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PSYC 315 Pathways to Wellness: Exploring Mental Health, Diagnosis, and Clinical Interventions (Psychopathology)

Course Syllabus Spring 2024

Instructor: Professor Juan Maillo, MFT

Credits: 3

Contact Hours: 45

Prerequisites: None

Course Type: Standard Course

Class Meeting Days/Time: Monday and Wednesday, 9:00am-10:30am

Office Hours: Tuesdays, 11:30 am - 1 pm (MPP office, 2nd floor)

Course Fees: None

Course Description

Mental illness affects one in five Americans at some point in their life. The burden of disease economically and personally is significant. Since the Covid-19 pandemic there has been a significant rise in mental illness affecting adolescents. We will discuss the epidemiology of mental illness in general and then look more specifically at some of the various DSM-5 diagnoses.

This course considers how clinicians define a disorder and explains how types of psychopathologies manifest and affect individuals. We will learn about causes and risk factors for mental illness, treatments available and the ethical and legal issues around mental health problems and their clinical management. Throughout the semester we will examine in detail a wide range of pathological conditions: mood disorders, trauma, addictions, personality disorders and psychosis from both a clinical and lived experience perspective.

Learning Outcomes

By the end of the course, students will be able to:

1. *Explain* the integrative biopsychosocial approach to mental illness which acknowledges that biological, psychological and socio-cultural factors interact in developing and managing any mental illness. *Distinguish* between risk factors and causes of abnormal behavior.

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2. *List* the main advantages/disadvantages of using a worldwide coding of psychopathologies and how the DSM is used in diagnosing these.
3. *Articulate* the clinical presentation of the main psychiatric pathologies, using DSM 5 criteria.
4. *Understand* cross-cultural differences in defining abnormal psychology, and describe the historical and current differences in treatments between Italy and the United States.
5. *Explain* the complexity and importance of research into the causes and treatment of psychological disorders.
6. *Explain* the role that stigma has played (and continues to play) in the field of mental health. *Recognize* some common stigmatizing attitudes and describe the impact that stigma has on hindering access to treatment as well as on exacerbating the overall mental health of the person.

Assessment

Attendance	10%
Office Hours	5%
Weekly Quizzes	15%
Research Skills	15%
Course Journal	10%
Final Paper	25%
Memoir Reflections	20%

Grading

Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D+	67% - 69%	Low Pass
D	63% - 66%	
D-	60% - 62%	
F	59% or less	Fail (no credit)

Please note: decimal numerals between 1-4 are rounded down while 5-9 are rounded up: e.g., expect 89.4 to be 89.0 while 89.5 to round up to 90.

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Course Requirements

Grades are based on the midterm and final exams, a final project, written homework assignments, a class journal, and participation.

Attendance (10%)—Attendance is an essential part of this course. You are allowed 2 unexcused absences per course without penalty, per Institute policy. If you attend all the other meetings, you will receive 10% for this part of your grade. There are no make-ups offered for attendance.

Office Hours (5%)—Getting to know your professor makes you more comfortable with that person and therefore more likely to ask for help. It also might help for you to ask questions about the various assignments or discuss a paper idea. In this course, you get 10% of your grade for coming twice (once before Week 6, once before week 10) to office hours. See Moodle for a full description of what we can talk about during office hours.

Research Skills Assignments (15%)—An important part of this course is providing you with research skills that will be useful for any other reading/research/writing assignment you will have for any other course. You will learn how to read a peer-reviewed journal article and to summarize research findings concisely. This component of your grade will be made up of various quizzes and a short assignment. Students will write a 1-page summary of one of the articles assigned, indicating: the hypothesis, the summary of the summary design and main conclusions, as well as a brief reflection (e.g., what questions do they have about the study, what follow up questions could they look into, what was well designed/not well designed)?

Weekly Quizzes (15%)—Students will be assigned a short quiz every week, which will be due before class time and will not be reopened. The quiz will be on Moodle, and it is not timed. Students can take the quiz as many times as they like, with the recorded grade being the average grade they receive. There will be a combination of technical, methodological, and content questions. The content questions will help students zoom in on the most important ideas of the readings. The methodological questions will test on skills that will pop up every week, like finding an author's argument and assessing sources. The technical questions will help students learn the class's policies and administrative procedures.

Course Journal (10%)—Students will need a notebook at the start of the semester, which they will use as a personal space through which to reflect on course material and ideas; alternately, they can use a Google doc or Word document for these entries. In-class assignments will be regularly scheduled and graded twice throughout the semester, i.e., before the mid-semester break (Week 7) and at the end of the course (Week 12). Each of these checks is worth 5% of your grade, for a total of 10%. See the full prompt on Moodle for more information.

Final Paper (25%)—Students will choose a topic from a selection of options for their paper (2000 words, double-spaced, Times 12 font) analyzing one of the topics covered in class in more detail and drawing on primary and secondary source literature. The paper needs to be written in APA Style, including references. **The reflective paper is due in week 12; students will submit a proposal for approval**

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in week 8. A full prompt will be given on Moodle. A specific hand out is given out in class before the midterm break. Part of the grade will reflect the draft due in Week 8.

Memoir Reflections (20%) You are required to read a memoir from the list that provides a personal account of mental illness. You will be required to provide a written reflection for at least one of them. The aim of this assignment is to hear an extended first-hand account of mental illness. My hope is that this will bring many of the complexities we discuss in class to life as well as humanize these illnesses. In this reflection you will be asked to address the following questions: 1) How did the symptoms described map onto the diagnosis given to the author (Andy, Elyn, Nash, Brian, o Katriona)? That is – what evidence supports the diagnosis this person received? 2) Were there any potential comorbidities? 3) In what ways did their mental disorder both help the individual and cause distress / impairment for the individual? 4) How did stigma toward the individual and/or diagnosis present in this memoir?

List of memoirs:

1. Dunn, A. (2022). *Burn Rate*. New York: Random House.
2. Saks, E. (2007) *The Centre Cannot Hold*. New York Hyperion
3. Nasar, S. (2011). *A Beautiful Mind*. New York. Simon & Schuster.
4. Castner, B. (2012) *The Long Walk: A Story of War and the Life That Follows*. Doubleday
5. Katriona O’Sullivan (2023) *Poor*. Sandycove.

Attendance Policy

Attendance is expected and mandatory for classroom times and co-curricular activities. All students are allowed 2 unexcused absences, which do not need to be justified. It is the student’s responsibility to keep them in case of real necessity. i.e., sickness or any other unforeseen inconvenience that may prevent students from being in class. More than 2 absences will affect your final grade by 2% per absence up to a maximum of 10%. Excessive unexcused absences (8 or more) may result in a failing grade or disciplinary action. It is the student’s responsibility to be aware of the number of absences or late arrivals for each course, and to ask the instructor when in doubt.

If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. Any work missed in class because of an excused absence may be made up within one week of the return to the class. Any work missed that was a quiz or other test must be made up outside of class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class.

Presence during mandatory field trips is especially important. Missing a mandatory field trip for a course, unless for a very serious reason that is communicated to Umbra staff in a timely manner, will lower the students’ grade by half a letter grade (i.e., a final grade of a B+ would be lowered to a B).

Legitimate reasons for an excused absence or tardiness includes: death in immediate family, religious observances, illness or injury, local inclement weather, medical appointments that cannot be rescheduled. Absences relating to illness may be excused by the Director but only if a medical certification is provided. Students who request an approved absence to observe a religious holiday must submit a formal request to the Institute’s Director within one week after the add/drop period when course schedules, including any field trips, are finalized. No exceptions will be made after this deadline.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Tardiness Policy

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Students are expected to attend all classes punctually. Any student arriving up to 15 minutes late or leaving up to 15 minutes earlier than the scheduled class end time will be marked as tardy. Each incident of tardiness (late arrivals to or early departures from class) is 0.5% off the final grade. However, should a student arrive more than 15 minutes late or depart more than 15 minutes before the conclusion of the class, it will be recorded as an absence.

Students are also expected to remain in class during the time of instruction except for a reasonable amount of time to use the restroom. Students who leave class and do not return during the class session will receive an unexcused absence or late penalty.

Academic Integrity

All forms of cheating (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and plagiarism (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source, use of an AI bot) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Utilizing Chat GPT or other artificial intelligence (AI) tools for the generation of content submitted by a student as their own as part of any assignment for academic credit at the Institute constitutes a form of plagiarism. Should the Institute become aware of a student's use of such platforms and services, the student will be subject to the same consequences and judicial proceedings as are in place for plagiarism (defined above).

Classroom & Laptop Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies. Please note that cell phones must be set on silent mode before the beginning of each class.

An ever-increasing body of research shows that open laptops and telephones in the classroom create distraction (both visual and auditory) for those using them and those around them. You can type faster than you can write, and as a result you end up processing less when you're simply typing notes. For this reason, I have a physical notebook policy: I ask you to leave your computers in your bags and phones in your pockets and use a regular notebook. Computers and other electronic devices cannot be used during class lectures and discussions, unless there has been a specific academic accommodation for a student or we are working on literature searches or research as part of an in-class assignment, or if you have an accommodation for vision.

Personal Concerns

The course will cover issues that often occur among college students. Some of you may have dealt with or may be currently dealing with sensitive issues that relate to what we review in this class. However, please keep in mind that class is not

an appropriate space in which to share specific details about serious psychological or emotional issues.

However, if you are struggling with an emotional or psychiatric problem and require help this is available and that students have professional mental health services available while abroad.

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Schedule of Topics, Readings, and Assignments

Course Materials Readings All reading materials will be made available in digital format on Moodle. Please see “Umbra Institute Course Materials - Textbooks and Readers” handout provided in the orientation folder for more information.

Week 1

Introduction to the Course

Day 1:

Introduction to the Course

Day 2:

What is Psychopathology? Causes, classifications, & the importance of research

Readings:

- Jill M. Hooley, Matthew K. Nock, James N. Butcher (2020) *Abnormal Psychology, (18th ed.)*. Pearson Education (Essex, UK), **read Chapter 1 (Abnormal Psychology: Overview and Research Approaches) pages 26-40**
- Ethan Watters (2011) - *Crazy Like Us: The Globalization of the Western Mind*, Free Press (New York, NY), **read - Chapter 1: The Rise of Anorexia in Hong Kong, pages 9-63**

Week 2

Historical view of mental health in the US and Italy

Day 1:

History of Psychological Treatments and Definitions

Day 2:

Italy and USA differences and similarities in classifications and treatments of psychological disorders – From Asylums to The Community: Changes in mental health care and legislation

Readings:

- Butcher (2020) *Abnormal Psychology*, **read Chapter 2 (Earliest Views of Abnormal Behavior) pages 56-76**
- Butcher (2020) *Abnormal Psychology* - **read Chapter 3 (The Psychological Perspective) pages 93-104**
- Dumont, Matthew P., and Dora M. Dumont. **“Deinstitutionalization in the United States and Italy: A Historical Survey.”** *International Journal of Mental Health* 37, no. 4 (2008): 61–70
- Barbui, C., Papola, D. & Saraceno, B. **Forty years without mental hospitals in Italy.** *Int J Ment Health Syst* 12, 43 (2018).

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- American Psychiatric Association (2023). **Diagnostic and statistical manual of mental disorders (5th ed., text rev. or DSM-5-TR) read Section III Emerging Measures and Models (Culture and Psychiatric Diagnosis) pages 859-865**
- Brendan Kelly (2022) - *In Search of Madness: A Psychiatrists' Travels Through the History of Mental Illness, Gill & Macmillan (Dublin, Ireland), read Introductory Chapter*

Week 3

(Causes, treatments, and the role of stigma)

Day 1:

Research and psychology

Day 2:

Stigma and Psychopathology

Readings

- Butcher (2020) *Abnormal Psychology* - **Chapter 1 (Abnormal Psychology: Overview and Research Approaches) pages 40-54**
- Mike Slade and Stefan Priebe (2006) *Choosing Methods in Mental Health Research: Mental Health Research from Theory to Practice*. Routledge (East Sussex, UK) - **read Chapter 1 (Who is research for?) pages 3-8**
- Dr AJ Wakefield, FRCS, SH Murch, MB, A Anthony, MB, J Linnell, PhD, DM Casson, MRCP, M Malik, MRCP, M Berelowitz, FRCPsych, AP Dhillon, MRCPATH, MA Thomson, FRCP, P Harvey, FRCP, A Valentine, FRCP, SE Davies, MRCPATH, JA Walker-Smith, FRCP (1998) **Ileal-lymphoid-nodular hyperplasia, non-specific colitis, and pervasive developmental disorder in children** *The Lancet Vol 35 28 Feb 1998, Pages 637-641 (read page 1 abstract only)*
- Mary Purugganan, Jan Hewitt (2004) **How to Read a Scientific Article**. (Supported by the Cain Project for Engineering and Professional Communication Rice University. Format PDF. Last accessed on 11/17/23. <http://www.owl.net.rice.edu/~cainproj/courses/HowToReadSciArticle.pdf>
- Daniel Alexander Benjamin Walsh and Juliet Louise Hallam Foster. **A Call to Action. A Critical Review of Mental Health Related Anti-stigma Campaigns**. *Front Public Health*. 2021 Jan 8;8:569539. PMID: 33490010; PMCID: PMC7820374

Week 4

How to arrive at a diagnosis

Day 1:

Stress and Mental Health

Day 2:

The DSM, Assessments, and Diagnosis

Readings

- Kawa, S., Giordano, J. **A brief historicity of the Diagnostic and Statistical Manual of Mental Disorders: Issues and implications for the future of psychiatric canon and practice**. *Philos Ethics Humanit Med* 7, 2 (2012).

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- American Psychiatric Association (2023). **Diagnostic and statistical manual of mental disorders (5th ed., text rev. or DSM-5-TR), read Use of the Manual, pages 21-29**
- Butcher (2020) *Abnormal Psychology*, read Chapter 4 (Clinical Assessment and Diagnosis) pages 120-146
- Felitti VJ, Anda RF, Nordenberg D, Williamson DF, Spitz AM, Edwards V, Koss MP, Marks JS. **Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study.** *Am J Prev Med.* 1998 May;14(4):245-58.

Week 5

Causal factors and treatments

Day 1:

Causal factors

Day 2:

New Treatments and Methodologies used in the management of Psychopathologies

Readings

- Butcher (2020) *Abnormal Psychology* - read Chapter 3 pages 77-118 (notice that pages 93-105 were assigned on week 2)
- Matthew S. Lebowitz, **Implications of Genetic and Other Biological Explanations for Thinking about Mental Disorders**, *Hastings Cent Rep.* 2019 May ; 49(Suppl 1): S82–S87.
- Ben Sessa Consultant Child and Adolescent and Addictions Psychiatrist Imperial College, London, UK. (2018) **The 21st century psychedelic renaissance: heroic steps forward on the back of an elephant.** *Psychopharmacology (Berl).* 2018 Feb;235(2):551-560.
- Steven C. Hayes, Stefan G. Hofmann (2021) **“Third-wave” cognitive and behavioral therapies and the emergence of a process-based approach to intervention in psychiatry.** *World Psychiatry* Volume20, Issue3 October 2021 Pages 363-375.

Week 6

Anxiety Disorders and PTSD

Day 1:

Anxiety Disorders

Day 2:

PTSD

Readings

- Thomas F. Oltmanns & Michele T. Martin (2019) *Case Studies in Abnormal Psychology, 11th Ed, Wiley (Hoboken, NJ)* read Chapter 7: Panic Disorder, Agoraphobia, and Generalized Anxiety Disorder, pages 57-68

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- Butcher (2020) *Abnormal Psychology* - read **Chapter 6: Panic, Anxiety, Obsessions and Their Disorders, pages 185-194**
- Li J, Cai Z, Li X, Du R, Shi Z, Hua Q, Zhang M, Zhu C, Zhang L, Zhan X. **Mindfulness-based therapy versus cognitive behavioral therapy for people with anxiety symptoms: a systematic review and meta-analysis of random controlled trials.** *Ann Palliat Med* 2021;10(7):7596-7612.
- Jones E, Vermaas RH, McCartney H, Beech C, Palmer I, Hyams K, Wessely S. **Flashbacks and post-traumatic stress disorder: the genesis of a 20th-century diagnosis.** *Br J Psychiatry.* 2003 Feb; 182: 158-63. PMID: 12562745

Assignments:

Memoir assignment due on Feb 27.

[SPRING BREAK]

Week 7—

Mood Disorders

Day 1:

Depression

Day 2:

Bipolar disorder: mania and hypomania

Readings

- Oltmanns & Martin (2019) *Case Studies in Abnormal Psychology, 11th Ed*, read **Chapter 5: Bipolar Disorder and Chapter 6: Major Depressive Disorder, pages 37-56**
- Martin LA, Neighbors HW, Griffith DM. **The Experience of Symptoms of Depression in Men vs Women: Analysis of the National Comorbidity Survey Replication.** *JAMA Psychiatry.* 2013;70(10):1100–1106.
- American Psychiatric Association (2023). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev. or DSM-5-TR) - read **Major Depressive Disorder, pages 447-464**

Assignments:

Empirical paper review due on March 14.

Week 8

Personality Disorders & Psychotic Disorders

Day 1:

Psychotic Disorders

Video: TED Talk - *The voices in my head* (Eleanor Longden)

https://www.ted.com/talks/eleanor_longden_the_voices_in_my_head?language=en

Day 2:

Personality Disorders

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Readings

- Dirk Corstens, Eleanor Longden, Simon McCarthy-Jones, Rachel Waddingham, Neil Thomas. **Emerging Perspectives From the Hearing Voices Movement: Implications for Research and Practice**, *Schizophrenia Bulletin*, Volume 40, Issue Suppl_4, July 2014, Pages S285–S294.
- Oltmanns & Martin (2019) *Case Studies in Abnormal Psychology, 11th Ed*, read Chapter 7: **Schizophrenia with Paranoid Delusions** (pages 57-68), Chapter 20: **Paranoid Personality Disorder** (pages 198-209), and Chapter 21: **Borderline Personality Disorder** (pages 210-219)
- Butcher (2020) *Abnormal Psychology* - read Chapter 10: **Personality Disorders**, pages 352-358

Assignments:

Proposal for final paper due on March 19.

Week 9

Substance Use Disorders

Day 1:

Alcohol and Drug Dependency

Video 15 mins: [Everything you think you know about addiction is wrong | Johann Hari](#)

Day 2:

Opioids, stimulants and other drugs

Video 24 mins: [America's Deadliest Drug: Fentanyl | Patriot Act with Hasan Minhaj | Netflix](#)

Video 2 mins: [Motivational Interviewing \(MI\) Video with MI Founder William Miller](#)

Readings

- Tembo C, Burns S, Kalembo F. **The association between levels of alcohol consumption and mental health problems and academic performance among young university students.** *PLoS One*. 2017 Jun 28;12(6):e0178142. PMID: 28658300; PMCID: PMC5489147
- Oltmanns & Martin (2019) *Case Studies in Abnormal Psychology, 11th Ed*, read Chapter 19: **Alcohol Use Disorder**, pages 189-197
- William R. Miller, Alyssa A. Forcehimes, and Allen Zweben (2019) **Treating addiction - A guide for professionals (2nd ed.)**, The Guilford Press, (New York & London) read Chapter 2: **What is addiction?**, pages 12-30
- Miller et al. (2019) **Treating addiction - A guide for professionals (2nd ed.)**, read Chapter 3: **How do Drugs Work?**, pages 31-50

Week 10

Day 1:

Gender Dysphoria

In Class Quiz

Day 2:

Eating disorders

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Readings:

- Oltmanns & Martin (2019) *Case Studies in Abnormal Psychology, 11th Ed*, read Chapter 17: **Gender Dysphoria, pages 166-177**
- Oltmanns & Martin (2019) *Case Studies in Abnormal Psychology, 11th Ed*, read Chapter 14: **Eating Disorder: Bulimia Nervosa, pages 132-144**
- Butcher (2020) *Abnormal Psychology* - read “**Gender Dysphoria**”, pages 442-444 and “**Eating Disorders**”, pages 314-339
- Margulies, Ilana G. MSA; Chuang, Carolyn MD, MHSb; Travieso, Roberto MDb; Zhu, Victor MDb; Persing, John A. MD; Steinbacher, Derek M. DMD, MD; Zellner, Elizabeth G. MDa,b. **Preferences of Transgender and Gender-Nonconforming Persons in Gender-Confirming Surgical Care: A Cross-Sectional Study.** *Annals of Plastic Surgery* 86(1):p 82-88, January 2021.

Week 11

Neurocognitive and Neurodevelopmental Disorders

Day 1:

Neurocognitive Disorders

Day 2:

ADHD

Readings

- Butcher (2020) *Abnormal Psychology* - read Chapter 14: **Neurocognitive Disorders, pages 508-536**
- Martin Prince, Renata Bryce, Emiliano Albanese, Anders Wimo, Wagner Ribeiro, Cleusa P Ferri, **The global prevalence of dementia: a systematic review and metaanalysis.** *Alzheimers Dement.* 2013 Jan;9(1):63-75.e2. PMID: 23305823.
- Butcher (2020) *Abnormal Psychology* - read “**Attention-Deficit/Hyperactivity Disorder**”, pages 550-553
- American Psychiatric Association Diagnostic and Statistical Manual of Mental Disorders, Text Revision Dsm-5-TR read “**Attention-Deficit/Hyperactivity Disorder**”, pages 68-76

Week 12

Day 1:

Somatic Disorders

Day 2:

Review: Vignettes study

Readings:

- Oltmanns & Martin (2019) *Case Studies in Abnormal Psychology, 11th Ed*, read Chapter 12: **Somatic Symptom Disorder pages 113-122**
- Butcher (2020) *Abnormal Psychology* - read Chapter 8: **Somatic Symptom and Related Disorders pages 281-295**

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- Hazell CM, Berry C, Bogen-Johnston L, Banerjee M. **Creating a hierarchy of mental health stigma: testing the effect of psychiatric diagnosis on stigma.** *BJPsych Open.* 2022 Sep 26;8(5):e174. PMID: 36156196; PMCID: PMC9534883
- Wyatt, W. & Midkiff, Donna. (2006). **Biological Psychiatry: A Practice In Search of a Science.** *Behavior and Social Issues.* 15. 10.5210/bsi.v15i2.372.

Assignments:

Turn in reflective paper, due on April 16.

Other resources:

Video 40 mins: Motivational Interviewing Psychotherapy Session with MI Founder William Miller from [psychotherapy.net](https://www.psychotherapy.net) (video may need to be purchased)

Week 13—Final Exam and Special Activities

The Final Exam and Special Academic Events Calendar will be provided later in the semester.

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Bibliography/Recommended Readings

1. Oltmanns, T. F. & Martin, M. T. (2019). *Case Studies in Abnormal Psychology (11th ed.)*, Wiley
2. Butcher (2020) *Abnormal Psychology*. Pearson Education
3. Slade, Priebe (2006) *Choosing Methods in Mental Health Research: Mental Health Research from Theory to Practice*, Routledge
4. American Psychiatric Association (2023). Diagnostic and statistical manual of mental disorders (5th ed., text rev. or DSM-5-TR)
5. Brendan Kelly (2022) *A Psychiatrist's Travels Through the History of Mental Illness*. Gill Books
6. Watters E. (2011) *Crazy Like Us: The Globalization of the Western Mind*. Free Press
7. Alyssa Miller, William Richard Zweben, Allen (2019) *Treating addiction - A guide for professionals (2nd ed.)*. The Guilford Press

Memoirs:

8. Dunn, A. (2022). *Burn Rate*. Random House
9. Saks, E. (2007) *The Centre Cannot Hold*. New York Hyperion
10. Nasar, S. (2011). *A Beautiful Mind*. Simon & Schuster.
11. Castner, B. (2012) *The Long Walk: A Story of War and the Life That Follows*. Doubleday
12. Katriona O'Sullivan (2023) *Poor*. Sandycove