Instructor Information

- Professor Kate Loewenthal
- 0208 8005012 (home landline)
- 07807807136 (cell/mobile)
- I am available for individual discussions after the class, and at other times by appointment.
- cl99@nyu.edu

Course Information

- Thursday 4.30-7.30 pm
- Location: TBA
- Prerequisites: Introduction to Psychology AND either Social or Developmental Psychology

Course Overview and Goals

This course provides an overview of the field of abnormal psychology. The focus is on forms of psychopathology - anxiety, depressive, psychotic and other disorders - their causes, and diagnostic and treatment issues.

The course is delivered in a traditional lecture format, with video clips and DVD material (cinematic and documentary), student presentations, samples of psychological tests, quizzes and discussion material. Student participation and group discussion are encouraged and expected. Handouts will be provided. Student presentation of material is invited.

Upon Completion of this Course, students will be able to:

- show awareness of the forms of mental disorder, their causes and possible treatments.
- use a conceptual framework for understanding mental disorder and abnormal behavior. This includes awareness of the history of the field, different explanatory models (e.g., biological, behavioral, psychodynamic, cognitive), and current controversies in the field.
- analyse clinical case material, examining possible causes and treatments for disturbed behaviour, feeling and thinking.
- some students may wish to engage in further study of abnormal psychology; for example, by entering a graduate school program in clinical psychology or another mental-health related field. This course is a foundation for such graduate study.
Course Requirements

Grading of Assignments

The grade for this course will be determined according to these assessment components:

<table>
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<tr>
<th>Assignments/Activities</th>
<th>Description of Assignment</th>
<th>% of Final Grade</th>
<th>Due</th>
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<tbody>
<tr>
<td>Coursework essay</td>
<td>1,200 words essay or review of an article or book</td>
<td>30%</td>
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<tr>
<td>Presentation</td>
<td>15-20 minute class presentation, OR a second 1,200 word essay or review</td>
<td>30%</td>
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<tr>
<td>Examination</td>
<td>Essay-type answers to two questions from a choice of six. Two hours are allowed. There will be prior briefing and preparation for this.</td>
<td>40%</td>
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Failure to submit or fulfill any required course component results in failure of the class.

Grades

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>Example: 93.5% and higher</td>
<td>Mastery of the issues and literature, and an ability to make some original contribution. Original and independent thinking, evidence of genuine insight, well-structured, backed-up appropriately with research evidence</td>
</tr>
<tr>
<td>B</td>
<td>Example: 82.5% - 87.49%</td>
<td>Mastery of issues and literature, grasp of theory and research, but limited original contribution, evaluation and attempt to back up with evidence.</td>
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<tr>
<td>C</td>
<td>Example: 72.5% - 77.49%</td>
<td>Unsure grasp of the issues and material</td>
</tr>
<tr>
<td>D</td>
<td>Example: 62.5% - 67.49</td>
<td>Failure to grasp issues but some attempt made</td>
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<tr>
<td>F</td>
<td>Example: 59.99% and lower</td>
<td>Little or no attempt made.</td>
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Course Materials

Required Textbooks & Materials


Optional Textbooks & Materials


Davies, J. Cracked: Why Psychiatry is doing more Harm than Good. Icon Books, 2013. (no current print edition, so no ISBN for the print edition, but used copies available on Amazon, also available on Kindle and other e-formats). AVAILABLE AS AN EBOOK


Further materials will be suggested each week, specific to the topics under discussion.

YOU MAY WISH TO LOOK AT A FEW OF THE FOLLOWING illustrative case MATERIALS. You may find other illustrative material which is just as good or better!


Kesey, Ken. *One Flew over the Cuckoo’s Nest*. Picador, 1973 (or reprint).


Solomon, Andrew: *Noonday Demon*. Scribner, 2002


We will watch excerpts of some of the movies listed below, and some of the documentaries. Copies should be available in the library, and and/or accessible via YouTube or other internet sources:

**Movies:**


*One Flew over the Cuckoo’s Nest* (1975) Directed by Forman.

*Shine* (1997) Directed by Hicks.

*Sybil* (2007) Directed by Sargent

*A Beautiful Mind* (2002) Directed by Howard

*The Horse Boy* (2009) Directed by Scott

*Silver Linings* (2012) Directed by Russell

**Documentaries:**

*The Secret Life of the Manic Depressive* (2005) Directed by Fry

*The Madness in Me* (2011) BBC4

*CBT for Anxiety Disorders* (2007) Mentor Media

*Dying to be Thin* (2000) Directed by McPhee

*10 minute CBT in Primary Care.* (2015) See www.10minuteCBT.co.uk for details

A is for Autism (1992) Directed by Webb

In Treatment (2008) Directed by Garcia

Take these Broken Wings (2008) Directed by Mackler

Born Naughtly (2015) Channel 4

Further illustrative material may be shown in class, and (optionally) look at YouTube and/or the internet generally- these can be a valuable source of personal accounts (search using the name of the psychiatric condition you are interested in). Also, the UK Royal College of Psychiatrists hosts a blog offering descriptions and discussions of some movies featuring psychiatric issues: Minds on Film

Resources

- Access your course materials: NYU Classes (nyu.edu/its/classes)
- Databases, journal articles, and more: Bobst Library (library.nyu.edu)
- NYUL Library Collection: Senate House Library (catalogue.libraries.london.ac.uk)
- Assistance with strengthening your writing: NYU Writing Center (nyu.mywconline.com)
- Obtain 24/7 technology assistance: IT Help Desk (nyu.edu/it/servicedesk)

Course Schedule

<table>
<thead>
<tr>
<th>Session/Date</th>
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<th>Reading</th>
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</table>
| Session 1: Sept 6 | Introduction to abnormal psychology: Overview of past and present views on the nature of psychiatric illnesses, their causes, treatment and diagnosis. | **Supplementary reading:** you are unlikely to be able to read before this session. If you wish to do supplementary reading, try to look at least one of the following. Note. Case material is marked *c*  
Hooley et al, chapter 2 (history)chapter 3 (models/viewpoints)  
Or Davey, chapters 1 (concepts, paradigms, stigma) and 2 (classification and assessment).  
* c* Barnes & Berke: *Mary Barnes*  
* c* Kesey: *One Flew Over the Cuckoo’s Nest*. (and/or the DVD of the same title)  
Szasz et al: *Is Depression a Disease?* (on Thomas Stephen Szasz Website). (*This highlights an important concern in abnormal psychology and psychiatry: are we really dealing with illnesses?*) | |
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<td>Session 2: Sept 13</td>
<td>Anxiety and Obsessive Compulsive Disorders</td>
<td>Essential reading: Hooley et al, chapter 6 (Panic, anxiety, obsessions) Or Davey, chapter 6 (Anxiety disorders and OCD) Supplementary reading: Comer &amp; Gorenstein: <em>Case studies</em></td>
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<td>Session 3: Sept 20</td>
<td>Unipolar Depression</td>
<td>Essential reading: Hooley et al, chapter 7 (sections on unipolar disorders) Or Davey, chapter 7.1 (major depression) and 7.3 (treatment of major depression) Supplementary reading Select from: Comer &amp; Gorenstein: <em>Case studies</em> Sanghera: <em>Shame</em> Solomon: <em>Noonday Demon</em> Wurtzel: <em>Prozac Nation.</em> Casey: <em>Unholy Ghost: Writers on Depression</em></td>
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<td>Session 4: Sept 27</td>
<td>Disorders related to anxiety and depression: PTSD, suicide, eating disorders, alcohol abuse</td>
<td>Essential reading: Hooley et al, chapter 5 (PTSD section) chapter 7 (suicide section), chapter 9 (eating disorders), chapter 11 (alcohol abuse and dependence section) or Davey, chapter 6.6 (PTSD), chapter 7.5 (suicide), chapter 9 (substance use disorders), chapter 10 10 (eating disorders) Supplementary reading Select from: Comer &amp; Gorenstein: <em>Case studies</em> Grahame: <em>Dying to be Thin.</em> Hornbacher: <em>Wasted</em></td>
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| Session 5: Oct 4 | Somatic disorders                    | **Essential reading**: Hooley et al, chapter 8 (somatic symptom disorders section)  
Or Davey, Chapter 13 (Somatic symptom disorders)  
**Supplementary reading** Select from: 
° Comer & Gorenstein: *Case studies*  
Salmon et al: [Patients' perceptions of medical explanations for somatisation disorders](https://www.bmj.com/content/313/7066/946), *British Medical Journal*, 1999  
° Feldman & Ford: *Patient or Pretender*  
Loewenthal: chapter 6 |
| Session 6: Oct 11 | Dissociation and dissociative identity disorder | **Essential reading**: Hooley et al: Chapter 8 (dissociative disorders section)  
Or Davey, chapter 14 (Dissociative experiences)  
**Supplementary reading** select from  
° Comer & Gorenstein: *Case studies*  
° Schreiber *Sybil*. (and/or the DVD of the same title)  
° Oltmanns et al: Chapter 6  
Loewenthal. Chapter 7 |
| Session 7: Oct 18 | Borderline and other personality disorders | **Essential reading**: Hooley et al: Chapter 10 (Personality disorders)  
Or Davey: Chapter 12 (Personality disorders)  
**Supplementary reading** select from  
° Comer & Gorenstein: *Case studies*  
° Kesey: *One Flew Over the Cuckoo’s Nest*. (and/or the DVD of the same title)  
° Kaysen: Girl Interrupted (and/or the DVD) |
| Session 8: Oct 25 | Psychosis: Schizophrenia             | **Essential reading**: Hooley et al, chapter 13 (Schizophrenia)  
Or Davey:chapter 8 (Schizophrenia spectrum)  
**Supplementary reading** |

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| Session 9: Nov 1  | Psychosis: Bipolar disorder | **Essential reading**: Hooley et al, chapter 7 (bipolar disorders sections)  
Or Davey: chapter 7.2 and 7.3 (bipolar disorder and treatment)  
**Supplementary reading**:  
^C Comer & Gorenstein: *Case studies*  
^C Cheney: *Manic*  
^C Fry: *The Secret Life of the Manic Depressive* (DVD) | -               |
| Session 10: Nov 15| Childhood disorders         | **Essential reading**: Hooley et al, chapter 15 (Child and adolescent disorders)  
Or Davey: chapter 16 (Childhood and adolescent psychological problems), chapter 17.4 (autistic spectrum disorders)  
**Supplementary reading**:  
^C Comer & Gorenstein: *Case studies*  
^C Oltmanns et al, chapter 21  
^C Isaacson: *The Horse Boy* (or the DVD)  
^C Hayden, Torey: *Somebody Else’s Kids*: Harper, 1981. (Or other books by this author) | -               |
| Session 11: Nov 16 (make-up class) | Treatments and their efficacy: Psychodynamic therapies | **Essential reading**: Hooley et al, chapter 16 (psychodynamic therapy section)  
**Supplementary reading** select from  
^C Freud: Case Histories 1: Dora  
^C Barnes & Berke: *Mary Barnes*  
^C Taylor: *The Last Asylum: A Memoir of Madness in Out Times*.  
[Freud Life & Work](http://www.freud.org.uk) This website is a convenient source of basic Freudian psychoanalytic concepts for those who would like an introduction or overview. | -               |
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| Session 12: Nov 22 | Treatments and their efficacy: CBT, positive psychology and other approaches. | **Essential reading**: Butcher et al, chapter 16 (Therapy)  
Or Davey: chapter 4 (Treating psychopathology)  
**Supplementary reading**: Select from  
Seligman, M. & Csikszentmihalyi, M. *Positive Psychology*  
Authentic happiness websites for tests, examples, training (use links): [UPenn Authentic Happiness](http://www.upenn.edu/wharton/happylab/)  
[Coaching Toward Happiness](http://www.coachingtowardhappiness.com/) | - |
**Supplementary reading**: select from:  
Loewenthal chapter 4 pp 60-67.  
² Rollins, J. Wounded Child. [WELCOME TO WOUNDED CHILD](http://www.woundedchild.com/) Look at the links “Our story”, and “God and MPD”  
² Davison, Jean: *The Dark Threads*. Bedlinog, Wales: Accent Press, 2009. | - |
| Session 14: Dec 6 | Presentations. Exam Preparation | Presentations.  
Preparation for the exam. | Essay, or printed copy of presentation |
| Final Assessment: Dec 13 | Examination | Examination. | - |
Co-Curricular Activities

It will be understood that there are significant ethical problems involved with groups of students entering and observing psychiatric treatment facilities, so unfortunately such visits cannot be arranged. Illustrative video material will be shown in class, and (optionally) you might wish to look at YouTube which can be a valuable source of personal accounts. You will be advised of relevant exhibitions, seminars etc. These will be optional.

Classroom Etiquette

Toilet breaks should be taken before or after class or during class breaks.

Food & drink, including gum, are not to be consumed in class.

Mobile phones should be set on silent and should not be used in class unless in emergencies.

Laptops, IPads and Tablets are only to be used with the express permission of the teacher.

Please kindly dispose of rubbish in the bins provided.

NYUL Academic Policies

Attendance and Tardiness

- Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our website (http://www.nyu.edu/london/academics/attendance-policy.html)

Assignments, Plagiarism, and Late Work

- You can find details on these topics and more on this section of our NYUL website (https://www.nyu.edu/london/academics/academic-policies.html) and on the Policies and Procedures section of the NYU website for students studying away at global sites (https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html).

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to
the NYU Disruptive Student Behavior Policy for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosecsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

Kate Loewenthal: Kate taught psychology at Royal Holloway (formerly Bedford College) for over thirty years, and has also taught in the University of Wales at Bangor, the City University, and Kings College London. She is currently Emeritus Professor of Psychology at Royal Holloway, London University, Visiting Professor at Glyndwr University (Wales), and Heythrop College (London University), and also here – NYU in London! Her research has focused on social factors in mental health, particularly how religious and cultural factors can affect mental health. She has been involved a range of community work and has recently become more involved in psychotherapy and EMDR. She has published several books (for example Religion, Culture and Mental Health: Cambridge University Press) and numerous articles, edits the journal Mental Health, Religion and Culture, and is frequently invited to speak at conferences and professional training sessions.