

University of Vermont  
Department of Psychological Science  
**SPRING 2019**

***Meanings of Madness: Global Effects of Western Mental Health Practices D2***  
***UHN 034***

***HCOL086 E (CRN: 11018) Monday, Wednesday, Friday 10:50 am – 11:40 am***

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**Hours:** Tuesday: 12:30 – 1:30, Friday: 8:30 – 9:30 or by appointment

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**READINGS (All readings are on reserve):**

***RESERVE READINGS:***

- Fernando, S. (2010). *Mental Health, Race and Culture*. New York: Palgrave Macmillan.
- Earley, P. (2006). *Crazy: A father's search through America's mental health madness*. New York: G.P. Putnam's Sons.
- Frank, R.G., & Glied, S.A. (2006). *Better but not well: Mental health policy in the United States since 1950*. Baltimore, Maryland: Johns Hopkins University Press.
- Gold, J., & Gold, I. (2015). *Suspicious minds: How culture shapes madness*. New York: Free Press.
- Medl, J.E. (2014). *Millions like me: My struggle with mental illness*. CreateSpace Independent Publishing Platform
- Snyder, K. (2007). *Me, myself, and them: A firsthand account of a young person's experience with schizophrenia*. New York: Oxford University Press.
- Watters, E. (2011). *Crazy like us: The globalization of the American psyche*. New York: Free Press.
- Weiland, M.S. (2010). *Fall to pieces: A memoir of drugs, rock 'n' roll, and mental illness*. New York: HarperCollins.
- Whitaker, R. (2002). *Mad in America: Bad science, bad medicine, and the enduring mistreatment of the mentally ill*. New York: Basic Books.

***DVDS to stream:***

- Silver Linings Playbook (2012) 2 hours 2 minutes Man with bipolar disorder released from psychiatric hospital returns home to live with parents*
- Girl Interrupted (1999) 1 hour 54 minutes 18-year-old overdoses and is admitted to psychiatric hospital*
- The Hours (2003) Themes of depression, bipolar disorder, depression*

## **COURSE DESCRIPTION AND GOALS**

**MEANINGS OF MADNESS?** Why use such a pejorative term as ‘madness’ for the title of this course? This term has history and the stigma often associated with mental health diagnoses. And why use the plural “meanings”? Insanity, craziness or madness were terms used to describe a spectrum of behaviors characterized by abnormal mental or behavioral patterns. Insanity may manifest as violations of societal norms, including a person becoming a danger to themselves or others, though not all such acts are considered insanity; likewise, not all acts showing indifference toward societal norms are acts of insanity. In modern usage, *insanity* is most commonly encountered as an informal unscientific term denoting mental instability, or in the narrow legal context of the insanity defense. In the medical profession the term is now avoided in favor of diagnoses of specific mental disorders; the presence of delusions or hallucinations is broadly referred to as psychosis. When discussing mental illness in general terms, "psychopathology" is considered a preferred descriptor. In 1973, the weight of empirical data, coupled with changing social norms and the development of a politically active gay community in the United States, led the Board of Directors of the American Psychiatric Association to remove *homosexuality* from the *Diagnostic and Statistical Manual of Mental Disorders* (DSM). Some psychiatrists who fiercely opposed their action subsequently circulated a petition calling for a vote on the issue by the Association's membership. That vote was held in 1974, and the Board's decision was ratified. Thus, a new diagnosis, *ego-dystonic homosexuality*, was created for the DSM's third edition in 1980. Ego dystonic homosexuality was indicated by: (1) a persistent lack of heterosexual arousal, which the patient experienced as interfering with initiation or maintenance of wanted heterosexual relationships, and (2) persistent distress from a sustained pattern of unwanted homosexual arousal. Widespread prejudice against homosexuality in the United States meant that many homosexual people were convinced that they should go through mental health treatment to overcome their homosexuality because it could be considered ego dystonic. In 1986, the diagnosis was removed entirely from the DSM.

**WAS THIS SCIENCE? THIS IS YOUR FIRST IMPORTANT QUESTION. YOUR TASK AS A STUDENT OF THIS SUBJECT IS TO CONSIDER THE MANY “MEANINGS OF MADNESS” AND HOW PSYCHOLOGICAL SCIENCE CAN ADVANCE OUR UNDERSTANDING, PREVENTION AND TREATMENT OF MENTAL HEALTH CHALLENGES. MOST IMPORTANTLY, WE CONSIDER THE IMPORTANT ROLE OF PSYCHOLOGICAL SCIENCE IN OVERCOMING THE LONG-STANDING STIGMA ASSOCIATED WITH MENTAL HEALTH PROBLEMS.**

### **Departmental and Course Goals (See also Learning Goals in Grading section):**

1. Demonstrate knowledge, comprehension and application of central themes and core concepts related to MEANINGS OF MADNESS, including relevant historical developments, theories, ethical standards, research findings, and the complexity of mental health processes (assessed using weekly written reflective assignments, presentations);
2. Evaluate and apply research methods in MENTAL HEALTH, as demonstrated by the ability to summarize, interpret and critically evaluate the research in this area in written and class presentation formats (assessed using article critique, presentation of primary research, annotated bibliography project);
3. Demonstrate the following proficiencies: (1) select relevant, current research on a topic, (2) understand and interpret research, (3) organize and synthesize information from multiple sources, (4) master APA writing style and format (assessed using annotated bibliography project on a topic of your choice, related to mental health outcomes);
4. Apply your knowledge to your own mental health processes (for example, categories of problems, evaluation, client/patient care, treatment methods and strategies, treatment outcomes) through weekly reflective assignments, class discussions and to professional applications such as education, communication disorders, law, clinical psychology/mental health, and social relationships.
5. Demonstrate mastery of multiple communication methods (oral and written) of relevant scientific material.

### **RELATIONSHIP OF LEARNING GOALS LEARNING GOALS TO ASSIGNMENTS:**

#### **RHETORICAL DISCERNMENT**

**Peer to peer: Weekly Reflections: BB feedback, discussion groups**

**Insider to nonspecialists or public: Book Review**

**Insider to insider: Article Review and critiques, Book Review**

#### **CRITICAL READING**

**Weekly reflections on readings based on thought-provoking prompts**

**"Scaffolding" assignment: Analysis of 1 assigned reading on mental health historical or current policy issues.**

**Extended assignments: Group projects on a pertinent mental health topic with short summary paper of important current findings and outstanding future research questions; book review**

**SUBSTANTIVE REVISION**

**Revisions to reflections, group project/individual research paper, book review**

**FOUNDATIONAL INFORMATION LITERACY**

**Short assignments: Weekly Reflections**

**Extended assignment: Group project on a pertinent mental health topic with individual research paper of important current findings**

**Course Expectations and Student Responsibilities**

The course does not require a sophisticated background in psychology and is, therefore, appropriate for freshman. Foundational theories, current research and methodologies will be reviewed and discussed. *Participants in this course are expected to (1) complete all readings, written and presentation requirements within the time allotted, (2) attend class and be an active member in all class discussions, (3) present research as required in a professional manner, and (4) provide support and encouragement to other class members when they are engaging in class discussions and presentations.* Participants will also have an opportunity to engage in self-directed learning by selecting topics of interest for exploration and enlightenment. Because many students who take this course may choose science, technology, engineering or math as a major, course objectives emphasize the student's ability to (1) *locate and evaluate high quality relevant research from appropriate scientific journals and books*, (2) *synthesize and critique readings* (text and research articles/books) in both verbal and written formats *using APA format and style*, (3) *present material in a classroom setting with appropriate aids* (e.g., handouts, PowerPoint) in different contexts (i.e., formal class presentation, student-led discussions, poster presentation), and (4) *participate actively in all class discussions*. This course is reading and writing intensive and is designed to permit "self-discovery" through personal reflection on the readings, discussion of points of interest from source materials, and self-selection of material for intensive personal study.

**Academic Honesty:** Any violation of the UVM Code of Academic Integrity (plagiarism, collusion, cheating or fabrication) in written work or on examinations will be reported to the Center for Student Ethics and Standards (CSES) at The University of Vermont. If you are unfamiliar with this Code, you should carefully review it and be completely familiar with it. (Please see: <http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>). It is against the Academic Integrity Code for you to give and/or receive unauthorized assistance on graded assignments (collusion) or to use someone else's thoughts or words without citation (plagiarism). Any violations of the Code will result in disciplinary action.

**Attendance:** According to University policy, instructors have final authority to excuse absences. This course is participation intensive. This means that you are expected to attend class. You will earn 2 points per class. You are permitted 3 excused absences for 1 point if you notify me prior to class. In the event of illness or injury requiring extended absence or hospitalization from class, you should see a Student Services staff person in the Dean's Office. The Dean's Office will contact your professors about your absences. We will then discuss a make-up plan for missed work.

**Religious Holidays:** Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. We will work together if it's necessary for you to make up any work.

**Blackboard information:** It is ESSENTIAL that you regularly use Blackboard to manage the course (point your browser to: [bb.uvm.edu](http://bb.uvm.edu) and log in using your UVM NetID and password). The syllabus and basic information regarding the semester plan are there as well as important information regarding specific assignments.

**Faculty and student responsibilities: Mutual respect at all times!**

We will **all** engage in the free exchange of ideas, listen attentively and be respectful in language and behaviors to all individuals at all times. Discrimination or unfair biases/stereotypes of any kind are unacceptable except as discussion items aimed at reducing/eliminating these in the larger society. Mutual respect will also be demonstrated by arriving and leaving on time (except when necessary with advanced permission), turning off cell phones and refraining from use of electronics unless it is for authorized reasons.

# COURSE REQUIREMENTS

## ***SEE BLACKBOARD FOR ASSIGNMENT DETAILS***

***LATE PAPERS WILL NOT BE ACCEPTED***

***ALL WRITTEN WORK MUST BE TYPED USING 12 POINT TIMES NEW ROMAN FONT.***

1. ***CLASS PARTICIPATION AND ATTENDANCE (17 points):*** This is a seminar style course in which your participation in class discussions is an *essential expectation* in this course. It is critical in a seminar class that you become comfortable with expressing your views in class discussions. Students range from highly talkative to not so willing to talk. I'll be monitoring this and will intervene at times to be sure that all students have a chance to state their individual opinions and arguments and/or to have their questions answered! Consistently being well prepared for class and *active* in discussion – volunteering questions or information, not just answering them – is the way to get into the “A” range. Discussions are based on student presentations of research, discussion questions related to the topic for the week as well as anything else you want to discuss. It is especially important that you support your fellow students by being attentive during presentations and actively engaging in discussions related to the student's presentations. Group meetings can also address your writing projects – a good way to get ideas and feedback! If you must miss a class, you *must* inform me ahead of time and I'll take that into account in regard to participation and penalties. PLEASE don't cut class just because something isn't done yet! I'm willing to negotiate around special circumstances and arrange a makeup schedule, as long as it doesn't become a pattern of performance.
2. ***READING REFLECTIONS (13 points - 1 point each - on the assigned reading):*** Each **Sunday evening**, you will submit a typed reflection on BlackBoard covering your own thoughts generated by the prompts on the reading assignment for that week. These are your reflections on the assigned readings. The reflections replace the more traditional major exams or quizzes by asking you to *regularly* engage with the material in ways that hopefully are more meaningful than cramming or rote memorizing. This also requires you to stay up-to-date with the basic course material.  
**\*\*\*\*DUE SUNDAY AT MIDNIGHT\*\*\*\***
3. ***RESEARCH ARTICLE REVIEW PAPER AND CLASS PRESENTATION (20 total points: see breakdowns next page):*** Starting the fourth week of class, students will present research article reviews and lead a discussion. Each of you will select a research publication from good quality, peer-reviewed journals (no more than 3 years old) to summarize and critique in written form (article review). You will present your article in class. This is an important way for you to learn to select an area of research related to mental health of interest you, to select recent, relevant, quality research, to write a review and critique of your article and to present it to your classmates. **Must be prepared and on time!**
4. ***GROUP PROJECT: INDIVIDUAL RESEARCH PAPER AND GROUP POSTER PRESENTATION (40 total points: see breakdowns next page):*** This is a collaborative research project, the results of which will be presented at a research poster session at the end of the semester. For this assignment, groups of 5-6 students will select a topic on a factor that contributes to mental health stigma for in-depth review. Students will individually locate recent, relevant research on some aspect of the group topic. Each student in the group will prepare a written research report which will then be integrated by the group into a poster. We will talk in class about how to generate a topic as well as about how to select quality research, integrate your selections into a cohesive presentation and preparing your poster. Each group will present their posters at a plenary meeting as well as at an end-of semester research event hosted by the Honors College.
5. ***FINAL: BOOK REVIEW (10 points)*** Choose 1 assigned reading on mental health historical or current policy issues. Analyze the organization or rhetorical features of what you read (what worked and what didn't) and the reading strategies you used to work through the book.

***The point is to LEARN and ENJOY IT!***

## GRADING

**NOTE: Late assignments will not be accepted by HCOL requirements  
ALL SUBMISSIONS ARE DONE ON BLACKBOARD**

<b>17 POINTS</b>	<b>CLASS PARTICIPATION AND ATTENDANCE (required)</b>
<b>13 POINTS</b>	<b>A TOTAL OF 13 REFLECTIONS (1 point each) on the Assigned Reading DUE SUNDAY AT MIDNIGHT</b>
<b>20 POINTS</b>	<b>RESEARCH ARTICLE REVIEW PAPER AND CLASS PRESENTATION</b> <b>1. Research Article Review Paper (2-3 pages) = 15 POINTS</b> <b>2. Class Presentation/Discussion = 5 POINTS</b> <b>Must be prepared and on time!</b>
<b>40 POINTS</b>	<b>GROUP PROJECT: INDIVIDUAL RESEARCH PAPER AND GROUP POSTER PRESENTATION</b> <b>Individual Research Paper: Part 1 = 5 points</b> <b>Individual Research Paper: Enhanced Outline = 10 points</b> <b>Individual Research Paper: FINAL CONTRIBUTION TO GROUP PROJECT = 15 points</b> <b>Group Poster and Presentation = 10 points</b>
<b>10 POINTS</b>	<b>FINAL EXAM/BOOK REVIEW</b>

**GRADES AND POINT VALUES:** Use the appropriate rubric to establish what the expectations are at each of the main point levels. **SEE BLACKBOARD FOR ASSIGNMENT GRADING RUBRICS**

Grade	Points	Grade	% of Points
A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60

**SCHEDULE**

Week	Topic/Reading <b>Book titles in RED are meant to be read from beginning to end for the week listed.</b> DVD's are listed in BLUE and should be viewed prior to submission of the reflection for the week PLENARIES and GROUP PROJECT MEETINGS in PURPLE: 5:05-6:20 p.m. unless otherwise noted	Reading Due	Writing Due on Blackboard <b>REFLECTIONS ARE DUE ON SUNDAY midnight before numbered week</b> WRITING ASSIGNMENTS DUE ON DATE INDICATED
1. 1/14, 16, 18	Course Introduction Group Formation Getting a start on writing in psychological science <i>TOPIC: CULTURAL COMPETENCE</i>		
2. 1/23, 25 NO CLASS ON 1/21	<i>Mental Health, Race and Culture</i> <b>STUDENT PRESENTATIONS</b>	Fernando pp. 1 - 27	<b>Reflection 1: see Blackboard questions</b>
3. 1/28, 30, 2/1	<i>Mental Health, Race and Culture</i> <i>Silver Linings Playbook (DVD)</i> <b>STUDENT PRESENTATIONS</b>	Fernando pp. 28 - 104	<b>Reflection 2</b>
4. 2/4, 6, 8	<i>Mental Health, Race and Culture</i> <b>STUDENT PRESENTATIONS</b>	Fernando pp. 105 - 151	<b>Reflection 3</b> <i>ARTICLE REVIEW PAPER due 2/10</i>
5. 2/11, 13, 15	<i>Mental Health, Race and Culture</i> <b>STUDENT PRESENTATIONS</b>	Fernando pp. 152 - 184	<b>Reflection 4</b>
6. 2/20, 22 NO CLASS ON 2/18	<i>Suspicious minds: How culture shapes madness.</i> <i>Me, myself, and them: A firsthand account of a young person's experience with schizophrenia.</i> <b>STUDENT PRESENTATIONS</b>	Gold & Gold: pp. 1 – 114 Snyder - all	<b>Reflection 5</b>
7. 2/25, 27, 3/1	<i>Suspicious minds: How culture shapes madness (cont.)</i> <b>STUDENT PRESENTATIONS</b>	Gold & Gold: pp. 115 - 243	<b>Reflection 6</b> <i>INDIVIDUAL RESEARCH PAPER: Part 1 due 3/3</i>
8. 3/4, 6, 8	<i>Mad in America: Bad science, bad medicine, and the enduring mistreatment of the mentally ill</i> <i>Girl, Interrupted (DVD)</i> <b>STUDENT PRESENTATIONS</b>	Whitaker pp. 3 – 140	<b>Reflection 7</b>
3/11, 13, 15	<b>SPRING BREAK:</b> <i>Fall to pieces: A memoir of drugs, rock 'n' roll, and mental illness.</i> Weiland		
9. 3/18, 20, 22	<i>Mad in America: Bad science, bad medicine, and the enduring mistreatment of the mentally ill (cont.)</i> <b>STUDENT PRESENTATIONS</b> POSTER PLENARY 3/20: "How to Create a Poster" Billings Lecture Hall	Whitaker pp. 141 - 304	<b>Reflection 8</b> <i>INDIVIDUAL RESEARCH PAPER: ENHANCED OUTLINE due 3/24</i>
10. 3/25, 27, 29	<i>Better but not well: Mental health policy in the United States since 1950.</i> <i>Millions like me: My struggle with mental illness.</i> <b>STUDENT PRESENTATIONS</b> PLENARY 3/27: Actors of the London Stage, Music Recital Hall	Frank & Glied Chapters 1 through 4 Medl - all	<b>Reflection 9</b>

11. 4/1, 3, 5	<i>Better but not well: Mental health policy in the United States since 1950.</i> <b>STUDENT PRESENTATIONS</b> PLENARY 4/3: Ilyse Morgenstein Fuerst, Billings Lecture Hall	Frank & Glied Chapters 5 though 8	<b>Reflection 10</b> <b>GROUP POSTER</b> <b>DUE 4/7 AT MIDNIGHT</b>
12. 4/8, 10, 12	<i>Crazy: A father's search through America's mental health madness.</i> <i>The Hours (DVD)</i> <b>STUDENT PRESENTATIONS</b> PLENARY 4/10: <b>GROUP RESEARCH PRESENTATIONS:</b> Jeffords 110	Earley pp. 1 - 182	<b>Reflection 11</b>
13. 4/15, 17, 19	<i>Crazy: A father's search through America's mental health madness.</i> <b>STUDENT PRESENTATIONS</b> PLENARY 4/17: <b>GROUP RESEARCH PRESENTATIONS:</b> Jeffords 110	Earley pp. 183 - 361	<b>Reflection 12</b> <b>INDIVIDUAL RESEARCH PAPER:</b> <b>FINAL PAPER due 4/21</b>
14. 4/22, 24, 26	<i>Crazy like us: The globalization of the American psyche.</i> <b>STUDENT PRESENTATIONS</b> <u>FIRST YEAR RESEARCH SYMPOSIUM 4/24:</u> <u>UVM Alumni House, 61 Summit Street</u>	Watters pp. 1-126	<b>Reflection 13</b>
15. 4/29, 5/1, 3	<i>Crazy like us: The globalization of the American psyche.</i>	Watters pp.127 - 255	<b>BOOK REVIEW (FINAL) due 5/5</b>
<b>FINAL EXAM: BOOK REVIEW DUE 5/5</b>			