North Central Michigan College
Master Course Syllabus

PART 1:

Course Name: Mental Illness in Film

Course Number: PSY 230

Credit Hrs. 3   Lecture Hrs. 3   Lab Hrs. 0   Clinical Hrs. 0   Variable Hrs. 0

Total Hours of Instruction: 3   Total Contact Hours: 52.8
(Total Contact hour's formula: (lecture hrs. + lab hrs. + clinical hrs) x 17.6)

Course Description:
The cinematic representation of mental illness, with major focus on the characteristics, development, dynamics and classification, maintenance, and treatment of psychopathology as depicted in a wide variety of mainstream and independent cinema.

PREREQUISITE(S):   PSY 161
CO-REQUISITE(S):   none

Course Objectives:
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
- **Establish** methods to take a proactive role in changing the way society and hollywood view mental illness.
- **Provide** an understanding of the elements of cinematic aesthetics and criticism.
- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.
- **Apply** correct use of in-text citations and references in APA format.

Reasonable accommodations can be provided for students with documented disabilities. Please contact Learning Support Services to arrange for these (231)348-6687 or (231)348-6817, Room 533 SCRC.

PART 2:

Lumina DQP outcomes and linked course objectives
(Please identify all Lumina DQP outcomes supported by this course, including the complete language of each outcome as shown on Part 3 of this syllabus. Under each Lumina DQP outcome, please list any course objectives that support the prior DQP outcome.)

Lumina DQP Outcome 1: Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
- **Establish** methods to take a proactive role in changing the way society and hollywood view mental illness.
- **Provide** an understanding of the elements of cinematic aesthetics and criticism.
- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.

Lumina DQP Outcome 2: Illustrates contemporary terminology used in the field.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
- **Establish** methods to take a proactive role in changing the way society and hollywood view mental illness.
- **Provide** an understanding of the elements of cinematic aesthetics and criticism.
- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.

Lumina DQP Outcome 3: Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
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- **Provide** an understanding of the elements of cinematic aesthetics and criticism.
- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.
- **Apply** correct use of in-text citations and references in APA format.

Lumina DQP Outcome 5: Describes and examines a range of perspectives on key debates and their significance

both within the field and in society.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
- **Establish** methods to take a proactive role in changing the way society and hollywood view mental illness.
- **Provide** an understanding of the elements of cinematic aesthetics and criticism.
- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.

Lumina DQP Outcome 6: Illustrates core concepts of the field while executing analytical, practical or creative tasks.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
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- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.
- **Apply** correct use of in-text citations and references in APA format.

Lumina DQP Outcome 7: Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
- **Establish** methods to take a proactive role in changing the way society and hollywood view mental illness.
- **Provide** an understanding of the elements of cinematic aesthetics and criticism.
- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.
- **Apply** correct use of in-text citations and references in APA format.

Lumina DQP Outcome 8: Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
- **Establish** methods to take a proactive role in changing the way society and hollywood view mental illness.

- **Provide** an understanding of the elements of cinematic aesthetics and criticism.
- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.

Lumina DQP Outcome 9: Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
- **Establish** methods to take a proactive role in changing the way society and hollywood view mental illness.
- **Provide** an understanding of the elements of cinematic aesthetics and criticism.
- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.

Lumina DQP Outcome 10: Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
- **Establish** methods to take a proactive role in changing the way society and hollywood view mental illness.
- **Provide** an understanding of the elements of cinematic aesthetics and criticism.
- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.

Lumina DQP Outcome 11: Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
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- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.
- **Apply** correct use of in-text citations and references in APA format.

Lumina DQP Outcome 12: Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.

- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
- **Establish** methods to take a proactive role in changing the way society and hollywood view mental illness.
- **Provide** an understanding of the elements of cinematic aesthetics and criticism.
- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.

Lumina DQP Outcome 14: Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
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- **Provide** an understanding of the elements of cinematic aesthetics and criticism.
- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.

Lumina DQP Outcome 16: Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
- **Establish** methods to take a proactive role in changing the way society and hollywood view mental illness.
- **Provide** an understanding of the elements of cinematic aesthetics and criticism.
- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.

Lumina DQP Outcome 17: Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
- **Demonstrate** an ability to compare and contrast the real-life real-world aspects of mental illness with the cinematic approximations.
- **Comprehend** representations of mental illness on literal, implied, and symbolic levels.
- **Analyze** how films have influenced public perceptions of mental illness and emotional problems.
- **Examine** how the culture constructs "mental illness" and how this construction compares to other cultures and other historical periods.
- **Establish** methods to take a proactive role in changing the way society and hollywood view mental illness.
- **Provide** an understanding of the elements of cinematic aesthetics and criticism.
- **Identify** some of the technical aspects of filmmaking, such as mise-en-scene, cinematography, editing, sound, and so on.

Suggested Methods of Instruction:
Lecture, small group work.

Suggested Methods of Assessment and Evaluation:
Reading Logs [DQP #'s 2-3, 6, 8, 12]; APA Format Quiz [DQP #'s 3, 6-7, 11]; Film Analysis Papers
[DQP #'s 2, 6, 9, 11-12, 14, 17]; Multiple Choice & True/False Chapter Tests [DQP #'s 2,-3, 6, 10]; Short
Answer Essay Assignments [DQP #'s 1-3, 5-12, 14, 16]; Discussion Board Assignments; Research Paper
and/or Compare & Contrast Paper; Quizzes; In-class and/or On-line Discussion

Adopted Text at Time of Course Adoption/Revision:
Wedding, D. & Niemiec, R. (2014). *Movies & Mental Illness: Using Films to Understand
        Psychopathology* (4th ed.). Cambridge, MA: Hogrefe.

OPTIONAL SUPPLEMENTARY MATERIALS: none

Topics Covered During the Semester:
Sequence of topics and time allowance are at the discretion of the instructor

Week 1   Course Introduction - Films and Psychopathology
Week 2   Anxiety Disorders
Week 3   Dissociative and Somatoform Disorders
Week 4   Psychological Stress and Physical Disorders
Week 5   Mood Disorders
Week 6   Personality Disorders
Week 7   Substance Use Disorders
Week 8   Sexual and Gender Identity Disorders
Week 9   Schizophrenia and Delusional Disorders
Week 10   Neuropsychological Disorders
Week 11   Disorders of Childhood and Adolescence
Week 12   Mental Retardation and Autism
Week 13   Sleep, Eating, Impulse Control, and Adjustment Disorders
Week 14   Violence and Physical/Sexual Abuse
Week 15   Treatment
Week 16   Final

Part 1 & Part 2 approved by CRDAP on: 10/31/14	
Part 2 approved by AD:	Date:
Part 2 approved by CRDAP Chair:	Date:

North Central Michigan College
Master Course Syllabus

PART 3:

Use this reference sheet in Part 2 of Master Course Syllabus

Specialized Knowledge
1. Describes the scope and principal features of the field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.
2. Illustrates contemporary terminology used in the field.
3. Generates substantially error-free products, reconstructions, data, juried exhibits or performances as appropriate to the field.

Broad Integrative Knowledge
4. Describes how existing knowledge or practice is advanced, tested and revised
5. Describes and examines a range of perspectives on key debates and their significance both within the field and in society.
6. Illustrates core concepts of the field while executing analytical, practical or creative tasks.
7. Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.
8. Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.
9. Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.

Intellectual Skills – Analytic Inquiry
10. Identifies, categorizes and distinguishes among elements of ideas, concepts, theories and/or practical approaches to standard problems.

Intellectual Skills – Use of Information Resources
11. Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.

Intellectual Skills – Engaging Diverse Perspectives
12. Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.

Intellectual Skills – Communication Fluency
13. Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.
14. Presents substantially error-free prose in both argumentative and narrative forms to general and specialized audiences.

Applied Learning
15. Describes in writing at least one substantial case in which knowledge and skills acquired in academic settings are applied to a challenge in a non-academic setting; applies that learning to the question; and analyzes at least one significant concept or method related to his or her course of study in light of learning outside the classroom.
16. Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.

Civic Learning
17. Describes his or her own civic and cultural background, including its origins and development, assumptions, and predispositions.
18. Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.
19. Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.

The Degree Qualifications Profile was adopted by CRDAP: April 11, 2012