SYLLABUS; SPRING 2015

Serious Mental Illness

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GRADUATE SCHOOL OF APPLIED & PROFESSIONAL PSYCHOLOGY
(Rutgers University)

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Course Objectives
This course introduces the student to the theory and practice of modern treatment of serious mental illness. An introductory knowledge of adult psychopathology is presupposed.

“Serious mental illness” is an administrative classification, typically combining information on diagnosis, disability, and duration. Practically speaking, most attention will be focused on schizophrenia and bipolar illness; chronic major depression; and borderline personality disorder. The course will be concerned with advanced psychopathology, treatment approaches, broadly defined, and some key systemic issues (organization/integration of services, communication across disciplines, housing/employment, financing, policy, etc.).

Requirements / Grading
Your final grade in the course is intended to reflect your grasp of the essential subject matter, the quality of your written work, and the level of skill and understanding reflected in your participation. Every effort will be made to provide explicit standards and continuous feedback.

Your final grade will be based on:

Class Participation
Your active participation in class affects everyone's learning experience. Because we are asking you to take an active role in shaping the class agenda, your participation is particularly important.
**Reading:** The reading in this course is diverse in content, pertaining not only to psychopathology, but on occasion to social and institutional processes more typically discussed in courses on policy or administration, as well as explanatory and interpretive approaches more characteristics of certain humanities (e.g., philosophy or cultural studies). You will sometimes be given individual responsibility for a reading in class.

**Presentation of a reading:** In your presentation, you will be expected to take responsibility for organizing the content, and presenting it in a way that covers the major points, engages with the key clinical and other issues raised by a text, and brings your fellow students (and instructors) into the discussion. You should be prepared to discuss the reading with substantial familiarity, offering evaluation and commentary where appropriate. When you present material, make every effort to speak plainly, avoiding technical jargon when it is unnecessary, and to focus on central points and themes. Excellent presentations exhibit an awareness of the difference between minor details and major points.

**Assignments**

(1) **Class presentations.** As noted, you will be asked to take responsibility for select readings for the course on one or more occasions. You will think about how best to convey content of the material and lead us in discussion of the reading, using a range of questions and topics designed to focus attention on key clinical, treatment, or policy issues. (See above.)

(2) **Short paper.** Either (a) or (b).
   a. When we make a class visit, or have a visitor, write a one or two page response paper discussing some aspect of the visit. You can focus on any topic germane to the course.
   b. Professional perspectives report (1-2 pp). You will be asked to arrange an interview with a person currently involved in work related to serious mental illness. It can be in person or over the phone. Discuss with them how their work fits into the care delivery system. Who do they serve? What kinds of diagnoses and problems do the patients have? How does the agency serve them? What are some major concepts organizing philosophies of treatment. In what ways do concepts and practices fit together well? In what ways do they not fit together well? Perceived problems in service delivery, both internal to the agency and external (making the agency’s work harder to do).

(3) **Long paper:** Write an extended discussion of an area of interest concerned with the content of the course. Some of you will want to consider whether there is a topic that might interest you for a dissertation and, if so, use this paper to lay the groundwork. You should identify unanswered questions, based on the literature or other observations. If you approach it empirically, spell out study goals, specific aims, a brief background section framing the study topic, study design and data, and proposed analysis. If it is an analysis, clearly characterize existing states of affairs that demand analysis, explicitly say what the issues at stake are, what various values or perspectives are in conflict, what the pros and cons are of the various perspectives. Approximately 8-10 pages.
Readings:

Assignments will vary by week. All will be available on SAKAI. Some weeks everyone will read the same material. Some weeks you will sign up in advance to be ready to discuss a particular reading.

Everyone should read at least one additional first person account that they have not previously read; several are listed in supplementary material below.

Departmental and University Policies:

Unless otherwise noted all formal written work should use the Style Sheet of the American Psychological Association. See: http://apastyle.apa.org/ (full access via Login to Rutgers University Libraries home page: http://www.libraries.rutgers.edu/)

Disabilities. Students with disabilities who qualify for reasonable accommodations may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu

Academic Integrity. Work submitted for this course must be your own. You are responsible for knowing and conforming to all professional and university standards. See: http://academicintegrity.rutgers.edu/students.shtml

CLASS MEETINGS AND ASSIGNMENTS

(Please note that a number of assignments are “to be announced”; these will be decided soon.)

CLASS #1: Introduction to phenomenological psychopathology and to schizophrenia.
READINGS:
In class: Jaspers excerpt from GP, re delusional mood, a few pp.

CLASS #2: Asylums, their history; also Foucault on madness, etc.
READINGS:
Taubes “Healthy Avenues of the Mind”
Beers, C. – selections
Bly, Nellie, Ten Days in a Madhouse:
http://digital.library.upenn.edu/women/bly/madhouse/madhouse.html
Chapter 6, 8, 9, 13, 15, 16. (Note: these “chapters are only a few pages each.)
Nice audiobook available at: http://www.learnoutloud.com/Catalog/Social-Sciences/Psychology/Ten-Days-in-a-Madhouse/18986
Rec: Background: Sheridan, A. (1980). Michel Foucault: The Will to Truth,
London: Tavistock, pp. 11-46 (Madness, death, and the birth of reason; = a summary of
Foucault’s book on history of madness, by one of his translators).

CLASS #3: Hospital Care
READINGS:
Kernberg, O.  Severe Personality Disorders. Selected Chapters
L. Sederer (Ed.), Inpatient psychiatry: Diagnosis and treatment, 2nd ed. (pp. 219-238).
Baltimore: Williams & Wilkins.
   For some policy and institutional history read either:
of the movement." New directions for mental health services(73): 11-23. Or
Hospital and Community Psychiatry 45(12): 1224-1228.

CLASS #4: Community Care I
READINGS: to be announced; probably selected from;
The reconstruction of experience among schizophrenics." Psychiatry: Interpersonal and
Biological Processes. 55(3): 266-278.
committed work in public mental health and like settings." Human Organization 65(2):
218-226.
Psychotic Women in the Institutional Circuit in the United States Often Say No to Offers
Rowe, M.  1999. Crossing the border: encounters between homeless people and

CLASS #5: Schiz, Bipolar, and Personality Disorders: General psychiatric knowledge.
READINGS: to be announced

CLASS #6: VISIT TO RUTGERS PSYCHIATRIC, around this time
READINGS: to be announced
CLASS #7: Phenomenological psychopathology of schizophrenia: self-disorder.
READINGS:

CLASS #8: Special visitor
READINGS: to be announced

CLASS #9: Interviewing, semi-structured, phenomenological (EASE and EAWE)
READINGS:
   Sass, Pienkos, et al (in preparation), EAWE: Examination of anomalous world-experience. (Look this over.)

CLASS #10: Delusions; Negative symptoms.
READINGS:
Re Delusions:
Re Neg Symptoms:
CLASS #11: Phenomenological psychopathology of affective psychoses: psychotic depression, bipolar.

READINGS:
To be announced

CLASS #12: Borderline Personality Disorder I

READINGS:
Linehan, M., To be announced.

CLASS #13: Borderline Personality Disorder II

READINGS:
To be announced

CLASS #14: Community care II, plus Psychotherapy, plus critique of medication approach

READINGS:
*On psychotherapy:*
Recovery Orientation. Consumer/survivor:


Conceptual Background Issues:


CLASS #15: to be decided

*END OF SYLLABUS*