Course Objectives: This course introduces the student to the theory and practice of modern treatment of serious mental illness.

“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. 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 presenting 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) Final paper: Write an extended discussion of an area of interest concerned with the content
of the course. Approximately 8-12 pages.

Readings: See below; all readings will be available on SAKAI.

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

Please note: All readings listed below are required, unless otherwise listed. A list of additional
readings, for those who wish to pursue a topic in more depth, will be available in an appendix.
(Some minor changes in readings may be made in the course of the semester.)

CLASS TOPICS AND READINGS

CLASS #1: OVERVIEW OF SMI CLASS; INTRODUCTION TO PHENOMENOLOGICAL
APPROACH TO SCHIZOPHRENIA (LS):

Sass, L. (2001). Self and world in schizophrenia: Three classic approaches [Minkowski,
Blankenburg, Kimura]. Philosophy, Psychiatry, Psychology, 8: 251-270.

CLASS #2: SOCIAL CONTEXT(S) OF DIAGNOSIS (JW)

Note: Two of the three readings are short.


*Recommended but not required:*


**Class 3: SCHIZOPHRENIA: EPIDEMIOLOGY AND PATHOLOGY (JW):**


First Person Reading: Saks

**CLASS #4: PHENOMENOLOGY OF SCHIZOPHRENIA CONTINUED (LS):**


**CLASS #5: PHENOMENOLOGY OF SCHIZOPHRENIA CONTINUED: DELUSIONS (LS, JW):**


**CLASS #6: HISTORY OF MADNESS; HISTORY OF ASYLUMS (LS, JW):**

*History readings:*


*Asylum readings:*

Beers, C. – selections


**CLASS #7: RISE AND DECLINE OF THE STATE MENTAL HOSPITAL SYSTEM (JW):**


Goffman, selections.

Grob, selections

**CLASS #8: MADNESS AND MODERNISM, MADNESS AND MODERNITY (LS):**


**CLASS #9: SCHIZOPHRENIA AS SELF-DISORDER, PHENOMENOLOGICAL INTERVIEWING**


**CLASS #10: MODERN INPATIENT MODELS (JW).**

Kernberg, O. *Severe Personality Disorders*. Selected Chapters


**CLASS #11: COMMUNITY CARE (JW and LS)**


Listen to this podcast from Invisibilia. The first few minute use show business framing, and it strains some to make a point. But pay attention to the sketch of community care given, and the post hoc attempt to link it to psychological research: [http://www.npr.org/programs/invisibilia/483855073/the-problem-with-the-solution](http://www.npr.org/programs/invisibilia/483855073/the-problem-with-the-solution)
Psychotherapy:


**CLASS #12**: Personality Disorders: Borderline


Kernberg, O. and Yeomans, F. *Psychotherapy of Borderline Personality Disorder*. Chapters 1 and 2.


Recommended, not required: Linehan, M., & Schmidt, The dialectics of effective treatment of Borderline Personality Disorder, pp 553-584.

**CLASS #13**: Personality Disorders: Borderline, Sociopathic


**CLASS # 14**: SEVERE DEPRESSION AND BIPOLAR ILLNESS (JW AND LS)


**CLASS # 15: BIPOLAR ILLNESS AND DEPRESSION CONTINUED (JW and LS)**


