

# **Main Campus; Fall 2019 Semester**

PSYCH 494 Senior Capstone in Psychology: Explorations of Madness (Section 0001, SIS# 9651)

Instructor: Dr. Kris Vespia

Course time and location: MAC-229; 2:00-3:20 p.m. Tuesday/Thursday

*Catalog description*: An in-depth, integrative, interdisciplinary exploration of a topic that varies by section or semester. Course is not repeatable for credit.

**Welcome!! This semester we will be creating *together* a capstone experience for your Psychology major. I had so much fun, and I learned an amazing amount from my past capstone courses. I am confident that will be true this time, too, so let’s make this a great semester.**

# **Who Am I and How Can You Contact Me?**



**What Are We Reading this Semester?**

I think your reading for this class will be fun (really!!). You will be reading books, journal articles, and other media (e.g., blog entries) from different disciplinary perspectives. Authors may include lawyers, psychiatrists, journalists, or policy makers. Please do not let the list of readings intimidate you. This list is long, but in general you will have about 20 pages of reading for each unit, which is less than the average textbook chapter.

Required book: [Available for purchase at the bookstore and through other vendors]

Archer, A. J. (2013). *Pleading insanity*. Bloomington, IN: Archway Publishing.

Articles/blogs/selections for class/quizzes/discussions: [Available via Canvas]

The complete reading list of these resources is included at the end of your syllabus.

**What Will We Be Learning this Semester and in What Context?**

Here’s what I believe you will learn: Overall, you will achieve a more complete understanding of the answer to the question of “What is “madness?”. Throughout time we have used it as a pejorative term for mental illness, but it has also sometimes been thought of as insanity, spiritual possession, immorality, criminality or even extreme creativity. The reality is that mental illness itself is not a simple concept. Our definitions of it have changed through history. There are professionals who have (and still do) argue that it does not exist and is a social construction. Others express views that range from depicting it as anything from a pure biological phenomenon to a sign of spiritual or moral weakness. The label has also been used over time as a tool of political and economic oppression. Today many individuals who struggle with mental illness find that their “treatment facility” is a jail or prison. What I hope you take from this class is that understanding mental illness and preventing/intervening with it requires a complex, interdisciplinary view.

At the end of this semester, you should be able to:

1. Describe mental illness from multiple perspectives and think critically about how those perspectives interact.
2. Read, understand, critique, integrate, and apply literature from different fields on the topic of mental illness.
3. Create research or application plans related to mental illness or its treatment that bring together more than one disciplinary perspective.
4. Collaborate with peers to lead discussion/activity effectively.
5. Communicate both orally and in writing about the content of this course. Remember this is also a writing emphasis class. You will be doing significant written work, and it will be evaluated both on content and writing quality. Please consult with your instructor and/or the Writing Center (<http://www.uwgb.edu/writing-center/>) if you have concerns about your writing.

In addition to the specific course goals, the Psychology faculty has endorsed the following objectives for all of our Capstone in Psychology classes. These include:

* Demonstration of written and oral communication skills
* Demonstration of research competencies
* Demonstration of critical thinking and problem-focused application skills
* Demonstration of ability to integrate multiple perspectives, including those related to human diversity, when describing problems or issues or generating research and application ideas
* Demonstration of the ability to synthesize information and learning from across the major and the over college experience

As an interdisciplinary capstone course, *Explorations of Madness* is also part of your overall graduation requirements and educational outcomes (<http://catalog.uwgb.edu/undergraduate/planning/capstone/>). More specifically, capstone seminars are to be problem-focused and interdisciplinary, to promote students’ understanding of both of those concepts, and to enhance oral and written communication skills.

As we consider what we should be learning, it seems very appropriate to acknowledge the place that is happening and its ties to the indigenous peoples of Wisconsin.

UW-Green Bay Land Acknowledgment

We at the University of Wisconsin-Green Bay acknowledge the First Nations people who are the original inhabitants of the region. The Ho-Chunk Nation and the Menominee Nation are the original First People of Wisconsin and both Nations have ancient historical and spiritual connections to the land that our institution now resides upon. Today, Wisconsin is home to 12 First Nations communities including the Oneida Nation of Wisconsin, Forest County Potawatomi, Ojibwe Nation communities, Stockbridge-Munsee Band of the Mohicans, and the Brothertown Indian Nation. We acknowledge the First Nations People of Wisconsin. [https://www.uwgb.edu/student-affairs/uwgb-land-](https://www.uwgb.edu/student-affairs/uwgb-land-acknowledgment/) [acknowledgment/](https://www.uwgb.edu/student-affairs/uwgb-land-acknowledgment/)

# **What Are the Assignments for the Class, and When Are They Due?**

Due Dates

All assignment due dates and test dates are listed on the course schedule that is the last page of this syllabus.

Reading

All reading assignments for a given day should be completed before the beginning of class on that date (and before the quiz date listed for the unit). I expect you to read all assigned material. Discussion is critical in a course such as this one, and it will be limited if not everyone has completed the reading for the day. Not everything in readings will be discussed in class, as course time will frequently be used to supplement reading assignments or apply the material. Therefore, I encourage you to raise issues in class or see me individually if you have questions about the readings.

Quizzes

You will complete quizzes to assess your understanding of assigned reading material on each topic (about once/week). Each quiz will be worth 10 points. The quiz will most likely be 1 or 2 short essay questions (needing about a one page answer combined). The goal is to assess whether you did the reading. I will not be asking “What does the author discuss on the bottom of page 20?”. I will, though, want to see detail in your answers that clearly shows me you completed the reading and did so carefully. For example, you might have a quiz question such as: “The major theme from Smith’s article was that bipolar disorder could have 5 or more very different causes. Identify and briefly describe two of those potential causes.” The dates for the quizzes are indicated on the course schedule, and your attendance is expected. Your two lowest quiz grades will drop – and in the event that you miss a class, that will count as one of your two “drops.”

Case Study Paper: Archer (2013) Book

You will complete a paper based on your weekly readings for the first few units of the course and your reading of the Archer (2013) book. Again, a more extensive handout will be posted in Canvas, but in terms of the skills you will be demonstrating, I will expect you to be able to integrate your reading of the full book with what you have learned in class about different perspectives on mental illness, such as psychological, economic, biological, and legal. I will also ask you to talk about the strengths and limitations of using case studies to enhance understanding – and to speak to how “typical” you believe this particular case study is of individuals who have been diagnosed with bipolar disorder, and why.

Leading and Participating in Discussion

*Leading* – This is a capstone course to the major. As advanced Psychology students, you should be capable of leading and facilitating effective discussion and group activities. You and a small group of peers will be assigned to a specific class topic during the semester. Your group will be responsible for 50-60 minutes of class time. More details about this assignment and a grading rubric will be provided separately, but essentially, you and your group will be responsible for leading discussion related to the readings and for involving the class in a large or small group applied activity (e.g., debate, case study, creative activity) that is directly related to the topic and enhances learning of the material. The total assignment is worth 50 points. Ten of those points (20% of grade) will be an **individual grade** based on your classmates’ formal evaluation of your group contribution (e.g., communication, quality and timeliness of work). More detailed information will be posted in Canvas associated with this assignment.

*Participating* – You should all be active participants in class and support the efforts of your classmates (and instructor!) to lead discussion/activity. You will be graded on the extent and quality of your participation in class over the semester. We will work on establishing some ground rules together, but note that high quality participation does not simply mean talking – in fact, talking too much can be problematic! Regular contributions to in-class discussion will be expected to earn a high participation grade, but we will also identify other ways students can earn some credit toward participation, such as active contributions to small group in-class activities.

Interdisciplinary Research/Application: Mental Illness & Human Rights Paper and Group Discussion

UWGB’s College of Arts, Humanities, and Social Sciences will be hosting a day-long event in the Weidner Center on December 10th on the theme of “Human Rights.” Students, faculty, and an invited speaker will be exploring human rights from artistic, literary, political, economic, psychological, and other perspectives. We have been asked a class to contribute to this day with an event (during our class time) on “Mental Illness & Human Rights.” You and your classmates will be moderating small group discussions about specific topics, such as involuntary treatment and human rights or the use of conversion therapy and human rights. First, you will do individual library research and write an individual paper on one of several topics I have identified. I hope you will have your first choice of topic, but we will “draw” for topics if necessary. After you have submitted your individual work, I will be grouping students to work together on the round table discussion component of the assignment. You will be responsible for creating a 1-2 page handout for the day, as well as for introducing your topic to participants, creating discussion questions, and facilitating discussion amongst attendees. More detail will be provided in the Canvas.

Draft Resume

You will submit a DRAFT copy of your resume or CV to Canvas on the due date. It does NOT need to be reviewed at this point; you simply need to have a draft. It must be in electronic form to Canvas. It can be in resume or CV format. See the Career Services website for examples: <https://www.uwgb.edu/careers/resumes/resumes/>

e-Portfolio

Instead of a final exam, you will complete an e-Portfolio that demonstrates your professional knowledge, skills, and competencies. Because this is your Psychology major capstone, the portfolio will need to address those attributes as they relate to the program’s learning outcomes (<http://www.uwgb.edu/psychology/program/learning-outcomes/>). The learning outcomes are from the American Psychological Association, and they include knowledge of psychology, scientific inquiry and critical thinking, ethical and social responsibility in a diverse world, communication, and professional development. Your portfolio will include: a) a resume or CV that has been reviewed by Career Services and b) multiple “artifacts” (e.g., papers, presentations, training certifications, creative works…) that demonstrate your knowledge or skills in the five psychology learning outcome domains listed above. Although it may not be contained "in" your portfolio, you will also submit a self-evaluative reflection paper that explains what the different artifacts in your portfolio demonstrate, shares your sense of your current knowledge and skills, and outlines your plan for future growth. You will have access to a separate handout about portfolios in Canvas. We will have a career/recruiting specialist, Karla Miller from Career Services, join us in class one day. Instructional Technologist Kate Farley ([farleyk@uwgb.edu](mailto:farleyk@uwgb.edu)), an expert on e-portfolios, will also present in class, and she will be an ongoing resource for you.

**Evaluation**:

Grades

Course grades will be assigned based on your performance on the papers, quizzes, and other assignments. Approximate point values are indicated below.

Course Survey 10 Mental Illness & Human Rights Paper 100

Leading Discussion/Activity in Class 50 Case Study Paper: Archer Book 50

Individual Class Participation 50 e-Portfolio & Reflection Paper 100

Quizzes 80 Draft Resume 10

Mental Illness & Human Rights Discussion 25

Grading scale (% of total points possible): A 93-100%; A/B 88-92%; B 83-87%; B/C 78-82%; C 73-77%; C/D 68-72%; D 63-67; F Below 63%

# **What About Extensions, Late Work, Make-Ups, or Academic Policies?**

*\*The key with all these policies is to talk to me – and do so as early as possible. I do work hard to hold to deadlines and policies to be fair to the students who meet and follow them. I also, though, understand that there can be legitimate reasons for needing more time on an assignment or exam.*

Make-up Exams/Quizzes

In general, I do not intend to give make-up quizzes in this course. You can drop your two lowest quiz grades, and you can use those “drops” in the event of an absence. There are at least two possible exceptions. One is in the event of a “university-related absence” (e.g., travel as a part of a university athletic or academic competition team). The other is in the event of a documented extended absence (e.g., miss two weeks of class due to surgery). In those types of cases, if you wish to request a make-up, you must submit this request for my consideration prior to the quiz or exam. You may be asked to provide written documentation in support of requests for make-ups. If the request for a make-up exam is granted, the test will be given at a time scheduled by the instructor.

Late Work and Extension Requests

All assignments, quizzes, exams, and other requirements are due by the date and time indicated in your syllabus course schedule. I believe an essential component of this course and college in general is to work on time-management and multi-tasking skills because you will need them in the workplace.

*Papers or other written assignments*: Papers submitted at any point after the deadline will be considered late and will be penalized 1 full grade. Papers turned in between 24 and 48 hours from the original due date/time will be penalized 2 full grades. The Canvas site will remain open, so you simply need to upload them as usual; the time/date will be recorded when so that the late penalty can be taken. No late assignments will be accepted more than 48 hours (including weekends) late.

*Exams/Quizzes*: There are no “late” exams. They will happen on the date scheduled. However, you should refer to “Make-Up Exams” for possible exceptions and what you need to do.

*Think ahead about technology*: Remember to make back-up copies of your work because failure of a file to save or a crash of a hard drive generally will not be considered valid grounds for late work submissions. You might also consider using cloud-based storage for files.

*Requesting an extension*: Extensions on assignments/deadlines may be granted at the discretion of the instructor in cases of legitimate extenuating circumstances. If you wish to request an extension, you should submit this request for my consideration prior to the due date/time unless that is impossible (e.g., you are in the hospital and unable to call). You may be asked to provide written documentation in support of requests; providing it does not necessarily mean an extension will be given. Please know that I do recognize life does not stop because of a class. If you are dealing with a serious, legitimate issue, I do not want you to be “afraid” to talk to me about extra time or an assignment adjustment. I frequently work with students in those types of circumstances.

Academic Honesty

I believe that students approach their work with integrity. I know your assignments and exams represent your hard work and talents. To honor that hard work and encourage academic honesty, I expect all assignments and exams will be entirely your own work. That means, as just a few examples, that communicating the content of exams or quizzes to others, offering/accepting assistance during quizzes or exams, sharing “answers” on homework assignments and/or papers, and turning in a paper that is partially or totally another’s work are all forms of cheating. You are also responsible for reading, understanding, and complying with all academic misconduct policies: <http://www.uwgb.edu/UWGBCMS/media/Dean-of-Students/files/uws-14.pdf>). Please pay particular attention to information regarding proper use of paraphrasing, citations, quotation marks, and so on because it is possible to engage in plagiarism (another form of academic honesty) because you do not clearly understand what it is. Note that I also consider submitting an assignment for this class that you turn(ed) in for another course to be a form of academic dishonesty.

# **What If I Have a Disability and Need Accommodations?**

University Policy

Consistent with federal laws and the policies of the University of Wisconsin, it is the policy of UW-Green Bay to provide appropriate and necessary accommodations to students with disabilities. If you are require any academic accommodations, please contact the Student Accessibility Services (SAS) Director (phone: 920-465-2841; email: [sas@uwgb.edu](mailto:sas@uwgb.edu); website: [www.uwgb.edu/sas](http://www.uwgb.edu/sas)) to register and/or request services. If you have already established accommodations through the ACCESS program through the SAS Office, please communicate your approved accommodations with me at your earliest convenience so we can discuss your needs in this course.

# **What About Stress, Family, Illness, and Other Personal Issues that Affect School?**

We are all human, and we all experience stress, illness, grief, and other personal and financial issues. I want you to know that there are resources on campus and in the community to help. It can often be hard to reach out and ask for help because of stigma, worries we will be seen as “weak,” or a host of other issues. Please know that I care about my students, and that I firmly believe it often takes far more courage to ask for help than not to. I urge you to read about these resources and use them if needed. In addition, remember that I am willing to talk to students about make-up exams or extensions (see policies).

Phoenix Cares

This website provides information for students about everything from getting academic help to personal counseling, financial assistance, and food and housing. See: <https://www.uwgb.edu/phoenix-cares/>.

Student Bereavement Policy (Information reprinted from the Dean of Students’ website)

Upon approval from the Dean of Students, students who experience the death of a loved one are allowed one week, commencing from the day of notification to the Dean of Students, of excused absence. Students may also take a Bereavement Leave of Absence for the semester in which the death occurs. Permission to do so will occur upon consultation with the Dean of Students. For more information, please see the Dean of Students website: <http://www.uwgb.edu/dean-of-students/assistance-advocacy/bereavement-policy.asp>

Financial or Personal Influences on Academic Success

Students sometimes face financial circumstances or personal stress and concerns that impair their academic performance. Please know that the University has resources that may be able to help. We have a Counseling and Health Center on campus (465-2380), and its services are free to students. We also have some financial programs, such as the Phoenix Emergency Grant (<https://www.uwgb.edu/phoenix-cares/financial-resources/phoenix-emergency-grant/>) and the Campus Cupboard and Clothes Closet (<https://www.uwgb.edu/cupboard/>). The Dean of Students Office (465-2152) is a good place to go for assistance with problem-solving and learning about more resources of different kinds on campus and in the community.

Extended Absences

If you are faced with having to be away from class for an extended time (e.g., due to a family member’s illness), the Dean of Students Office can help with notifying your professors and talking with you about options. See: <https://www.uwgb.edu/dean-of-students/assistance-advocacy/extended-absences/>

# **What Else Do I Need to Know About our Classroom?**

Sensitive Material

As a part of this course, we may be discussing sensitive topics and watching video material that could be emotional. You are welcome to pause or exit a video at any time if you have a strong emotional reaction to course content. Please talk to me if you are concerned about missing material that could be reflected on exams or other assignments, and we will work together to make accommodations if that is possible. Keep in mind, as well, that Counseling and Health (465-2380) is available to students free of charge if you want to discuss personal issues.

Classroom Conduct

To ensure a productive learning environment for everyone, please attend to the following:

* Turn off/mute cell phones before class begins and put them away (i.e., not on your desk). If you need to be available by phone (e.g., for a sick child), please set the phone to vibrate, put it away, and excuse yourself from class if you need to take a call.
* I would prefer that you not bring laptops to class to take notes because it is typically distracting to other students. If you do, though, you need to confine your activities to taking notes (not checking email, Facebook, etc.) and sit in the first couple of rows of the classroom. If the laptop proves distracting to you, other students, or me, I reserve the right to ban them.
* Feel free to express your ideas and to challenge others’ ideas in the classroom, but do so in a respectful manner that does not involve personal attacks or insults.
* In general, please treat others as you would wish to be treated.

Email and Canvas Policy

The fastest way for me to communicate with you outside of class sessions is via email. I will often send information and announcements pertinent to the class to your **UWGB email account** using the email class list. I expect you to check your UWGB email and the course Canvas site on a daily basis (excluding weekends). If you wish to contact me by email, please also do so using your UWGB account; messages from other accounts may be diverted to Spam.

**Course Schedule**:

| **Dates and Quizzes** | **Course Topic and**  **Assignment Due Dates** | **Reading**  **Assignment** |
| --- | --- | --- |
| 9/5-9/12  **Quiz: 9/12** | Creating our Course: Interdisciplinary & Collaborative Perspectives on Madness  **Course Survey Due (Sept. 9th) [Monday!]** | Hergenhahn (2009)  McCausland, Chuck, & Flanagan (2018)  Schimke (2016)  Bhugra (2016) |
| 9/17-9/26 **Quiz: 9/17** | Does Madness Exist, and If So, How Would We Define It? Psychological, Medical, Legal, Religious, and other Perspectives  **Should be at least 50% through Archer book by 9/26** | American Psychiatric Assoc. (2013) – p. 20  Pierre (2012)  Insel (2011)  Fox (2015)  Greenley (n.d.) – pp. 355-357  Wesselmann & Graziano (2010) – pp. 405-406 |
| 10/1-10/10  **Quiz: 10/1** | “Rules” Related to Mental Illness: When Laws, Ethics, Profits, and Politics Collaborate and Collide  **Draft Resume Due (Oct. 3rd)** | Herbert (2004)  Greenley (n.d.) – pp. 358-361  Thomsen (2017)  Talbott (2011)  Brink (2014)  U.S. Department of Labor (2010) |
| 10/15-10/24  **Quiz: 10/15** | Institutions and “Confining Madness”: Asylums, Psychiatric Hospitals, and Prisons  **Archer Case Study Paper Due (Oct. 17th)** | Bly (2011) – pp. 5-7 & 46-90 [Don’t panic – it’s a quick read. ☺] |
| 10/29-11/5  **Quiz: 10/29** | Causes of Mental Illness? Neurobiological, Psychological, Sociocultural, and Economic Perspectives  STUDENT-LED DISCUSSION 10/29 | Weir (2012)  Cappas et al. (2005)  Chen & Mak (2008)  Zivin et al. (2011) |
| 11/7-11/12  **Quiz: 11/7** | Causes of Mental Illness? Artistic & Religious Perspectives  STUDENT-LED DISCUSSION 11/7 | Jamison (1993) Heenk (2014)  Koenig & Larson (2001) |
| 11/14  **Quiz: 11/14** | Treatment of Mental Illness: Multi-disciplinary Approaches  STUDENT-LED DISCUSSION 11/14 | Barnett & Shale (2012)  Patrick et al. (2011)  World Health Organization (2006)  CNN (2016) |
| 11/19-11/26  **Quiz: 11/19** | Mental Illness & Media: Literature, TV, & Movies  **Mental Illness & Human Rights Paper Due (Nov. 21st)**  STUDENT-LED DISCUSSION 11/19 | Owen (2012)  Tussing & Valentine (2001)  Review this website to see examples of what is included: <http://medhum.med.nyu.edu/about> |
| 12/3-12/5  **Quiz: 12/3** | Mental Illness, Attitudes, and Stigma  STUDENT-LED DISCUSSION 12/3 | Richards et al. (2014)  Webb et al. (2008) |
| 12/10 | Mental Illness and Human Rights  **Meet in Weidner Ctr. & Facilitate Discussions** |  |
| 12/12  **Quiz: 12/12** | Capstone Integration  **e-Portfolios Due (Dec. 12th)** |  |

**Note**: Please be aware that although I **very rarely** do so, the dates and topics listed above may be subject to change during the semester. In general, this syllabus, including assignments and policies, is intended as an overview and guide. I reserve the right to make revisions throughout the semester. I will make every attempt to provide you with reasonable notice about such changes. **Because it is highly unusual for exam or due dates to change, please make sure that you review those now and plan ahead!**

**Reading List**:

*These readings are organized by class topic and date. Remember to also note on the course schedule if you are only required to read certain pages of a particular source. FYI: This list is not formatted in APA Style.*

***Interdisciplinary & Collaborative Perspectives on Madness***

Hergenhahn, B. R. (2009). Early diagnosis, explanation, and treatment of mental illness. In *An introduction to the history of psychology* (pp. 486-504). Belmont, CA: Wadsworth.

McCausland, P., Chuck, E., & Flanagan, A. (2018). *Montana had the highest suicide rate in the country. Then budget cuts hit*. NBC News. Retrieved from: <https://www.nbcnews.com/us-news>

Schimke, D. (2016, August 7). What if addiction is not a disease? *Chronicle of Higher Education*. Retrieved from: <http://www.chronicle.com/article/What-if-Addiction-Is-Not-a/237383>

Bhugra, D. (2016). Bill of rights for persons with mental illness. *International Review of Psychiatry, 28*, 335. <http://dx.doi.org/10.1080/09540261.2016.1210580>

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***Does “Madness” Exist?***

American Psychiatric Association (2013). *DSM-5*. Washington, DC: Author. [1 page only – see Canvas]

Pierre, J. M. (2012). Mental illness and mental health: Is the glass half empty or half full? *Canadian Journal of Psychiatry, 57*, 651-658.

Insel, T. (2011, August 12). Director’s blog: mental illness defined as disruption in neural circuits. Retrieved from the National Institute of Mental Health website: <http://www.nimh.nih.gov/about/director/2011/mental-illness-defined-as-disruption-in-neural-circuits.shtml>

Fox, M. (2015, November). *New survey method finds more kids with autism*. NBC News. Retrieved from <http://www.nbcnews.com/health/kids-health/new-survey-finds-1-45-kids-has-autism-n462596>

Greenley, D. (n.d.). *Civil commitment and voluntary treatment*. Retrieved from: <http://www.disabilityrightswi.org/wp-content/uploads/2008/09/civil-commitment-voluntary-treatment.PDF> [selected pages]

Wesselmann, E. D., & Graziano, W. G. (2010). Sinful and/or possessed? Religious beliefs and mental illness stigma. *Journal of Social and Clinical Psychology, 29*, 402-437. [selected pages]

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***Rules Related to Mental Illness***

Herbert, P. B. (2004). Psychotherapy as law enforcement*. Journal of the American Academy of Psychiatry and the Law. 32*, 1-5.

Greenley, D. (n.d.). *Civil commitment and voluntary treatment*. Retrieved from: <http://www.disabilityrightswi.org/wp-content/uploads/2008/09/civil-commitment-voluntary-treatment.PDF> [selected pages]

Thomsen, S. (2017, May). Target 2 investigates a “broken” mental health system. WBAY News. Retrieved from: <https://www.wbay.com/content/news/Target-2-Investigates-a-broken-mental-health-system-421891943.html>

Talbott, J. A. (2011). The rights of Americans with mental illness. *Journal of Nervous and Mental Disease, 199*, 578-584.

Brink, S. (2014, April 29). Mental health now covered under ACA, but not for everyone. *U.S. News and World Report*. Retrieved from: <http://www.usnews.com/news/articles/2014/04/29/mental-health-now-covered-under-aca-but-not-for-everyone>

U.S. Department of Labor. (2010). Fact sheet: The Mental Health Parity and Addiction Equity Act of 2008. (MHPAEA). Retrieved from: <http://www.dol.gov/ebsa/newsroom/fsmhpaea.html>

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***Institutions and “Confining Madness”***

Bly, N. (2011). *Ten days in a mad-house*. Charleston, SC: CreateSpace Independent Publishing Platform. [selected pages]

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***Causes of Mental Illness (Part I)***

Cappas, N. M., Andres-Hyman, R., & Davidson, L. (2005). What psychotherapists can begin to learn from neuroscience: Seven principles of a brain-based psychotherapy. *Psychotherapy, 42*, 374-383.

Chen, S. X., & Mak, W. W. S. (2008). Seeking professional help: Etiology beliefs about mental illness across cultures. *Journal of Counseling Psychology, 55*, 442-450.

Zivin, K., Paczkowski, M., & Galea, S. (2011). Economic downturns and population mental health: Research findings, gaps, challenges and priorities. *Psychological Medicine, 41*, 1343-1348.

Weir, K. (2012). The roots of mental illness. *Monitor on Psychology, 43*, 30.

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***Causes of Mental Illness (Part II)***

Jamison, K. R. (1996). *Touched with fire: Manic-depressive illness and the artistic temperament.* New York, NY: Free Press. [selected pages]

Heenk, L. (2014). *Van Gogh’s inner struggle: Life, work, and mental illness*. Amsterdam: Amsterdam Publishers. [selected pages]

Koenig, H. G., & Larson, D. B. (2001). Religion and mental health: Evidence for an association. *International Review of Psychiatry, 13*, 67-78.

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