

PSY 493:006 Issues in Psychology: Psychosis and Psychotic Disorders – 3.0 Credit Hours
Fall Semester, 2025
Meets: Tuesday & Thursday 8:30am – 9:50am in C203 Snyder Hall

Instructor: Dr. Katy Thakkar (pronouns – she/her) – kthakkar@msu.edu

Office hours: Tuesdays 2:00-3:00pm and Wednesdays 11am-12pm in Psychology 110C

Welcome to the Course

In this class, we'll explore psychosis and psychotic disorders from many angles — scientific, clinical, historical, and personal. You'll learn about how psychosis is diagnosed and treated, where our understanding has come from, and how identity, policy, and social justice shape the experience of living with a severe mental illness.

What makes this course unique is **the focus on lived experience**. Throughout the semester, we'll read first-person accounts and hear directly from guest speakers who share their own journeys with psychosis. These voices will help us see beyond stereotypes, think critically about mental health systems, and reflect on the diversity of human experiences.

Because this is a writing-intensive course, you'll also practice expressing your ideas clearly and persuasively, using evidence from science and personal narratives alike. By the end, you'll not only understand psychosis more deeply — you'll also have sharpened your ability to write thoughtfully about complex issues that matter.

As we move through this material, respect and openness are essential. We will be discussing sensitive topics and hearing from individuals who are generously sharing their lived experiences. I expect everyone to approach discussions with curiosity, compassion, and care. Our classroom will be a space where all voices are welcomed, and where critical thought is balanced with empathy.

Classroom Culture and Expectations

Guiding Value: *We commit to learning about psychosis with respect, openness, and compassion — balancing critical inquiry with empathy for lived experience.*

This course covers sensitive and complex topics, including mental illness, stigma, and personal experiences of psychosis. To create a respectful and supportive environment, all students are expected to follow these shared commitments:

- **Respect lived experience:** Guest speakers and first-person accounts are central to our learning. Listen with openness, avoid judgmental language, and honor the courage it takes to share these stories.
- **Confidentiality:** What is shared in class — especially by guest speakers or peers — stays in class. Do not discuss personal details outside of our classroom setting.
- **Respectful dialogue:** Disagreement and debate are encouraged, but personal attacks, dismissive comments, or stigmatizing language will not be tolerated. Strive for curiosity and compassion in all discussions.
- **Inclusive participation:** Everyone's voice matters. **Contribute thoughtfully, and make space for others to do the same.**
- **Critical and empathetic thinking:** Balance careful analysis of science and policy with empathy for lived experience. Both perspectives are vital to understanding psychosis.

Personal Experience in the Classroom

Some students in this class may have lived experience with psychosis themselves, or may have a family member or close friend who has experienced it. Please keep this in mind during discussions, and approach all conversations with sensitivity and respect. No student should ever feel pressure to share personal experiences, and any disclosure should always remain voluntary. Our goal is to create a learning environment where everyone feels safe, supported, and respected.

Language Matters

The words we use to talk about psychosis and mental illness matter. In this course, we will:

- Use diagnostic terms (e.g., *schizophrenia spectrum disorders*, *bipolar disorder with psychotic features*) when discussing research and clinical frameworks.
- Recognize that terminology carries both scientific and social meanings, and that some terms may feel stigmatizing or may not fully capture lived experience.
- Practice **person-first language**, which emphasizes the individual rather than the diagnosis (e.g., “a person living with schizophrenia” rather than “a schizophrenic”). While some people prefer identity-first language, person-first phrasing provides a respectful baseline in academic and professional contexts.
- Remain open to the diverse ways people describe their own experiences, including those shared by classmates, guest speakers, and authors of first-person accounts.
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Respectful, thoughtful language is essential for building an inclusive and compassionate learning environment

Class Disruptions and Expectations for the Classroom Environment

When class begins, please put away newspapers and other reading materials. Please turn off ringers on cell phones, and please do not talk to other students. Talking is distracting for those around you and for me (even if you are sitting in the back of a large classroom). These guidelines apply during lectures, films, and discussions. University policy prohibits any behavior that disrupts a class. You may take notes on your laptop but it is very obvious to me when someone is browsing the web or working on something else and typing furiously. If I have to ask you to stop any of these behaviors more than once during a semester, you will lose the opportunity for extra credit points and you will lose attendance points for each subsequent incident.

Critical Dates

Class Begins: 08/25/2025

Open adds end: 08/29/2025

Last day to drop with refund: 09/18/2025

Last day to drop with no grade reported: 10/13/2025

Class Ends: 12/07/2025

Course Overview: This writing-intensive course examines psychosis and psychotic disorders through scientific, clinical, historical, and lived-experience perspectives. Topics include diagnosis, course, and treatment standards; theories of etiology; and the intersections of psychosis with identity, policy, and social justice. First-person accounts and guest lectures from individuals with lived experience of severe mental illness will feature throughout the semester, providing opportunities to critically reflect on the meanings of psychosis and the impact of social context on mental health. Students will develop skills in reading, analyzing, and integrating diverse sources while producing clear, persuasive writing on complex issues in mental health.

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

- Describe the diagnosis, course, and treatment standards for psychotic disorders.
- Analyze historical, biological, psychological, and social perspectives on the etiology of psychosis.
- Critically engage with first-person narratives and lived experiences of severe mental illness.
- Develop clear, persuasive writing that integrates scientific, clinical, and personal perspectives on psychosis.

E-Mail Policy: E-mail is the best way to get a hold of me. However, please use the following guidelines when communicating via email:

- **First, ask yourself this question: “Can this question be answered by looking in the syllabus or looking on the D2L course site?”**
 - I have spent a lot of time preparing the course materials so you hopefully have all the information you need to succeed in this course. It is your responsibility to read that information.

- Use PSY 493 in the subject line. That makes it clear you are a student in this course asking a question. This helps to prevent e-mails from going directly to the junk folder.
- Remember you are writing to a professional person who is doing their job, not sending a text to a friend.
 - Treat every email as professional communication and use the appropriate salutation (e.g., Hi Dr. Thakkar).
 - Always sign off your e-mails with your full name, so I know who you are. Include a sign off like “Thanks”, or “Best wishes” with your name. This is a sign of courtesy.
 - Be polite.
 - When someone responds to help you via email, it is good practice to respond and thank them for their help.
- Proofread your e-mail. Is your question clearly conveyed? Did ChatGPT make it sound super weird?
- Finally, emergencies can arise in life, but it is unlikely that a true emergency will arise in relation to this course (i.e., a situation that requires immediate action to be resolved - and cannot be resolved any other way). Please do not use the 'urgent' flag in your emails.
 - Most solutions to academic problems cannot be put in place immediately, and all emails will be addressed in a timely and appropriate manner regardless of how they are flagged.
- More guidance on **email communication in the academic context** is provided in [this link](#) and [this link](#).
- Why is there so much guidance about email habits to avoid?
 - **Answer – this advice will serve you well in all professional settings!**

Check your e-mail and course site regularly! During the course, I will e-mail you and post announcements on the course site often with important information and reminders. Please read these e-mails and announcements as soon as you receive them, and please set up D2L to forward course emails and announcements to your email address. See D2L for information on how to do this.

Course Webpage: On [D2L](#). This page will provide you with the notes for the lectures, readings, assignments, grades, and other important class information.

Technical Assistance: If you need D2L technical assistance at any time during the course or to report a problem, you can:

- Visit the [D2L Help Site](#)
- Call the D2L Help Line – (517) 432-6200 or (844) 678-6200
- Visit the [MSU Tech Support Site](#)
- Call the Tech Support Line – (517) 432-6200 or toll free (844) 678-6200

Required Materials: There is no required textbook for this class. The only thing you will be asked to purchase is a book documenting first-person experience of psychosis, from which you will be given a list to choose from (more on that later). I expect this cost to be roughly \$10-\$20.

Additional Readings: Additional content sources, including readings, webpages, and videos, will be posted on D2L. In the syllabus, required readings/recordings are noted with an asterisk. **You are expected to come to lecture with at least a basic understanding of the main purpose and points of all required readings, although you may find that you need to skim some of them.** You should read with an eye towards developing broad understandings and seeking inspiration for research ideas. You are not expected to come up with research ideas, but doing so often fuels curiosity, better questions for course discussions, and a deeper understanding of the material.

Course Mode: This course is meeting in person for all lectures and exams, with some exceptions for guest speakers at time. All other assignments will be completed outside of class. **You will need to have access to a computer with consistent access to a high-speed internet connection.**

Course Format: This course is designed to be interactive and discussion-based. Class time will not be used to simply repeat the readings; instead, we will build on them through a mix of activities, small- and large-group discussions, analysis of first-person accounts, and engagement with guest speakers. You are expected to complete the readings before class so that we can use our time together to deepen understanding, ask questions, and make connections across perspectives. Active participation is essential, as our collective discussions and activities will be the primary way we explore the complexities of psychosis and psychotic disorders

Evaluation Criteria:

- **Exams (30%):** Two exams will be given **in person** – one exam during the regularly scheduled class period, and one during the final exam period. The exam during the final exam period will not be cumulative; it will cover course material after the first exam. Any material from lectures, readings, videos, and related materials are fair game for exam questions. Each exam will consist of 50 multiple-choice questions worth 1.5 points each. Therefore, each exam is worth 75 points (15% of your final grade).
- **Writing assignments (50%):** Because this is a writing-intensive course, the emphasis will be on developing your ability to express complex ideas clearly, persuasively, and with attention to evidence and lived experience. **Writing assignments are must be turned in by 8:30am on the day they are due.**
 - **Short Writing Assignments (35%):** Over the semester, you will complete 4 short writing assignments. These include reflections on course readings, responses to first-person accounts, and analyses of scientific or clinical materials. Each assignment is designed to help you practice integrating multiple perspectives and to build toward the final paper. For each assignment, you will be provided with instructions and the grading rubric.
 - **Final synthesis paper (15%):** The final paper is a comprehensive essay that brings together course readings, guest speaker insights, and broader themes from the semester. It should demonstrate your ability to analyze psychosis from multiple perspectives, integrate first-person accounts with scholarly sources, and communicate your ideas with clarity and depth.
- **Class presentation (10%):** In groups of 4-5, you will read a book that presents a personal or family narrative of psychosis or severe mental illness. Your group will deliver a 25-minute presentation that summarizes the story, highlights major themes, and shares a **public awareness advertisement** inspired by the book. The advertisement may take the form of a poster, infographic, social media campaign, or short video, and should communicate a key message from the narrative to a general audience in a stigma-reducing or awareness-building way. As part of the presentation, your group will explain the design choices and intended audience for the advertisement and lead a brief class activity or discussion.
- **Syllabus Quiz (2%):** Early in the semester, you will complete a short quiz on the syllabus. The goal is to ensure that you are familiar with course policies, assignments, grading, and expectations. This quiz will be straightforward and is designed to help you succeed by making sure you understand how the course is structured.
- **Attendance (8%):** Because this course relies heavily on discussion, guest speakers, and in-class activities, regular attendance is essential. Attendance will be taken randomly on 10 occasions throughout the semester. Each attendance check will count for 4 points. You may drop your two lowest scores (e.g., two absences without penalty). Additional absences will lower your attendance grade.
- **Extra Credit (possible extra 2%):** You may accumulate an additional ten extra course points, which is 2% extra course points. Information about extra credit opportunities will be provided on the D2L course webpage.

Grading: Your final grade will be based on the following course points:

Requirement	Points	Percent of grade
Exams		
Exam 1	75	15
Exam 2	75	15
Syllabus Quiz	10	2
Writing Assignments		
Initial thoughts	25	5
Short critical reflection	30	6
Comparative Analysis	50	10
Personal learning and growth	60	12
Synthesis paper	75	15
Attendance	50	10
In-class group presentation	50	10
TOTAL	500	100
Possible Extra Credit	10	2

The grading scale is as follows:

Total Points	Grade
447.5 – 500	4.0
422.5 – 447.49	3.5
397.5 – 422.49	3.0
372.5 – 397.49	2.5
347.5 – 372.49	2.0
322.5 – 347.49	1.5
297.5 – 322.49	1.0
0 – 297.49	0.0

Exam policies

- **Exam 1 will begin at 8:30am. Exam 2 during finals period will begin at 7:45am.**
- The date and time of the exam during finals period date is set by MSU and is the only time Exam 2 is offered. No early exams will be given unless a student has RCPD Exam Accommodations, an overlapping Final Exam in another course, a religious holiday, or a required university-sanctioned event.
 - **Personal travel – like leaving early to go home – is not an acceptable reason for an accommodation.**
- You may arrive late, but no more exams will be handed out after the first student completes the exam.
- Exam 1 must be turned in by the end of class, so you have 80 minutes to complete it.
- Exam 2 must be turned in by 9:45am, so you have 120 minutes to complete it.
- During exams, you may only have pencils and erasers at your desk.
- Leave refreshments or other materials zipped up in your book bag or do not bring them.
- Turn off anything that makes noise, take off headphones, take out ear buds, do not wear hats with a forward-facing bill, and take off smart watches.
- Once the exam begins, there will be no talking or disruptions.
- Leaving the room is reserved for emergencies.
- See the course schedule at the end of syllabus for dates and times.
- For those of you with extended time via your RCPD accommodations, please email Dr. Thakkar a week before each exam to work out the appropriate accommodations.

- Exam grades will be posted online as soon as they are available from the scoring office and Dr. Thakkar has had a chance to correct any potential scoring errors.
- Questions for exams will not be posted after, but you may view your exams with Dr. Thakkar during office hours.
- **Makeup Exams:** Plan to complete your exams during the day and time they are given. Obviously, things happen. If something happens that prevents you from completing an exam by the end time of the exam, please notify Dr. Thakkar with documentation (like a signed Doctor's note that includes your name and the date) by the end of the day for the missed exam. Failure to notify Dr. Thakkar within 24 hours of the end exam time will result in you not being allowed to makeup the exam. Additionally, makeup exams must be taken within 48 hours of the end time of the missed exam unless there are circumstances that make that impossible.
- If you cannot take an exam because of a religious holiday, required participation in a university-sanctioned event (e.g., a commitment for a sports team), or some other acceptable event that can be foreseen, you must notify Dr. Thakkar **at least one week in advance.**
- **Personal travel, having to go to work, or lack of planning are not acceptable reasons to receive an earlier exam time or a makeup exam time.**

Writing assignment policies

- Writing assignments must be turned in by 8:30am on the day they are due
- Only Word files (.doc or .docx) will be accepted
- **Late Policy**
 - All assignments are due on the date and time specified. Work submitted up to 24 hours late will be accepted with a **10% deduction** from the final grade. Assignments submitted between 1–3 days late will receive a **20% deduction.** Assignments more than 3 days late will not be accepted unless prior arrangements have been made with me in advance.
 - Exceptions will be made for **documented emergencies or university-approved absences.** If you anticipate needing an extension, please contact me as early as possible to discuss alternative arrangements.

Policy on grade changes: Extra credit is the only way to increase your point total if you are concerned about falling on the wrong side on one of these cut-offs. Also, **please note that a round up feature (e.g., 447.5 / 500 = 89.50%) is already included in the grading scale.** At the end of the semester, if you believe that an error was made in calculating your grade, please let Dr. Thakkar know. Your grade will be checked and changed if an error was made. **This is the only circumstance under which your grade will change.** Under no circumstance will your grade be “bumped”, or a special extra credit opportunity be given. **Do not ask.**

Academic integrity:

Course policies

The only way that you will benefit from this or any other course is to do the required work. In most cases, this means doing the work on your own. There are only two times when you will be allowed to work with other students on assignments: (1) During the in-class activities and (2) For the in-class group presentation. All other work (including the homework and the exams) should be done entirely your own.

You are expected to develop original work for this course; this also means that you may not submit course work you completed for another course to satisfy the requirements for this course. In addition, plagiarism of written work is forbidden. It includes taking the work of another individual or source and presenting it as your own. This is considered plagiarism even if the source has given you permission to use their work, or the work is in the public domain (e.g., on the web). Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course; and may be reported to the Office of Academic Affairs and the Office of Student Affairs. See also the [Academic Integrity webpage](#). Contact Dr.

Thakkar if you are unsure about the appropriateness of your course work. Or, for examples of what constitutes plagiarism, [click here](#).

University policies

The Spartan Code of Honor states, "As a Spartan, I will strive to uphold values of the highest ethical standard. I will practice honesty in my work, foster honesty in my peers, and take pride in knowing that honor is worth more than grades. I will carry these values beyond my time as a student at Michigan State University, continuing the endeavor to build personal integrity in all that I do." In addition, [Article 2.III.B.2 of the Student Rights and Responsibilities](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." The Psychology Department adheres to the policies on academic honesty as specified in [General Student Regulations 1.0, Protection of Scholarship and Grades](#); the [all-University Policy on Integrity of Scholarship and Grades](#); and [Ordinance 17.00, Examinations](#). Make sure you are familiar with MSU definitions regarding academic dishonesty. Ignorance is not an excuse.

Use of Generative AI (e.g. Chat-GPT) : This is a writing course, and there is no question that generative AI has changed the way that people write. Content creators (e.g., artists and writers) are already being replaced by generative AI, and the tools clearly have some value. At the same time, an important goal of this course is to help you think clearly about the issues we discuss, and developing your ideas through the process of writing is the best way to achieve this goal.

The use of generative AI is not prohibited in this class, but the ways that you use it must be disclosed. For instance, as one assignment, you will be asked to generate research ideas. You can use generative AI to help come up with ideas, but you must disclose this if you do. Moreover, generative AI can come up with some really bad ideas or ideas that sound good but that don't meet the requirements of the assignment. I have personally had experience of it making up research articles that students have cited in papers. **So, if you do use generative AI, you will be responsible for evaluating what it provides you and adapting it for this class.**

Policy on Religious Observances: If you anticipate being unable to complete a graded portion of the course due to a major religious observance, please provide notice of the date(s) to Dr. Thakkar, via email, by 9/25/25.

Note taking and recording: As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are the copyrighted property of the course instructor and are subject to the following conditions of use:

- Students may not post recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
- Commercialization of lecture notes and university-provided course materials is not permitted in this course.
- Any student violating the conditions described above may face academic disciplinary sanctions, including receiving a penalty grade in the course.

Accommodations for Students with Disabilities: Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the [web](#). Once your eligibility for an accommodation has been determined, you will be issued an accommodation form (sometimes called a VISA). **Please present this form to Dr. Thakkar at the start of the term and/or one week prior to the accommodation date so the proper accommodations can be made.**

Academic Assistance: This is a university, and you are expected to produce college level work. If you have any trouble with the material covered in class, please make an appointment to speak with Dr. Thakkar. Additionally, the university has resources to assist students, such as the Campus Tutorial Center, the Campus Writing Center,

Adult Student Services, and more. A lot is expected of you, but the university wants to help you to produce your best work.

Limits to Confidentiality: Please be aware that class materials are generally considered confidential pursuant to the University's student policies. However, all University employees, including instructors, cannot maintain confidentiality when it conflicts with their responsibility to report certain issues based on external legal obligations or health and safety considerations of MSU community members and others. Dr. Thakkar must report the following information (including your name and the details of the disclosure) to the Office of Institutional Equity (and the MSU Police Department) if you share it with them:

- **Suspected child abuse/neglect, even if this maltreatment happened when you were a child,**
- **Allegations of sexual assault or sexual harassment when they involve MSU students, faculty or staff, and**
- **Credible threats of harm to oneself or to others.**

The Office of Inclusion will reach out to you via a confidential email, to see if you would like to pursue legal action and to provide you with additional university resources. You have the right to choose whether you would like to utilize any of these services or even respond to the university's email. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the [MSU Counseling Center](#).

Given the above, you should not disclose experiences of abuse or sexual violence related to MSU unless you are comfortable having this information shared with the Office of Institutional Equity. Despite the mandate, Dr. Thakkar does not want to further the culture of silence surrounding abuse and sexual violence in this class. All are encouraged to use the resources listed below (not mandated university reporters) as they process their feelings and experiences in this course.

[MSU Safe Place](#) [NRC DV](#) [NNEVD](#) [NCDSV](#) [MCEDSV](#) [No More](#) [RAINN](#) [The Joyful Heart Foundation](#) [Futures Without Violence](#)

Course Climate: We are all working toward the same goals in this course! By building a strong learning community from the start, we will benefit.

- **Inclusive Environment:** MSU is committed to creating and maintaining an inclusive community in which students, faculty, and staff can work together in an atmosphere free from all forms of discrimination. The Office for Civil Rights and Title IX Education and Compliance (OCR) reviews concerns related to discrimination and harassment based on sex, gender, gender identity, race, national origin, religion, disability status, and any other protected categories under the [University Anti-Discrimination Policy](#) and [Policy on Relationship Violence and Sexual Misconduct](#). If you experience or witness acts of bias, discrimination, or harassment, please report these to [OCR](#).
- **Student-student interactions:** Part of being a strong group member is being a good listener, being motivating and empathetic, and providing constructive feedback.
- **Student-instructor interactions:** If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure that you are proactive in informing your Dr. Thakkar when difficulties arise. Building rapport and effective relationships = becoming an effective professional.
- **Lying:** Lying is an unacceptable behavior in both personal and professional relationships. Lying to get what you want is manipulative behavior and will not be tolerated in this course.
- **Disruptive Behavior:** [Article 2.III.B.4 of the Student Rights and Responsibilities](#) at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." [Article 2.III.B.10](#) states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings)." Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Judicial Affairs office.

Disclaimer: Below is a general indication of when we will cover the topics in the course. However, Dr. Thakkar reserves the right to adjust this schedule according to the pace of the course and the needs of the students. This also includes making any changes that Dr. Thakkar deems necessary to the details and/or policies listed in this syllabus. **Check D2L regularly to keep up with the topics. You will be given notice of any changes. Also, please know that you are responsible for keeping track of all due dates.**

PSY 493 (Section 006) Course Schedule for Fall 2025 – See D2L for Additional Materials

Date	Lecture Topic	Assignments Due by this date
Tues 08/26	Syllabus Review Watch "True Life: I have Schizophrenia"	
Thurs 08/28	The Basics: Definitions, Diagnoses, Impact, and Treatment Guidelines	Writing Assignment: Initial Impressions Sign up for your preferred book
Tues 09/02	Diagnostic decision-making	Purchase your chosen book Syllabus Quiz
Thurs 09/04	Contemporary issues in diagnosis of schizophrenia	
Tues 09/09	Mental Illness in Context: Culture, History, and Inequality John Waller, PhD Associate Professor, MSU Department of History	
Thurs 09/11	Illness course and early detection	
Tues 09/16	Psychotherapy for psychosis (guest lecture) Raelyn Elliott-Remes, LMSW Instructor, MSU School of Social Work	Writing Assignment: Short critical reflection
Thurs 09/18	Biological explanations: Neurotransmitters and brain networks	
Tues 09/23	Biological explanations: Genetics and epigenetics	
Thurs 09/25	Socio-environmental explanations: Environmental Risk Factors	
Tues 09/30	Socio-environmental explanations: Resilience and protective factors	Writing Assignment: Comparative Analysis
Thurs 10/02	Class presentations	
Tues 10/07	Class presentations	
Thurs 10/09	Ending the Silence (guest lecture) Emily Giedzinski and Carrie Lee Edwards NAMI Lansing	
Tues 10/14	Exam 1 review session (optional)	Bring questions you want answered
Thurs 10/16	Exam 1	
Tues 10/21	No class – Holiday	
Thurs 10/23	Phenomenological explanations: Psychosis and a sense of self	

Tues 10/28	Cognitive impairments in psychosis	Writing Assignment: Personal learning and growth
Thurs 10/30	Negative symptoms	
Tues 11/04	Cognitive Explanations: Models and Mechanisms of hallucinations and delusions	
Thurs 11/06	Cognitive Explanations: A comprehensive cognitive and neural model of psychosis	
Tues 11/11	Recovery	
Thurs 11/13	Recovery narratives (guest lecture) David McKeon, LCSW	
Tues 11/18	Gender and psychosis	
Thurs 11/20	Culture and psychosis	
Tues 11/25	No class - use time to work on your final paper	
Thurs 11/27	No class – Holiday	
Tues 12/02	Psychosis and racism	
Thurs 12/04	Disability justice and activism	Writing assignment: Synthesis Paper
Tues 12/09 7:45-9:45am	Exam 2 (7:45-9:45am)	

PSY 493 (Section 006) Readings/Videos for Fall 2025 – See D2L for Additional Materials

Tues 08/26 – Course overview

None

Thurs 08/28 – The Basics: Definitions, Diagnoses, and Treatment Guidelines

Required

Badcock and Paulik, Chapter 1, Part 1 (pp. 3–8)

Comer, R.J., Comer, J.S. (2024) *Psychopathology: Science and Practice*. Worth Publishers/Macmillan Learning.

Chapter 13, Schizophrenia and Related Disorders, Section 1: The Clinical Picture

Tues 09/02 – Diagnostic Decision-Making

Required

User's Guide for the Structured Clinical Interview for DSM-5 Disorders

Section 11.5 (pp. 83-92)

Structured Clinical Interview for DSM-5 Disorders

Modules B and C

Thurs 09/04– Contemporary Issues in Diagnosis of Schizophrenia

Required

Badcock and Paulik (Eds.) (2020). *Clinical Introduction to Psychosis*. Academic Press.

Chapter 1, Part 2, Section "Diagnosing Schizophrenia" (pp. 13–36)

Tues 09/09 – **History (Waller)**

Required

Wakefield (1992). The concept of mental disorder: On the boundary between biological facts and social values. *American Psychologist*, 47: 373-388.

Commented [KT1]: Do this

Thurs 09/11 – Illness Course / Early Detection and Intervention

Required

Addington & Heinssen (2012). *Prediction and prevention of psychosis in youth at clinical high risk*. *Annual Review of Clinical Psychology*.

Tues 09/16 – CBT for Psychosis (Guest Lecture)

Required

Overview of cognitive-behavioral therapy for psychosis: [Link](#)

Optional

Hardy, K., Meyer-Kalos, P., Adams, C., Elliott-Remes, R., & Gingerich, S. (2020). Brief report describing the integration of two psychotherapy evidence-based practices within coordinated specialty care services for early psychosis. *Psychological Services*, 18(2), 164–169.

Thurs 09/18– Biological Explanations: Neurotransmitters and Brain Networks

Required

Badcock and Paulik (Eds.) (2020). *Clinical Introduction to Psychosis*. Academic Press.

Chapter 2, “Pharmacological Models” (pp. 41–45)

Optional

Lyall, A.E., Kubicki, M., Shenton, M.E. (2024) Structural brain imaging in schizophrenia. In Boland, R.J., Verduin, M.L. (Eds.), *Kaplan and Sadock's Comprehensive Textbook of Psychiatry*. Wolters-Kluwer.
Gur, R.E., Gur, R.C. (2024) Functional brain imaging in schizophrenia. In Boland, R.J., Verduin, M.L. (Eds.), *Kaplan and Sadock's Comprehensive Textbook of Psychiatry*. Wolters-Kluwer.

Thakkar, K.N., Rösler, L., Wijnen, J.P., Boer, V.O., Klomp, D.W.J., Cahn, W., Kahn, R.S., Neggers, S.F.W. (2017) 7T proton magnetic resonance spectroscopy of GABA, glutamate, and glutamine in schizophrenia reveals altered metabolite concentrations in patients and unaffected relatives. *Biological Psychiatry*, 81:525-535.

Tues 09/23 – Biological Explanations: Genetics and Epigenetics

Required

Badcock and Paulik (Eds.) (2020). *Clinical Introduction to Psychosis*. Academic Press.
Chapter 2 (pp. 37–41, until Pharmacological Models)

Optional

Faraone S.V., Tsuang M.T., Tsuang, D.W. (1999) *Genetics of Mental Disorders. A Guide to Students, Clinicians, and Researchers*. The Guilford Press.
Chapters 1 & 2

Kendall, K.M., Rees, E., Owen, M.J. (2024) Genetics of schizophrenia. In Boland, R.J., Verduin, M.L. (Eds.), *Kaplan and Sadock's Comprehensive Textbook of Psychiatry*. Wolters-Kluwer.

Thurs 09/25 – Social-Environmental Explanations: Environmental Risk Factors

Required

Gage, S., Hickman, M., & Zammit, S. (2016) Association between cannabis and psychosis: Epidemiologic evidence. *Biological Psychiatry*, 79: 549-56.

Bendall, S., Jackson, H., Hulbert, C., & McGorry, P. (2011) Childhood trauma and psychosis. *Family Matters*, 89: 53-60.

Tues 09/30 – Social-Environmental Explanations: Resilience and Protective Factors

Required

Thakkar, K., McCleery, A., Minor, K., Lee, J., Humpston, C. S., Chopik, W., Burt, A., Pearson, A., Ungar, M., & Park, S. (2023) Moving from risk to resilience in psychosis research. *Nature Reviews Psychology*, 2: 537-555.

Thurs 10/02 – Class Presentations

None

Tues 10/07 – Class Presentations

None

Thurs 10/09– Stigma and Severe Mental Illness (Guest Lecture: Ending the Silence)

Required

APA. Fact Sheet: Stigma, prejudice and discrimination against people with mental illness

White, E., Goldberg, X. (2025) A lived experience perspective on advocacy in mental health research. *Nature Reviews Psychology*, 4: 157-158.

Edwards, C.L., Goldberg, X. (2025) A lived experience perspective on communication challenges in mental health. *Nature Reviews Psychology*, 4: 159-160.

Optional

Corrigan, P. W., Druss, B. G., & Perlick, D. A. (2014). *The impact of mental illness stigma on seeking and participating in mental health care. Psychological Science in the Public Interest*, 42–end (section: “Stigma and Care-seeking”)

Watch: McGough, C. *I am not a Monster* [video]. TED Conferences. [Link](#)

Tues 10/14—Exam 1 Review Session (optional)

None

Thurs 10/16 – Exam 1

None

Tues 10/21 – No class (Holiday)

None

Thurs 10/23 – Phenomenological Explanations: Psychosis and a Sense of Self

Required

de Vries, J., et al. (2012). Self-disturbance in schizophrenia: A phenomenological approach to better understand our patients. *Primary Care Companion CNS Disorders*, 15: PMC.12m01382.

Optional

Thakkar, K.N., Diwadkar, V., Rolfs, M. (2017) Oculomotor prediction: a window into the psychotic mind. *Trends in Cognitive Sciences*, 21:344-356.

Thakkar, K.N., Nichols, H.S., McIntosh, L.G., Park, S. (2011) Disturbances in body ownership in patients with schizophrenia: evidence from the rubber hand illusion and case study of a spontaneous out-of-body experience. *PLoS ONE*, 6(10): e27089.

Tues 10/28 – Cognitive Impairments in Psychosis

Required

Harvey, P. D., et al. (2022). Cognitive dysfunction in schizophrenia: An expert group paper on the current state of the art. *Schizophrenia Research: Cognition*, 29: 100249.

Thurs 10/30 – Negative Symptoms

Required

Corell, C., & Schooler, N. (2020) Negative symptoms in schizophrenia: A review and clinical guide for recognition, assessment, and treatment. *Neuropsychiatric Disease and Treatment*, 16: 519-534.

Tues 11/04 – Cognitive Explanations: Models and Mechanisms of Hallucinations and Delusions

None

Thurs 11/06 – Cognitive Explanations: A Comprehensive Cognitive Model of Psychosis

Required

Fletcher, P., & Frith, C. (2009). *Perceiving is believing: A Bayesian approach to explaining the positive symptoms of schizophrenia. Nature Reviews Neuroscience*.

Tues 11/11 – Recovery

Required

Law, H., & Morrison, A. (2014) Recovery in psychosis: A Delphi study with experts by experience. *Schizophrenia Bulletin*, 40: 1347-1355.

Thurs 11/13 – Personal Narrative of Recovery (Guest Speaker: David McKeon)

None

Tues 11/18 – Psychosis and Culture

Required

Luhrmann, T. M., Padmavati, R., Tharoor, H., & Osei, A. (2015) Differences in voice-hearing experiences of people with psychosis in the USA, India, and Ghana: Interview-based study. *British Journal of Psychiatry*, 206: 41-44.

Thurs 11/20 – Psychosis and Racism

Required

Metzl, J. (2011) *How schizophrenia became a Black disease*. Beacon Press.
Preface

Optional

Anglin, D. M., et al. (2021). *From womb to neighborhood: A racial analysis of social determinants of psychosis in the United States*. *American Journal of Psychiatry*.

Tues 11/25 – No class (Work on final paper)

None

Thurs 11/27 – No class (Holiday)

None

Tues 12/02 – Gender and Psychosis

Required

Culbert, K. M., Thakkar, K. N., & Klump, K. L. (2022). Risk for midlife psychosis in women: Critical gaps and opportunities in exploring perimenopause and ovarian hormones as mechanisms of risk. *Psychological Medicine*, 52: 1612-1620.

Barr, R. S., Roberts, S., & Thakkar, K. N. (2021). Psychosis in transgender and gender non-conforming individuals: A review of the literature and a call for more research. *Psychiatry Research*, 306: 114272.

Thurs 12/04 – Disability Justice and Activism

Required

Britz, J., & Jones, N. (2023). *Experience and treating “madness” in the United States circa 1967–2022: Critical counter-histories*. *SSM–Mental Health*.