Tests cover assigned readings, lecture material, and any video or web material that is shown or discussed IN CLASS.

Assessment	Date of Evaluation	Weighting
Test 1	January 31	20%
Test 2	March 7	20%
Test 3	April 4	20%
Final Writing Assignment	March 23	30%
Reflection Exercise 1	January 12	5%
Reflection Exercise 2	February 16	5%
<b>Total</b>		<b>100%</b>

## Description of the Final Writing Assignment

There is one major writing assignment for this course. It is designed to develop your skills in discerning and critically evaluating the main arguments in a piece of scholarly writing and in presenting your analysis in appropriate written form. It is also designed to have you engage with accounts of mental distress across cultures, from the standpoints of people experiencing this distress and their families. Unfortunately, we do not have enough person-power to provide individual feedback on pre-e-mailed drafts of the writing assignment. If you have questions about how to approach the assignment, make sure you attend the in-class sessions devoted to the assignment, and come to office hours. If you have trouble with writing generally, there are lots of great resources at York. Check out the Writing Centre:

<http://writing-centre.writ.laps.yorku.ca/>

Also check out SPARK – Student Papers and Academic Research Kit:

<http://www.yorku.ca/spark/>

It is a great on-line resource that leads you through some important steps in essay writing and other important academic skills.

### **Final Writing Assignment (30%; due by 11:59 pm on March 23rd):**

Read the book *Our most troubling madness: Case studies in schizophrenia across cultures*. In a 1500-2000 word essay, provide a report on and analysis of the book using the following framework (that is, be sure to address the following points in your report):

- What is the main goal or objective of this book?
- Choose three of the case studies, describe them, and identify/explore how they address this main goal or objective.
- What do the editors conclude about the experience of schizophrenia based on the themes/patterns they discern across their case studies? What are some of their recommendations for how to help people with schizophrenia based on their conclusions?
- What do you discern as a possible critique of these conclusions and recommendations based on your reading of the case studies and any other material we have covered in class? For example, do you think their conclusions and recommendations are warranted based on the ethnographic material provided? Why or why not? Could other conclusions be drawn? If so, what would they be? What other readings/perspectives you have covered in the course could be brought to bear on assessing their arguments? These are just examples of ways of thinking about your critique.

## HOW TO PRESENT YOUR ASSIGNMENT

- APA format is to be used for this assignment. Provide in-text references when you are paraphrasing or referring to material from the book. If you refer to material from the same source repeatedly throughout a paragraph, it will suffice to put an in-text reference to that material at the end of the paragraph (rather than after every sentence).

Try to keep direct quotes to a minimum, but if they are used, in-text references would look like this:

In his foreword to *Our Most Troubling Madness*, medical anthropologist Kim Hopper contends that understanding better how culture shapes recovery in other parts of the world can help us design better treatment where we reside. As he puts it “better understanding of how culture shapes prospects of recovery *there* will have implications for treatment *here*” (Hopper, 2016, p. xii).

The listing in the reference list would look like this:

Hopper, K. (2016). Foreword. In T. M. Luhrmann & J. Marrow (Eds), *Our most troubling madness: Case studies in schizophrenia across cultures* (pp. xi-xiii). Berkeley, CA: University of California Press.

- Your assignments must be double spaced, one-inch margins all around, 12-pt font. Do not exceed the word limits (these do not include the references).
- Page one is a cover page that clearly indicates the title of your essay, your name, your student number, and your e-mail. .
- The last page of your assignment is a separate page that has your short reference list in APA style.
- Save your essay as a Word doc (not .pdf) with the following file name: Lastname\_Final Assignment
- Submit it through the Moodle site by the due date and time.

### Description of the Reflection Exercises

#### Reflection Exercise 1: maximum 300 words; worth 5%; due January 12<sup>th</sup>

Reflect on some of your own beliefs and assumptions about mental illness and how to respond to people with mental health problems. Write down three of these beliefs. Based on the material assigned, presented, and discussed in Lecture 1, how have these beliefs been challenged or changed? If they have remained the same, what new concepts have you learned and how do they relate to your beliefs? Write your reflection in 12-pt font, double

spaced, with one-inch margins, and save in word format (not as a .pdf) with the file name: Lastname\_Reflection 1 and submit it through the Moodle site by the due date and time.

### **Reflection Exercise 2: maximum 300 words; worth 5%; due February 16<sup>th</sup>**

Based on the readings and class discussion about cultural competency, describe three things you could do as a clinician to ensure that you were making health care services maximally accessible, acceptable, and effective for people from diverse ethnocultural communities. Try and think about all levels – from the institutional to the individual – as you are formulating your thoughts. Write your reflection in 12-pt font, double spaced, with one-inch margins, and save in word format (not as a .pdf) with the file name: Lastname\_Reflection 2 and submit it through the Moodle site by the due date and time.

### **Grading as per Senate Policy**

The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ = 7, C+ = 5, etc.). Assignments and tests\* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - <http://calendars.students.yorku.ca/2016-2017/academic-and-financial-information/academic-services/grades-and-grading-schemes>)

### **Late Work/Missed Tests or Exams**

Students with a documented reason for missing a course test, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>) may request accommodation from the Course Instructor. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Notification that you will or have missed a test must reach both the course instructor and your TA within 24 hours of the missed date, preferably via an e-mail cc'ed to both of us. Proper documentation, consisting of a note from a physician outlining the specific nature of the illness and dated within 2 days of the test, is required to excuse a student from a test and must be physically presented to the TA at the makeup exam.

**\*\*All students who miss any tests due to illness will be required to write a makeup test that may differ from the original in BOTH format and content on the date specified by the instructor towards the end of the semester. Failure to write the makeup on this date will result in a 0 on the exam.\*\***

**Assignments are to be submitted via the course Moodle site by the time and date specified. Late assignments will receive a 5% deduction for each day they are late.**

### **Important New Information Regarding Missed Tests**

For any missed tests or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office.

[HH PSYC: Missed Tests/Exams Form](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

### **Add/Drop Deadlines**

For a list of all important dates please refer to: [Important Dates](#)

<b>Important dates</b>	<b>Fall (F)</b>	<b>Year (Y)</b>	<b>Winter (W)</b>
Last date to add a course <b>without</b> permission of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 18
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Oct. 5	Oct. 19	Feb. 1
Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 11	Feb. 10	March 10
Course Withdrawal Period (withdraw from a course and receive a "W" on the transcript – see note below)	Nov. 12 - Dec. 5	Feb. 11 - Apr. 5	March 11 - Apr. 5

### **Information on Plagiarism Detection**

Plagiarism is a serious breach of academic honesty (see below). We use Turnitin software for the writing assignments in this course to help detect plagiarism.

### **Electronic Device Policy**

Course-related use of laptop computers (e.g., for note-taking or in-class activities) is allowed in this course. Please be considerate of your classmates and do not "surf the net," engage in social media, or check your email during class time. This is distracting to other students and, of course, disrespectful to those trying to maximize their learning in the course. If you are being negatively affected by your classmates' misuse of laptops, please feel free to report it to the instructor. Please mute cell phones and refrain from using them during class time.

### **Attendance Policy**

Attendance is expected at all class meetings. Material and activities will be presented that are not covered in your assigned readings, and we will engage in active learning exercises that will enhance your experience of this course. Neither the course director nor the TA will lend out their lecture notes and notes will not be posted on-line. Active learning via note-taking and class participation is more effective than reading posted notes or passively watching a recorded lecture, and since I do not follow my notes verbatim they are not a completely accurate record of the class content. No notes but your own will adequately reflect what goes on in class.

If you must miss a class for unavoidable reasons, borrow notes from a classmate, or if you know in advance that you must miss a class, have a classmate audiotape the class for you to listen to.

Powerpoint slides will be posted on the course website in advance of the class meeting. If a student has a documented disability that requires accommodation involving notetaking, please contact the professor immediately to arrange accommodation.

## **Academic Integrity for Students**

York university takes academic integrity very seriously, please visit [an overview of Academic Integrity at York University](#) from the Office of the Vice-President Academic.

The following links will assist you in gaining a better understanding of academic integrity and point you to resources at York that can help you improve your writing and research skills:

- [Information about the Senate Policy on Academic Honesty](#)
- [Online Tutorial on Academic Integrity](#)
- [Information for Students on Text-Matching Software: Turnitin.com](#)
- [Beware! Says who? A pamphlet on how to avoid plagiarism](#)
- [Resources for students to help improve their writing and research skill](#)

## **Test Banks:**

The use of test banks is not permitted in this course and may be considered a potential breach of academic honesty. This includes but is not limited too; buying or selling test banks.

## **Electronic Devices During a Test/Examination:**

Electronic mobile devices of any kind are not allowed during a test or examination. Students are required to turn off and secure any electronic mobile device in their bag which is to be placed under the chair while a test/exam is in progress. Any student observed with an electronic device during a test/exam may be reported to the Undergraduate Office for a potential breach of Academic Honesty.

## **Academic Accommodation for Students with Disabilities:**

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement

**Policy:** York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses.

Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#)

## Course Schedule

Date: \_\_\_\_\_ Topic: \_\_\_\_\_ Readings: \_\_\_\_\_

1) Jan. 10                      What does “abnormal psychology” mean? Key concepts and frameworks                      Bassman (1997)  
Frances, Chapter 1  
Schrader, Jones, & Shattell (2013)  
Gaudet (2017)

**SUBMIT REFLECTION EXERCISE 1 THROUGH MOODLE BY 11:59pm on JANUARY 12th**

2) Jan. 17                      What can we learn from history?                      Frances, Chapter 2  
Strudwick (2017)  
Ussher (2014)

3) Jan. 24                      Diagnosis and its discontents                      Frances, Chapter 3  
Lafrance & McKenzie-Mohr (2013)

4) Jan. 31                      **TEST 1 (20%)**  
  
Orientation to writing assignment

5) Feb. 7                      What does culture have to do with it?                      Watters (2008)  
Kleinman (2004)  
Gordon (2002)  
Schulz (2004)

6) Feb. 14                      Culture in practice                      Kirmayer (2012)  
Kleinman & Benson (2006)

**SUBMIT REFLECTION EXERCISE 2 THROUGH MOODLE BY 11:59pm on FEBRUARY 16th**

**WINTER READING WEEK Feb. 18-24**

7) Feb. 28                      Race and Class                      Belle & Doucet (2003)  
Lane (2010)  
Chakroborty & McKenzie (2002)

8) March 7                      **TEST 2 (20%)**

9) March 14                      Gender                      Marecek (1993)  
Oliffe & Phillips (2008)  
Shaw & Proctor (2005)



10) March 21	Sexuality and gender identity	Ussher (2013) Langer & Martin (2004) Hartley & Tiefer (2003) Belluz (2015)
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**SUBMIT FINAL ASSIGNMENT THROUGH MOODLE BY 11:59pm on MARCH 23rd**

11) March 28	Perspectives on “treatment”	Breggin (2003) Fisher (2003) Carey (2015) Maisel (2016)
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12) April 4	<b>TEST 3 (20%)</b>	
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## **READINGS BY WEEK:**

### **1) Jan. 10<sup>th</sup>: What does “abnormal psychology” mean? Key concepts and frameworks**

Bassman, R. (1997). The mental health system: Experiences from both sides of the locked door. *Professional Psychology: Research and Practice*, 28(3), 238-242.

Frances, A. (2013). *Saving Normal*, Chapter 1

Gaudet, L. (2017). “Even heroes get depressed”: Sponsorship and self-stigma in Canada’s Mental Illness Awareness Week. *Journal of Medical Humanities*. Doi: 10.1007/s10912-017-9483-z

Schrader, S., Jones, N. & Shattell, M. (2013). Mad pride: Reflections on sociopolitical identity and mental diversity in the context of culturally competent psychiatric care. *Issues in Mental Health Nursing*, 34, 62-64.

### **2) Jan. 17<sup>th</sup>: What can we learn from history?**

Frances, A. (2013). *Saving Normal*, Chapter 2

Strudwick, P. (2017, October 16). Psychiatrists have issued a historic admission of the harm done by aversion therapy. *Buzzfeed*. Available at: <http://bzfd.it/2x0fXeR>

Ussher, J. (2014). Madness. In T. Teo (Ed.), *Encyclopedia of Critical Psychology* (pp. 1111-1117). New York: Springer SBM.

### **3) Jan. 24<sup>th</sup>: Diagnosis and its discontents**

Frances, A. (2013). *Saving Normal*, Chapter 3

Lafrance, M.N. & McKenzie-Mohr, S. (2013). The DSM and its lure of legitimacy. *Feminism & Psychology*, 23, 119-140.

### **4) Jan. 31<sup>st</sup> TEST #1 and orientation to writing assignment**

### **5) Feb. 7<sup>th</sup>: What does culture have to do with it?**

Kleinman, A. (2004). Culture and depression. *New England Journal of Medicine*, 351, 951-953.

Schulz, K. (2004), August 22). Did antidepressants depress Japan? *New York Times Magazine*, retrieved from <http://www.nytimes.com/2004/08/22/magazine/did-antidepressants-depress-japan.html>

Gordon, R. A. (2002). Eating disorders East and West: A culture-bound syndrome unbound. In M. Nasser, M. Katzman, & R. A. Gordon (Eds.), *Eating disorders and cultures in transition*. London: Taylor & Francis, pp. 1-15.

Watters, E. (2010, January 8). The Americanization of mental illness. *New York Times Magazine*. Retrieved from: <http://www.nytimes.com/2010/01/10/magazine/10psyche-t.html? r=0>

#### **6) Feb. 14<sup>th</sup>: Culture in practice**

Kirmayer, L. J. (2013). Rethinking cultural competence. *Transcultural Psychiatry*, 49, 149-164.

Kleinman, A. & Benson, P. (2006). Anthropology in the clinic: The problem of cultural competency and how to fix it. *PLoS Medicine*, 3(10), e294, 1673-1676.

#### **WINTER READING WEEK**

#### **7) Feb. 28<sup>th</sup>: Race and Class**

Belle, D. & Doucet, J. (2003). Poverty, inequality, and discrimination as sources of depression among U.S. women. *Psychology of Women Quarterly*, 27, 101-113.

Chakroborty, A. & McKenzie, K. (2002). Does racial discrimination cause mental illness? *British Journal of Psychiatry*, 180, 475-477.

Lane, C. (2010, May 5). How schizophrenia became a Black disease: An Interview with Jonathan Metzl. *Psychology Today: Side Effects*. Retrieved from: <http://www.psychologytoday.com/blog/side-effects/201005/how-schizophrenia-became-black-disease-interview-jonathan-metzl>

#### **8) March 7<sup>th</sup>: TEST #2 followed by peer feedback exercise for final assignment**

#### **9) March 14<sup>th</sup>: Gender and mental distress**

Marecek, J. (1993). Disappearances, silences, and anxious rhetoric: Gender in abnormal psychology textbooks. *Journal of Theoretical and Philosophical Psychology*, 13, 114-123.

Oliffe, J. L. & Phillips, M. J. (2008). Men, depression, and masculinities: A review and recommendations. *Journal of Men's Health*, 5, 194-202.

Shaw, C. & Proctor, G. (2005). Women at the margins: A critique of the diagnosis of borderline personality disorder. *Feminism & Psychology*, 15, 483-490.

Ussher, J. (2013). Diagnosing difficult women and pathologising femininity: Gender bias in psychiatric nosology. *Feminism & Psychology*, 23, 63-69.

### **10) March 21<sup>st</sup>: Sexuality and gender identity**

Belluz, J. (2015, Sept. 18). What the FDA's approval of "pink Viagra" tells us about the problems with drug regulation. *Vox*. Retrieved from:

<http://www.vox.com/2015/9/18/9333639/female-pink-viagra-fda-approved>

Hartley, H. & Tiefer, L. (2003). Taking a biological turn: The push for a "female viagra" and the medicalization of women's sexual problems. *Women's Studies Quarterly*, 31, 42-54.

Langer, S. J. & Martin, J. I. (2004). How dresses make you mentally ill: Examining gender identity disorder in children. *Child and Adolescent Social Work Journal*, 21, 5-23.

Science fact or science fiction: Is gender nonconformity a mental disorder?

<http://www.cihr-irsc.gc.ca/e/48639.html>

### **12) March 28<sup>th</sup>: Treatment debates**

Breggin, P. (2003). Psychopharmacology and human values. *Journal of Humanistic Psychology*, 43(2), 34-49.

Also see YouTube video: <https://www.youtube.com/watch?v=luKsQaj0hzs>

Carey, B. (2015). New approach advised to treat schizophrenia.

[http://www.nytimes.com/2015/10/20/health/talk-therapy-found-to-ease-schizophrenia.html?\\_r=0](http://www.nytimes.com/2015/10/20/health/talk-therapy-found-to-ease-schizophrenia.html?_r=0)

Fisher, D. B. (2003). People are more important than pills in recovery from mental disorder. *Journal of Humanistic Psychology*, 43(2), 65-68.

Maisel, E. (2016). Interview with Joanna Moncrieff on the Myth of the Chemical Cure.

<https://www.psychologytoday.com/blog/rethinking-mental-health/201602/joanna-moncrieff-the-myth-the-chemical-cure>

### **13) April 4<sup>th</sup>: TEST 3 (20%)**