San José State University
College of Social Sciences
Current Issues Capstone Course, Fall, 2011
Psychology 190 (02)
Psychopathology and the Cinema

Instructor: Glenn M. Callaghan, Ph.D.
Office Location: DMH 322
Telephone: (408) 924-5610
Email: Glenn.Callaghan@sjsu.edu
Office Hours: M & W 8:00-9:00, W: 10:30-12:00
Class Days/Time: M & W 12:00 - 1:15
Classroom: DMH 359
Prerequisites: PSYC 100W and Senior Standing
Pre/corequisite: Psyc 18 or Psyc 120

Faculty Web Page and MYSJSU Messaging
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be found on Desire 2 Learn (http://sjsu.desire2lean.com). You can get there directly or through my faculty web page accessible through the SJSU home page (search my last name) or http://www.sjsu.edu/people/glenn.callaghan.

Course Description
The catalog description of the course is as follows: Integrative survey of current viewpoints and issues in psychology, how they developed and likely future directions of psychology. In this class, this goal is to use the medium of film to discuss the different portrayals and corresponding intellectual and emotional narratives of human suffering or psychopathology. The primary goal is to refine student’s critical thinking skills applicable to the study of abnormal behavior and to appreciate this in a broad cultural context.
Course Goals and Student Learning Objectives

Specifically, our course objectives are as follows:

1. to review and develop skills in understanding differing epistemologies and to critically evaluate their role in our culture’s understanding of human suffering
2. to focus, refine, and provide evidence of your critical thinking skills in the evaluation of diagnostic psychopathology with a specific emphasis on accurate and inaccurate portrayals of human suffering in film
3. to demonstrate competence in oral presentation and communication
4. to demonstrate competence in written communication by analyzing, synthesizing, and integrating existing psychology literature relevant to this topic
5. to demonstrate an integration of knowledge and skills developed across the psychology major including an appreciation of contextual variables such as gender and ethnicity as they relate to psychological principles and human behavior
6. to provide evidence of skills in researching the psychology literature (including accessing electronic and print journal articles in libraries and beyond)
7. to thoughtfully apply these skills to topics of interest

These goals will be evidenced through the following assessment strategies:

1. practice critically evaluating films seen both individually and for group presentations
2. writing diagnostic position papers on films assigned for the course
3. gather, review, and disseminate information on diagnostic issues (including essential differential diagnoses) and appropriate psychological interventions in a group oral presentation
4. write an expanded position paper on a character in a film with a thorough literature review of diagnostic issues (including differential diagnoses), essential contextual variables, and effective treatment considerations
5. participate in class interactions during group presentations and forum discussions demonstrating an accurate understanding of both nosological systems and the literature relevant to treatment issues for these conditions

Required Texts/Readings


Other readings will be required and will be available for download from the course website.
In lieu of a second book to purchase, you will be required to become a member of some type of movie subscription service to be certain you have each of the movies we watch in class. You may choose the service, but you must watch each of the films, and you may not use the excuse that you could not get the movie in time. Not watching the movies and participating in discussions will lower your grade in the course.

Classroom Protocol

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which things occur. You are responsible for keeping current on any deviations from the class syllabus. Check the course web site if you cannot be in class. This is a seminar, and my role is as guide and facilitator. I am not a lecturer for this course, you are the group leaders. As such, your attendance is essential to do well and get the most out of the course.

For the most part, the movies we will see carry “PG-13” and “R” ratings. If, for personal reasons, you feel you cannot watch movies with such ratings, please enroll a different section of Psychology 190. Bear in mind that you are watching these movies as part of your professional development, and not for entertainment. Should you become a clinician in the future, you will quickly learn that the majority of clients do not have “G” ratings.

While the films have mature content and may use language considered offensive to some people, the class discussions will remain professional and will not use that type of language.

Professional Communication

The best method of contacting me is via email. Please allow 1-2 business days for a response. I do not typically respond to email on weekends.

Use the email address listed on this syllabus. I will not respond to emails sent to D2L.

Email is NOT a place to get extensive help with exam questions or with papers. If you have questions about a paper or larger assignment, you must come to office hours to discuss them; I will not read drafts of papers over email. If you have specific questions about your presentation or another assignment, please tell me the question and then make an attempt to answer the question. I will let you know if you are on track and amend the answer to make it better, if need be. Please do not send more than two questions at a time. If you have more than two questions, office hours are the place to get those answered.
As a University student, you are encouraged to engage in professional communication with faculty, staff, and your fellow students. This is especially important in electronic mail notes that you might send. When sending email, I would encourage you to create an email account that includes your name (e.g., Joe.Student@internet.com. If you do not create such an email, be certain to include your name in the correspondence. Please be sure to follow the following basic guidelines when communicating in a professional capacity:

1. In the Subject line, state what specific issue you are emailing about (e.g., exam 3, quiz 7, absence on 7-11-07).
2. In the greeting, please address your professor by his or her title (e.g., Dr. or Professor).
3. Be sure to identify yourself clearly by stating your full name and the specific course and section number you are in.
4. Be clear in your statement about what you are asking for or of what you are informing the reader.
5. Consider your request before you make it. If you believe you can make that request in a professional way and support your reasons for your request, please ask. If you have overslept, are tired, hangover, or whatever, please do not make requests based on those reasons.
6. Use a polite and respectful tone.
7. Use complete sentences.
8. Do not use abbreviations for words that are often used in text messages.
9. Use upper and lower case letters.
10. Be sure to use correct grammar and spelling in your message.
11. If you need a reply to the email you have sent, please request that clearly. I strongly encourage you to request a response back if you send something that needs to be graded in a timely matter to be certain it was received.
12. If you do not hear back within a reasonable amount of time from the person you sent the email to, politely request a response and resend the original message (you can use the forward function here).

Personal Computer (Laptop) Use

You will not need a laptop for this course, and as such, they are not permitted. If you have trouble with or a concern about this policy, come and talk to me.

Dry Erase Pen

You will need to purchase a dry erase pen (large size) for the course. This will be used primarily in the first portion of the course.

Classroom Etiquette

There are only a few real issues here, and they are easy. In general, the guiding principles are to be respectful and attend to what is going on in class. These issues
are not typically a problem; that said, doing any of these will not be tolerated and will be grounds for dismissal from the class.

1. Be on time. If you are more than 5-10 minutes late, you should not come into the class. This is particularly true for presentation days.

2. Be polite and respectful to the other people in the class, particularly when engaged in discussion. While I encourage an open discussion of many ideas, please refrain from using language that is prejudicial or hurtful to others.

3. Do not carry on conversations with others during lecture. (If you have a question or point to make, just say it so we can all hear it!)

4. Please turn off your cell phone for the time you are in class. If you need to receive an emergency call, let me know about it in advance. Never take a call and start talking during class.

5. Never use a cell phone during an examination period.

6. Do not text message during lecture.

7. Attend to the lecture material. Do not work on any other course material during class, including studying for other exams.

8. Do not sleep during class.

Desire 2 Learn and E-Campus

This course is now entirely on Desire 2 Learn. To get there go to https://sjsu.desire2learn.com/. A link can be also found on my faculty web page: http://www.sjsu.edu/people/glenn.callaghan. You are responsible for regularly checking the website. Announcements will be made there.

See http://www.online.sjsu.edu for more information regarding using Desire to Learn.

Attendance

Attendance is required, and it is what will make the course go well. I expect you to come to every class. One absence is fine, after that your ability to do well in the course will be severely compromised. Coming to class late will count as missing class (see above), and you will not pass the class if you miss too many days.

Office Hours

My office is room DMH 322. My phone number there is 924-5610. If I am not in my office, please leave a message for me at this number. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can call, e-mail, or see me after class to set an appointment. I want to be available to you. If you call or email me, you can generally expect a response back in 48 hours during the week. If you call or email on a Friday or over the weekend, you will not hear back from me until the next business day (typically Monday).
The best time to catch me is right after class, but let me know if you need to see me at another time. With office hours it is first come, first served. If you do not want to wait or were not able to see me, please set a time with me individually. During office hours we can discuss course questions, psychology as a career, or other topics of interest to you.

Please note that I am a busy professor, but I absolutely want to make time for our meetings. If I am unavailable at a time you try to see me, let me know, and we will make time to meet together.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s Catalog Policies section at [http://info.sjsu.edu/static/catalog/policies.html](http://info.sjsu.edu/static/catalog/policies.html).

Add/drop deadlines can be found on the current academic calendar web page located at [http://www.sjsu.edu/academic_programs/calendars/academic_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/).

Students should be aware of the current deadlines and penalties for dropping classes. The Late Drop Policy is available at [http://www.sjsu.edu/aars/policies/latedrops/policy/](http://www.sjsu.edu/aars/policies/latedrops/policy/).

Information about the latest changes and news is available at the Advising Hub at [http://www.sjsu.edu/advising/](http://www.sjsu.edu/advising/).

**Assignments and Grading Policy**

Your grade will be determined by your performance in four categories of the coursework:

<table>
<thead>
<tr>
<th>Assessment Items and Their Value</th>
<th>How Many?</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Paper</td>
<td>1</td>
<td>30%</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>1</td>
<td>30%</td>
</tr>
<tr>
<td>Character Diagnoses</td>
<td>~18</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>lots</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Class Participation 20%**

This is an integral part of this course. Absences result in no individual discussion points for that day. Be aware that this is a small class. Everyone in the class is VERY aware of who is (and is not) attending.
You must come on time, and you cannot leave early, particularly on presentation days.

I am very aware that many of you are suffering from senioritis. Don’t let it affect this class.

When you first come into class use your dry erase pen, and write a comment or question on the board and sign your name. I will pick one to start the discussion. If your comment is chosen, you are expected to lead the discussion. When one discussion ends, I will choose another comment and so forth. Students arriving after the beginning of the first discussion will not be permitted to place a comment or question on the board. Comments/questions on the board will be credited individual class participation points if worthy.

You will be evaluated on the quality of your participation, and not just the frequency with which words flow out of your mouth. You should listen carefully to other students’ comments and respond intelligently and respectfully. As seniors, you take the responsibility for the direction and quality of the discussion. I am here mostly as a “point of information” person.

A note on film watching: There are a lot of movies to see in this class. In fact, that is the bulk of the workload for the course. You will need to do two things: (1) allow enough time to critically watch each film; (2) plan your film watching well in advance. I will not accept an excuse of “I couldn’t get the movie,” or “I didn’t have enough time.” This is the core of the course, and you are expected to engage it.

Character Diagnosis 20%

Beginning on 9-12, you will be required to complete a Character Diagnosis for each principle character who displays significant psychopathology in the assigned movies. You may turn in no more than one character diagnosis in advance if you cannot come to class. I will not accept any late assignments, and you can only turn one in (in advance) if you are not coming to class.

You must include at least two separate rule-outs or differential diagnoses on each diagnosis done for group discussions and the presentations.

These are graded on an “all or nothing” basis. The diagnosis must be complete based on the requirements posted in the syllabus for that date. For the student presentations, you will be required to do a full five-axis diagnosis for each film assigned by each group with at least two major rule outs. Incomplete character diagnosis sheets will receive no credit. You will get credit, even if you do not have the same diagnosis as I do, if you are careful to provide evidence (symptoms/behaviors specific to the movie) for your diagnosis and why you ruled out other disorders.

Although you may discuss the movie (and should discuss it) outside of class, be very careful NOT to complete your diagnostic sheets together. I will be forced to assume that you copied another’s work.

Please note that all assignments are to be typed and printed.
Term Paper 30%

You are seniors, and this is your capstone course. Please, write a great paper. Use appropriate sources (journal articles). Hand it in on the due date at the beginning of class. Poorly written papers, late papers and/or those that do not use APA style appropriately will receive poorer grades than those who write well, have on time papers, and use APA style. There is no specific grading rubric for this assignment.

Choose a disorder and single form of treatment that is effective in treating the disorder. It must be a psychological treatment, not pharmaceutical. Explain why the treatment is effective and why it should be a clinician’s first choice. This is not an “everything you need to know about a treatment” paper. This is a review that examines the current research literature regarding the specific treatment vs other less effective treatments. I encourage you to use Google Scholar (scholar.google.com) as your search engine, not just PsychInfo.

Please review your materials from PSYC 100w. Your paper must be in APA style (5th or 6th edition). Keep in mind that “APA Style” is not just how to do the references, but also grammar, spelling, organization and so forth. The length is to be no less than 1250 words and no longer than 2000 words for the body of the work (~5-9 pages @ 250 words/page, not including title page or references). Keep direct quotes to a bear minimum. You will submit your paper to turnitin.com through D2L. Plagiarism will result in failing the class.

Paper Critique

Part of your grade will be giving valuable critical feedback to two people in your group. This is worth 10 points toward your paper grade. We will allot time for this in class, and you are encouraged to meet at additional times. This is not optional, and you will turn in a summary of your feedback to each group member via D2L according to the date in the syllabus. In order for your feedback to valuable, each person must turn in a completed draft of the paper to the other group members.

Paper Format, Guidelines, and point values

You must follow this format to receive credit on the paper. The paper is worth 150 total points

1. Introduction [15 pts]
   a. Introduce the paper, where it is going, and what you want to show

2. The problem or disorder [20 pts]
   a. Define the psychological problem as a diagnosable disorder
   b. What are the key features of this disorder?
   c. What is the known prevalence of the problem and how does it cost the culture?
3. Treatment of the disorder [25 pts]
   a. What theoretical perspective is used here?
   b. What is the assumption of etiology or cause of the disorder from the perspective used for this treatment?
   c. What is the mechanism of change according to the treatment?

4. Empirical evidence [25 pts]
   a. Summarize the empirical evidence for this treatment
   b. DO NOT give summaries of sample size, statistics used, or methods – FOCUS on the overall outcomes and how well the treatment works
   c. Describe follow up effectiveness and how long the treatment seems to last

5. Conclusion [15 pts]
   a. State what you have found with this treatment for this problem
      i. What are concerns you have about the treatment?
      ii. What have the researchers left off or not addressed yet?
      iii. What might be solutions to those concerns?
   b. Where should future research focus?

6. References [20 pts]
   a. This is a scholarly review, I would expect no fewer than 10 academic references
   b. These must be appropriate to the topic and in APA format (both in text and in the reference section)
   c. These must be factual, directly related to the topic, and scholarly
   d. DO NOT use a text book or a website as a reference EVER!

7. Writing Quality [20 pts]
   a. Grammar
   b. Spelling
   c. APA formatting

8. Paper Critique [10 pts] (attach comments from your readers to the end of the paper)

Online and in-person (hard copy) submissions

You must turn in your paper in two ways: (1) in person, printed copy of the completed paper; and (2) online upload on Desire2Learn. This is a plagiarism detection and originality analysis system. You will receive feedback about the amount of copying you may have done in your paper before you turn it in your final version. You can still correct any mistakes or plagiarism based on this feedback BEFORE you turn in your final paper by the deadline. Once the deadline has arrived, the last version uploaded will be your final paper. The following file types are compatible with the online process: MS Word, WordPerfect, PostScript, Acrobat PDF, HTML, RTF, and Plain Text. If you plagiarize your paper it will be detected.
Here. Plagiarism will result in a failure in the course and possible dismissal from the university. I assume that you have completed the plagiarism (tutorial available here: http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm) by the time you have taken this class. If not, please do so as it will help you avoid making costly mistakes.

Please contact me with questions BEFORE the paper is due.

**Presentation 30%**

Teams of 3 will present a movie with a probable Axis 1 or 2 diagnosis that the class has not seen yet as part of this course. You will need to choose a partner and film by 9/7. Have at least 2 films, with different diagnoses, in case your film or diagnosis gets claimed by another team. We will also decide which date you are presenting. Bring your planners so you do not have a test or have a paper due in another class on your presentation day.

No horror movies are permitted.

Only one movie per disorder will be presented (e.g., only one film that portrays PTSD).

Each team member will be graded individually, but included in that grade is how well the team as a whole performed. Be aware that if you shine and your partner falters, your grade will fall.

Each presentation will take about 60 minutes with questions and discussion following the presentation. Presentations that are significantly less than 60 minutes will receive appropriate grade reductions. Also, inaccuracies, editorializing, or false answers to questions will also result in grade reductions. You are to know the film and the disorder represented in the film thoroughly by presentation day. Problematic answers indicate that you are unprepared and have thus not completed the assignment. Again, you should be an expert on both the film and the disorder. An expert very rarely is taken by surprise during a question and answer period.

**Requirement for audience members**

a. come on time  
b. do not leave early  
c. do not sleep or work on other material during the presentation

**Requirements for Group Presentation**

1. **Five Axis Diagnosis**  
   a. Provide a full 5-axis diagnosis with justification for ALL axes  
   b. You must have at least two differentials or rule-outs to discuss  
   c. Consider using clips to support part of this diagnosis

2. **Other Behaviors of Interest**  
   a. Describe other behaviors that are relevant but NOT part of Axis 1 or 2  
   b. What are the character’s strengths shown?  
   c. What are the weaknesses not captured by the diagnostic system?
3. **Contextual Variables**
   a. What contextual variables matter here?
   b. Provide information gender, ethnicity, family variables here
   c. Do these variables impact whether you think the person should be diagnosed or do they mitigate the diagnosis at all?

4. **Accuracy of Portrayal**
   a. YOU MUST REFERENCE THE LITERATURE HERE
   b. Is the portrayal of mental illness/suffering accurate or is it more of a caricature of this type of problem?
   c. What does the literature say about the presentation of this type of disorder
   d. What is the incidence and prevalence of this problem and is that presented fairly?

5. **Interventions Employed/Implied**
   a. What intervention was used?
   b. YOU MUST REFERENCE THE LITERATURE HERE
   c. What does the literature say about effective treatments here?
   d. Was the film’s treatment reasonable and accurate with respect to application given the literature?
   e. Was the outcome reasonable given the literature?
   f. If the treatment/outcome was not reasonable or effective, what treatment should have been used and what are the outcome rates in the literature?

6. **Impact on the Culture as a Narrative**
   a. How did the culture respond to the move?
      i. This is not simply how critics evaluated the film
   b. How did someone with this problem or mental illness/suffering view the film or portrayal? (see/reference critical reviews)
   c. Does the film play into a cultural stereotype of this type of behavior or mental illness/suffering or provide a corrected view or portrayal of this type of suffering? (see/ reference critical reviews)
   d. If humor is used, is it appropriate or does it detract from the message? Does it play down the amount of suffering?
   e. How does the time or era impact the understanding of this disorder (both when it was made and when the film takes place)?
   f. How does the film relate to a broader narrative of life with suffering and/or the pursuit of values/health?

**Group presentation guidelines**

- Be professional!
- Discuss the DSM IV diagnosis for the disorder(s) (All axes).
- Time should be equally divided among team members.
• The movie’s theme should be clear in your presentation.
• Discuss the impact of the movie on society.
• Be mindful of not labeling a person, but focus on their behaviors that meet diagnostic criteria.
• Avoid slang and colloquialisms.
• Film clips can be up to 15 minutes total and should demonstrate your diagnostic points. Make sure the relationship between diagnosis and character’s symptoms is clear by using short movie clips. It is less engaging if you use one 15-minute clip, so use short clips. Intersperse them throughout your presentation.
• Be aware that if you are using a Power Point presentation you will need a laptop, a projector, speakers, your presentation, and yourselves, properly dressed and in front of the classroom before the class begins. Make sure your technology works. Our suggestion to you is to practice with the equipment you plan on using during your presentation.
• Don’t read your presentation. Individuals who read their presentation will earn no higher than a C.
• Rehearse, rehearse, rehearse!!!! Make it a smooth presentation!
• Wear appropriate attire.
• Set a mood! Make it interesting! Be creative! Do not bore the class.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.
Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http://www.sjsu.edu/larc/.

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. Website of Peer Mentor Center is located at http://www.sjsu.edu/muse/peermentor/.
# Psychology 190, Psychopathology & the Cinema

**Fall, 2011**

This schedule is approximate, and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates have been changed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading/Movie</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td><strong>MODULE 1: Theory and Science of Psychopathology</strong></td>
<td></td>
<td></td>
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</tbody>
</table>
| 8-24       |                                            | First day welcome
A bit on critical thinking                                           |
| 8-29       | Movie - *Psycho*                            | Movies as creating narratives for madness
**DUE:** Character diagnosis attempt
**DUE:** Decision about group membership                               |
| 8-31       | DSM pp ix-xi, 1-9, 37-48                   | The DSM system
The main classes of disorders                                            |
| (9-5 no class) | WB - Ch 4, 10                               |                                                                       |
|            | PDF: Wall St Jrnl article                   |                                                                       |
| 9-7        | DSM pp 167-208                             | Practicing with the DSM
The five axes, common diagnoses, and differential diagnoses
**DUE:** Group decision - Film for Presentation                          |
| 9-12       | Movie - *Brothers*                          | Anxiety disorders and narratives
Differential diagnoses
**DUE:** Diagnosis on Axis 1-3                                           |
| 9-14       | Movie - *As Good as it Gets*                | Film Discussion
**DUE:** Diagnosis on Axis 1-3                                           |
|            | PDF: Bischoff & Reiter                      |                                                                       |
|            | PDF: Bischoff & Reiter                      |                                                                       |
| 9-19       | Movie - *A Beautiful Mind*                  | Psychotic disorders and narratives
Effective treatments; Looking for context, treatment, and impact
**DUE:** Diagnosis on Axis 1-5, critical thinking about context, and treatment |
|            | DSM pp 153-165                             |                                                                       |
|            | PDF: Gharaibeh                             |                                                                       |
| 9-21       | Movie - *Clean Shaven*                      | Film Discussion
**DUE:** Diagnosis on Axis 1-5, critical thinking about context, and treatment |
|            | PDF: Hyler et al.                           |                                                                       |
|            | PDF: Response to Hyler                      |                                                                       |
| 9-26       | Finalizing draft of major paper             | Work on paper in groups                                              |
| 9-28       | Completed version of major paper            | Draft of completed paper due to group members (mtg optional)
**DUE:** Turn in to D2L dropbox                                        |
| 10-3       | Meeting with work groups                   | Critique groups meet to discuss feedback
**DUE:** critique summaries given by each student (will have two summaries given) to D2L dropbox |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Due</th>
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</thead>
</table>
| 10-5  | Movie - *Lars and the Real Girl* Follette & Houts (1996)                 | Problems with the DSM and a broader view  
The challenge of the DSM in Hollywood  
**DUE**: Character diagnosis |
| 10-10 | Movie - *Eternal Sunshine of the Spotless Mind*                          | **DUE**: Character diagnosis of both main characters  
Discussion of film messages |
| 10-12 | Presentation Workshop Movie –                                           | Discussion of presentation content  
Problem solve and get help with your presentation  
**DUE**: Character Diagnosis |
| 10-17 | Presentation assistance *Turn in Major Paper*                           | **DUE**: Major paper |
| 10-19 | Movie –                                                                  | **DUE**: Character Diagnosis |
| 10-24 | Movie –                                                                  | **DUE**: Character Diagnosis |
| 10-26 | Movie –                                                                  | **DUE**: Character Diagnosis |
| 10/31 | No class                                                                |                      |
| 11-2  | Movie -                                                                  | **DUE**: Character Diagnosis |
| 11-7  | Movie -                                                                  | **DUE**: Character Diagnosis |
| 11-9  | Movie -                                                                  | **DUE**: Character Diagnosis |
| 11-14 | Movie -                                                                  | **DUE**: Character Diagnosis |
| 11-16 | Movie -                                                                  | **DUE**: Character Diagnosis |
| 11-21 | Movie -                                                                  | **DUE**: Character Diagnosis |
| 11-23 | Catching up (DAY BEFORE T-DAY BREAK)                                    | Catching up |
| 11-28 | Movie -                                                                  | **DUE**: Character Diagnosis |
| 11-30 | Movie -                                                                  | **DUE**: Character Diagnosis  
Group # 11 / make up day |
| 12-5  | Course evaluation Discussion day                                                | **DUE**: Critical thinking response  
Catching up |
| 12-7  | Movie - *Special topic*                                                   | **DUE**: Character diagnosis |
| 12-14 | 9:45 am - 12:00 pm                                                       | Final as scheduled |
Some suggested movies

Angel Baby
Born On The 4th of July
Boys Don't Cry
Brothers
Don Juan De Marco
Fatal Attraction
Fight Club
Finding Nemo
Girl Interrupted
Groundhog Day
Harold and Maude
I am Sam
Identity
Matchstick Men
Mr. Jones
One Flew Over the Cuckoo’s Nest
Pi
Primal Fear
Rain man
Requiem for a Dream
Regarding Henry
Shine
Shutter Island
Sybil
The Aviator
The Crying Game
The Fisher King
The Hours
The Mosquito Coast
The Station Agent
The Three Faces of Eve
The Woodsman
Transamerica
What about Bob?
When a Man Loves a Woman