San José State University, Psychology Department  
PSYC 190-09, Current Issues Capstone,  
Spring 2019  
History and Conceptualizations of Schizophrenia  
and Narratives of Recovery

Instructor: Simone Lundquist, Ph.D.
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Telephone: (408) 924 5634
Email: Simone.Lundquist@sjsu.edu * The fastest, safest, and  
best way to contact me is via email
Office Hours: Tuesdays & Thursdays, 12:00 – 1:00 pm  
* Please make an appointment via email *
Class Days/Time: Tuesdays & Thursdays, 3:00 - 4:15 PM
Classroom: DMH 347
Prerequisites: PSYC 100W and Senior Standing  
Pre/co-requisite: PSYC 18 or PSYC 120

SJSUs learning management system, Canvas
Copies of the course materials such as the syllabus, major assignment handouts, etc. may be  
found on.

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 understand the theory and practice of Narrative as a way of thinking  
about the problems within their context rather than pathologizing “otherness.” We will learn to  
discuss the different portrayals and corresponding intellectual and emotional narratives of human  
suffering within a variety of contexts. We will also discuss how this way of thinking can be  
influential in teaching, practicing and even supervision in this field. The primary goal is to refine  
student’s critical thinking skills applicable to the study of human behavior and to appreciate this in  
broader cultural contexts.
Course Goals and Student Learning Objectives

Specifically, our course objectives are as follows:

CLO1 – to review and develop skills in understanding differing epistemologies and to critically evaluate their role in our culture’s understanding of human suffering

CLO2 – to focus, refine, and provide evidence of your critical thinking skills in the evaluation of problems that are negatively affecting people’s lives with a specific emphasis on how evaluations are impacted by the narratives and portrayals of human suffering and problems

CLO3 – to demonstrate competence in oral presentation and communication

CLO4 – to demonstrate competence in written communication by analyzing, synthesizing, and integrating existing psychology literature relevant to this topic

CLO5 – 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

CLO6 – 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

CLO7 – to provide evidence of skills in researching the psychology literature (including accessing electronic and print journal articles in libraries and beyond)

These goals will be evidenced through the following assessment strategies:

1. practice critically evaluating the assigned readings
2. writing reflection papers on the readings assigned for the course
3. gather, review, and disseminate information on how different narratives impacts diagnosis and treatment of those struggling with problems in essays and oral presentations
4. write a final paper demonstrating your deep understanding of the history, conceptualization and treatment for “Schizophrenia,” utilizing post-modern and post-structural approaches
5. participate in class interactions during group presentations and class discussions demonstrating an accurate understanding of the impacts of decontextualized narratives of problems both on the individuals, and social and cultural and global contexts and on treatments used to address those “psychotic” experiences

Program Learning Outcomes (PLO)

Upon successful completion of the psychology major requirements:

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.

PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.

PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.

PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Definition of a Credit Hour

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities. Other course structures will have equivalent workload expectations as described in the syllabus.

The credit hour is defined as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester.

The expectation of work for a 3-credit course is 150-minutes of direct faculty instruction and six hours of out-of-class student work each week.

Required Texts/Readings/Sources

Foucault for Beginners by Lydia Alix Fillingham    IBSN: 978-1934389126
Living Outside Mental Illness, Qualitative Studies of Recovery in Schizophrenia by Larry Davidson


Glass, Directed by M. Night Shyamalan
One Who Flew Over the Cuckoo’s Nest
by Ken Kesey (Book)
ISBN: 978-0451163967

or

One Who Flew Over the Cuckoo’s Nest
Directed by, Miloš Forman (Film)

Other readings will be required and will be available for download from the course website.

Library Liaison

The library liaison for the Psychology Department is Bernd Becker.

You can contact him at (408) 808-2348 or at Bernd.Becker@sjsu.edu if you have library research questions, or questions about accessing library resources.

Course Requirements and Assignments

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

<table>
<thead>
<tr>
<th>Assessment Items and Their Value</th>
<th>How Many?</th>
<th>% of Final Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Paper</td>
<td>1</td>
<td>180/620=29%</td>
<td>180</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>1</td>
<td>60/620=10%</td>
<td>60</td>
</tr>
<tr>
<td>Individual Presentation</td>
<td>1</td>
<td>60/620=10%</td>
<td>60</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1</td>
<td>60/620=10%</td>
<td>60</td>
</tr>
<tr>
<td>Reflection Papers &amp; Letters</td>
<td>19</td>
<td>190/620=31%</td>
<td>10 each (190 total)</td>
</tr>
<tr>
<td>Participation</td>
<td>lots</td>
<td>60/620=10%</td>
<td>60</td>
</tr>
<tr>
<td>Self-evaluation of Participation</td>
<td>1</td>
<td>10/620=2%</td>
<td>10</td>
</tr>
</tbody>
</table>

Extra Credit Reflection # 20 = 10 Points
The grading scheme for this course is determined as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>100-96.5%</td>
</tr>
<tr>
<td>A</td>
<td>96-93%</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
</tr>
<tr>
<td>B+</td>
<td>89.87%</td>
</tr>
<tr>
<td>B</td>
<td>86-83%</td>
</tr>
<tr>
<td>B-</td>
<td>82-80%</td>
</tr>
<tr>
<td>C+</td>
<td>79-77%</td>
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<tr>
<td>C</td>
<td>76-73%</td>
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<tr>
<td>C-</td>
<td>72-70%</td>
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<tr>
<td>D+</td>
<td>69-67%</td>
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<tr>
<td>D</td>
<td>66-63%</td>
</tr>
<tr>
<td>D-</td>
<td>62-60%</td>
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<tr>
<td>F</td>
<td>59-0%</td>
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</tbody>
</table>

**Class Participation**

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 prepared question or comment from you’re the assigned readings to help start things off. When one discussion ends, I will choose another comment and so forth.

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 the assigned readings: There is a lot of readings to do 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 read each reading assignment; (2) plan your reading well in advance. I will not accept an excuse of “I didn’t have enough time.” This is the core of the course, and you are expected to engage in it.

**Self-evaluation of Participation**

Somewhere around half way through the semester, you will be required to complete the Self-evaluation of Participation form on the course website. This gives each student an opportunity to assess his or her own level of participation in the course to date. More importantly, it can serve as a prompt to do things differently in the course to improve that level of participation.

The professor will give feedback about the accuracy of that evaluation and brief feedback about how to proceed in the course from there.

**Reflection Papers and Letters**

In these papers (19 papers), you will describe your reflections on what you learned from the reading assignments that are due on that day. Please see the modules on Canvas and the class schedule on your syllabus for due dates.

**Term Paper**

You are seniors, and this is your capstone course. Please, write a great paper. Use appropriate sources (books and journal articles). Submit it 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.
Choose a Person with a “Psychotic Experience” whose life has been undermined by this problem and Narrative as the form of therapy that is used in Making Trouble for this Problem. Explain why you believe Narrative Therapy is effective in helping this person to change her/his relationship with this specific problem which can be described as a “psychotic experience” in a way that the problem can’t continue to render her/his abilities invisible and unavailable to her/him. Examine the current research literature regarding using Narrative Therapy to help Persons with “Psychotic Experience.” I encourage you to use Google Scholar (scholar.google.com) as your search engine, not just PsychInfo. You can also go to www.narrativeapproaches.com to find related articles or books.

Please review your materials from PSYC 100W. Your paper must be in APA style (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 bare minimum. You will submit your paper in person in class.

In case I suspect plagiarism, I will email you and ask you to submit your paper to turnitin.com through Canvas. 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 place the word count of the paper (not including tile or references) on the first page below your name. NO cover or title pages.

*Please contact me with questions BEFORE the paper is due

Paper Format, Guidelines, and point values

You must follow this format to receive credit on the paper. The paper is worth 180 total points:

1. Introduction and defining the problem [35 pts]
   a. Introduce the paper, where it is going, and what you want to show.
   b. Explain the reason you chose this Person with this Problem which in turn will provide depth to your paper. Should you decide to choose a problem that at some point of your life hijacked your agency in your life, it needs to be a “Retired Problem: one that has been overcome and has no influence in your life anymore.”
   c. What are the dominant social discourses which support the life of this problem?
   d. Define the impacts of the problem on different aspects of this individual’s life (e.g., emotions, thoughts, behaviors, leisure, work, relationships, etc).
   e. Explain the impacts of the problem on the lives of others who are in a relationship with this individual.
   f. What are the effects of this person on the problem (look for the unique outcomes)?
   g. What is the known prevalence of this problem and how does it cost the culture?

   a. Provide information on gender, age, sexual orientation, socio-economic status, ethnicity, family and friends (if present), and any other influential contextual factors.
   b. Explain why these variables are important to discuss here?
   c. How do these variables impact the life of the problem?

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d. Who, in this person’s life, is supporting the life of the problem? Who, in this person’s life, wouldn’t be surprised if the person defied or undermined the influence of the problem in her/his life?

e. How does your epistemological view impact the understanding of this Problem?

3. Making Trouble for the Problem [35 pts]
   a. Explain your theoretical perspective used here?
   b. What is the assumption of etiology or cause of this problem from the perspective used for this treatment?
   c. What is the mechanism of change according to your theory?
   d. Explain the steps you choose to take to help this person reclaim her/his life out of the grasp of the problem.

4. Empirical evidence [25 pts]
   a. Summarize the empirical evidence for this treatment
   b. What are the overall outcomes and how well the treatment works
   c. Describe follow up effectiveness and how long the treatment seems to last

5. Conclusion [20 pts]
   a. State what you have found with this treatment for this problem
      i. What are some of the concerns you have about the utilized interventions?
      ii. What have the researchers left off or not addressed yet?
      iii. What might be some solutions to those concerns?
   b. Where should future research focus?

6. References [15 pts]
   a. This is a scholarly paper, 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 [25 pts]
   a. Grammar
   b. Spelling
   c. APA formatting

Presentation

This is an opportunity for you to educate the class on a problem and its treatment using Narrative Therapy. It is designed to allow you to go deeper into an area and share that knowledge with the group. You must spend time and effort on this task to do well and have others get something out of this.

Each presentation will take about 10-12 minutes with questions and discussion following the presentation. Presentations that are significantly less than the expected time with questions and discussion will receive corresponding grade reductions.

Inaccuracies or false answers to questions will also result in grade reductions. You are to know the Problem, its effects and the treatment thoroughly by your presentation day. Problematic answers indicate that you are unprepared and have thus not completed the assignment. Again, you should be an expert on
the Problem and the Treatment. An expert very rarely is taken by surprise during a question and answer period.

There is a high standard on senior university student presentations. These will take time to put together and look professional. All students must seek coherence and professionalism in the presentation.

**Presentation guidelines**

- Be professional!
- You MUST show depth here
  1. This can come in different ways – digging in on treatment, context, theme, etc.
- Be mindful of not labeling a person. Discuss the impacts of the problem on different aspects of the individual's life and continue with all the other steps required when utilizing this theory.
- but focus on their behaviors that meet diagnostic criteria.
- Avoid slang and colloquialisms.
- 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.
- Do not bore the class. Set a mood! Make it interesting! Be creative! (But stay professional!)

**Requirement for audience members**

- come on time
- do not leave early
- do not sleep or work on other material during the presentation
- get engaged in the presentation!

**Final and Mid-term Exams**

Both these exams will be descriptive and based on the contents of the **assigned articles** and **PowerPoints** that are published on your Canvas site. These exams will not be repeated so if you are not in class on the day that the exam is given to you, you will miss the points on that exam. Please keep track of your exam schedule and the points you receive.

NOTE that [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) states that faculty members are required to have a culminating activity for their courses, which can include a final examination, a final research paper or project, a final creative work or performance, a final portfolio of work, or other appropriate assignment.

**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.
**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.

Email is NOT a place to get extensive help with really big 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 3-11-17).
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, hungover, 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 concern about this policy, come and talk to me.
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 10 minutes late, you will receive zero participation points for that day. During the semester once or twice of late arrival is understandable but allowing lateness to become a habit is unacceptable. If you are more than 15 minutes late, you should not come to 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 and place it in your pocket or in your bag. Your cellphone should not be on your desk, even if it is on silent. 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.
9. A student displaying disrespectful or disruptive behavior will have 10 points deducted from their participation and be asked to leave the rest of that class session.

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 310. I will have regular office hours as posted at the top of this syllabus. If you cannot make one of these times, you can e-mail, or see me after class to set an appointment. I want to be available to you. If you email me, you can generally expect a response back in 48 hours during the week. If you 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 run an extremely busy schedule, 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.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic
integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/

**Academic integrity**

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) requires 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 [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

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.

**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](http://www.sjsu.edu/policy/97-03.html) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) to establish a record of their disability.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

(Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at http://www.sjsu.edu/counseling.
# Psychology 190-09, Current Issues Capstone, Spring 2019

This is a tentative timeline and we may deviate from it. It is your responsibility to know where we are in the readings and if the test dates or materials to be included on tests might have been changed. We will work very hard to stay on schedule.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments and Quizzes Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1 01-24</td>
<td>Introduction to Course</td>
<td>First Day Welcome!</td>
<td></td>
</tr>
</tbody>
</table>
| WEEK 2 01-29 | Introduction to Social Constructionism, Post-Modernism, Post-Structuralism | 1. The Myth of Mental Illness  
2. A Critique of the DSM  
3. PowerPoint 01/29 | In-Class Discussion and Activity                  |
| WEEK 2 01-31 | Topic of 01-29 Continued…                      | 1. Experience of Voice Hearing  
2. Narrative Therapy handout  
3. PowerPoint 01/29 Continued… | Reflection Paper 1 (on One Flew over the Cuckoo’s Nest) Due  
In-Class Discussion |
| WEEK 3 02-05 | Schizophrenia, Conceptualization & Treatment    | 1. Schizophrenia & the Collapse of the Dialogical Self  
2. Psychotherapy & Recovery in Schizophrenia | Reflection Paper 2 Due  
In-Class Discussion |
| WEEK 3 02-07 | Introduction to the concept of “Otherness”      | 1. Myths, Narrative Therapy  
2. Psychiatry & Narrative Collaboration | Reflection Paper 3 Due  
In-Class Discussion |
| WEEK 4 02-12 | Madness & Civilization  
The Birth of the Clinic | Foucault For Beginners: Pages 1 to 77          | Reflection Paper 4 Due  
In-Class Discussion |
| WEEK 4 02-14 | The Order of Things, Discipline & Punish,  
The History of Sexuality | Foucault For Beginners: Pages 78 to 152         | Reflection Paper 5 Due  
In-Class Discussion |
| WEEK 5 02-19 | The Construct of Mental Illness                 | Living Outside Mental Illness: Introduction      | Reflection Paper 6 Due  
In-Class Discussion |
<table>
<thead>
<tr>
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<th>Assignments and Quizzes Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 5</td>
<td>Is there an outside to Mental Illness?</td>
<td>Living Outside Mental Illness: Chapter One</td>
<td>Reflection Paper 7 Due</td>
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<tr>
<td>02-21</td>
<td></td>
<td></td>
<td>In-Class Discussion</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>Eliciting Narratives</td>
<td>Living Outside Mental Illness: Chapter Two</td>
<td>Reflection Paper 8 Due</td>
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<tr>
<td>02-26</td>
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<td></td>
<td>In-Class Discussion</td>
</tr>
<tr>
<td>WEEK 6</td>
<td>Understanding Narratives</td>
<td>Living Outside Mental Illness: Chapter Three</td>
<td>Reflection Paper 9 Due</td>
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<td>02-28</td>
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<td></td>
<td>In-Class Discussion</td>
</tr>
<tr>
<td>WEEK 7</td>
<td>Living Inside Schizophrenia</td>
<td>Living Outside Mental Illness: Chapter Four</td>
<td>Reflection Paper 10 Due</td>
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<td>03-05</td>
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<td>WEEK 7</td>
<td>Living Outside Schizophrenia</td>
<td>Living Outside Mental Illness: Chapter Five</td>
<td>Reflection Paper 11 Due</td>
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<td>03-07</td>
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<tr>
<td>WEEK 8</td>
<td>Conclusion</td>
<td>Living Outside Mental Illness: Conclusion &amp; Epilogue</td>
<td>Reflection Paper 12 Due</td>
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<td>03-12</td>
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<td>WEEK 8</td>
<td>Mid-Term Exam</td>
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<td>03-14</td>
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<tr>
<td>WEEK 9</td>
<td>The Narrative Perspective in Therapy</td>
<td>Re-Authoring Lives: Introduction &amp; Chapter One</td>
<td>Reflection Paper 13 Due</td>
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<td>03-19</td>
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<td>In-Class Discussion</td>
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**Your Self-Evaluation of Participation Due**
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Due</th>
<th>Assignments and Quizzes Due</th>
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<tbody>
<tr>
<td>WEEK 9 03-21</td>
<td>The Politics of Therapy &amp; Outside Expert Knowledge</td>
<td>Re-Authoring Lives: Chapters Two &amp; Three</td>
<td>Reflection Paper 14 Due In-Class Discussion</td>
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<td>WEEK 10 03-26</td>
<td>Naming Abuse &amp; Breaking from its Effects</td>
<td>Re-Authoring Lives: Chapter Four</td>
<td>Reflection Paper 15 Due In-Class Discussion</td>
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<td>WEEK 10 03-28</td>
<td>Psychotic Experience and Discourse</td>
<td>Re-Authoring Lives: Chapter Five</td>
<td>Reflection Paper 16 Due In-Class Discussion</td>
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<td>WEEK 11 04-02 &amp; 04-04</td>
<td><strong>SPRING BREAK NO CLASS</strong></td>
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<td>WEEK 12 04-09</td>
<td>Accountability &amp; Definitional Ceremony</td>
<td>Re-Authoring Lives: Chapters Six &amp; Seven</td>
<td>Reflection Paper 17 Due In-Class Discussion</td>
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<td>WEEK 12 04-11</td>
<td>Therapeutic Documents &amp; Systems &amp; Narrative Metaphors</td>
<td>Re-Authoring Lives: Chapters Eight &amp; Nine</td>
<td>Reflection Paper 18 Due In-Class Discussion</td>
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<td>WEEK 13 04-16</td>
<td>Outside Schizophrenia</td>
<td>1. Case Study</td>
<td>In-Class Discussion</td>
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<td>2. Narrative Therapy &amp; Seriously Mentally Ill</td>
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<td>WEEK 13 04-18</td>
<td>Punish &amp; Control: Concept of “Otherness”</td>
<td>Watch the Movie: Glass</td>
<td>Extra Credit (10 Points) Meaningful Paper on the concepts proposed in both Movies on the Syllabus</td>
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<td>WEEK 14 04-23</td>
<td>Presentations (4 Students)</td>
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Reminder: *** FINAL PAPER is DUE on 5/09 ***

Psychology 190-09, Lundquist, Spring 2019
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<tr>
<td>WEEK 14 04-25</td>
<td>Presentations</td>
<td>(4 Students)</td>
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<td>WEEK 15 04-30</td>
<td>Presentations</td>
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<td>WEEK 15 05-02</td>
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<tr>
<td>WEEK 16 05-07</td>
<td>Presentations</td>
<td>(4 Students)</td>
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**Reminder: Final Paper is Due on 5/09**

| WEEK 16 05-09 | Presentations          | Final Paper Due    |
|               | (4 Students)           |                   |

**FINAL EXAM**  
**FINAL: Scheduled for Wednesday, May 15th, 12:15 PM-2:30 PM**