

2024 Harvard First-Year Seminar 25n:

Finding Connections: Perspectives on Psychological Development and Mental Illness

Professor: Nancy Rappaport, MD

Contact: nancy@nancyrappaport.com; 617-520-4752

Class location: Sever 111

Class time: Tuesdays, 3-5pm

Office Hours: Tuesdays, 2-3, TBD outdoor location near the classroom (text me for an indoor location if rain, or if you don't see me)

Course website: <https://canvas.harvard.edu/courses/139710>

Course description: The seminar's challenge will be to deepen our understanding of human development and how individuals cope with serious emotional or social difficulties (neglect, bipolar disorder, autism, depression). We will use multiple perspectives: medical observations and texts that provide practical knowledge (e.g. The New England Journal of Medicine review articles), narrative readings to understand how patients experience the meaning of illness from the inside out (e.g. An Unquiet Mind), and how development-related mental illness is portrayed in the press (e.g. The New Yorker articles or Internet sites). We will start with the mental life of babies and how scientists interpret infants' nonverbal ways of finding safety and security. This begins the journey of our understanding fundamental needs for tenderness, holding, and making meaning. Understanding how conditions such as autism, depression and loss are described in clinical research and literature will help us to appreciate the biological vulnerabilities and relational patterns that may disrupt the human connection. We will examine the resourcefulness required to cope with fragility and foster resiliency. Throughout the seminar, the instructor, as a practicing child and adolescent psychiatrist, will bridge the gap between research findings, clinical applications, and everyday insight. Guest speakers provide insight about their experiences.

Expectations: Welcome! I love teaching and I am committed to conveying the excitement of learning about human development with an inquisitive and disciplined approach. Your attendance and preparation is vital to everyone's experience of this course – we are building a community of learners and everyone can participate more fully if they have devoted enough time for reading and reflection before each class. Each student needs to attend each class prepared, having read the assigned literature and ready to participate. Each assignment should be completed on time and to a satisfactory level unless you have previously communicated with me as to why this is not possible. In order to pass this class you may not miss class more than ONCE and need to turn in at least 90 percent of all assignments on time.

In order to be fully present together for the entire class period, please keep cellphones out of sight and in do not disturb mode for the duration of class.

Please reach out to me with any questions or concerns throughout this year – I hope to nurture an environment that supports our well-being and mental health as you are adjusting to life at Harvard.

Accommodations: Harvard University values inclusive excellence and providing equal educational opportunities for all students. Our goal is to remove barriers for disabled students related to inaccessible elements of instruction or design in this course. If reasonable accommodations are necessary to provide access, please contact the [Disability Access Office \(DAO\)](#). Accommodations do not alter fundamental requirements of the course and are not retroactive. Students should request accommodations as early as possible, since they may take time to implement. Students should notify DAO at any time during the semester if adjustments to their communicated accommodation plan are needed.

Readings: Reading should be done prior to the class it is listed under. Be prepared to discuss all readings during the class date for which they are assigned. (For example, please read the assigned readings for Week 1, including *I Stand Here Ironing*, BEFORE the first class.) Our seminar relies on lively discussion that is made possible by your careful reading of the assignments and critical thinking.

Please complete all of the required reading every week. Articles and links are in the “modules” section of the course website (<https://canvas.harvard.edu/courses/139710/modules>), but we will also read several books during the semester. If you would like to refer to a textbook for information on normal development at any point during the course, *The Cambridge Encyclopedia of Child Development* is available online at <https://www-cambridge-org.ezp-prod1.hul.harvard.edu/core/product/C2C37B38988A7B4BE0DD3BE7C701DE69>. If you wish to read more on a topic, many other potential readings are in the “files” section of the website in an “Optional” folder.

Content advisory: Readings in this course include discussions of abuse, self-harm and suicide, eating disorders and fatphobia, death, mental illness and ableism, racism, sexism, classism, homophobia, and transphobia. Much of it may be emotionally and/or intellectually challenging to engage with. I will do my best to flag particularly intense content in the assignments for each week and to make this course a space where we can engage thoughtfully and empathetically with this content. If you have concerns about encountering anything specific in the course material and would like me to provide warnings, please come see me or send me an email.

Required books (please order them now from your preferred bookstore so you have them before you need them – any edition/format is fine):

- *An Unquiet Mind* (Kay Jamison)
- *The Center Cannot Hold* (Elyn Saks)
- One of the following:
 - o *He/She/They* (Schuyler Bailar)
 - o *Genderqueer* (Maia Kobabe)
 - o *Hijab Butch Blues* (Lamya H)
- *Hungry Ghost* (Victoria Ying)

Homework: Assignments should also be done prior to the start of class they are listed under. Each week you will complete the readings and then select ONE of the topic-specific prompts to respond to in writing. If you would prefer to propose your own topic, you may ask me by email by the Friday of the week the assignment is due. Written assignments should be around 500 words long and must be turned in via Canvas the day before class (Monday, by 3pm); this allows me to review your analysis of the reading assignments and address your writing the day of the class.

I will write my feedback on your work on Canvas, and your thoughtful reflections allow me to deepen my understanding of how each of you is approaching the material. Sample assignments are available on the course website that illustrate what is expected. The assignments should be reflections, not merely a summary of the reading. Alternative non-written assignments such as a video, creative piece, or other work that allows you to reflect on the week’s readings are encouraged – please check in with me if you wish to do this type of assignment. Please remember to put your name and the date in the header and use page numbers. Use APA style for any references (Purdue’s APA style guide may be helpful: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html).

I expect that you will spend an average of 3-4 hours outside of class each week for our class (2-3 hours of reading and about an hour writing). (Not including the final project and preparation for the week you facilitate discussion.) If you find you are spending much more or much less, please reach out to me.

Class Facilitation:

Most weeks, two students will be responsible for developing questions and activities relating to the week’s readings. I will give a brief lecture on the week’s topic and give clinical examples. The facilitators

will then lead the second section of class, including class discussion and activities (the length of this will vary between 45-90 minutes, depending on whether we also have a guest speaker for the week). I will meet with the two students during my office hours the week before the class to help prepare and generate some suggested ideas.

We will go over this in detail during our first class! The student-facilitated discussions will begin in week three, and I will pass out a sign-up sheet in the first class after outlining the topics for each week. For the week that you lead class discussion you will turn in your lesson plan for the class on Canvas rather than completing the week's written assignment. Some examples of these plans are in the Week 2 module on the course website. When you facilitate, I encourage you to be creative in how you engage the class, while also reinforcing the key information for your classmates and having them reflect on the readings. This will start with previewing the readings for your classmates the week at the end of class the previous week – you will give a 1-2 sentence description of each reading and why it's relevant, and any content warnings that may be required.

Final project: The final project will be a group project, to be discussed in greater detail in class. You will work in assigned groups of three or four to create a 20-minute presentation or performance on a topic you choose together, which will be shared in class on 11/26. Each of you will also write a reflection (1-2 pages) on the experience, how you contributed to the group project, and what you learned. Some links to sample projects from previous years can be found in the Week 2 module of the course website.

Collaboration policy: Discussion and the exchange of ideas are essential to academic work. For assignments in this course, you are encouraged to consult with your classmates on the choice of paper topics and to share sources. You may find it useful to discuss your chosen topic with your peers, particularly if you are working on the same topic as a classmate. However, you should ensure that any written work you submit for evaluation is the result of your own research and writing and that it reflects your own approach to the topic. You must also adhere to standard citation practices in this discipline and properly cite any books, articles, websites, lectures, etc. that have helped you with your work. If you received any help with your writing (feedback on drafts, etc.), you must also acknowledge this assistance. (Please add a note at the top of your assignment with what help you received and from whom.)

AI policy: As described above, we expect that all work students submit for this course will be their own and acknowledges sources used and assistance received. We specifically forbid the use of ChatGPT or any other generative artificial intelligence (AI) tools at all stages of the work process, including preliminary ones. Violations of this policy will be considered academic misconduct. We draw your attention to the fact that different classes at Harvard could implement different AI policies, and it is the student's responsibility to conform to expectations for each course.

September 3, Week One:

In the Beginning: Patterns of attachment - Creating a secure foundation (or not)

You will sign up on Canvas for fifteen minute meeting on September 2 and 3 to meet individually with me before class begins (location TBD in Harvard Yard). This is time to get to know each other!

BEFORE THE FIRST DAY OF CLASS:

Readings:

1. Fraiberg, S, Adelson E & Shapiro V. (1975). "Ghosts in the nursery: A psychoanalytic approach to the problems of impaired infant-mother relationships." *Journal of the American Academy of Child and Adolescent Psychiatry*, 387-421.
2. Olsen T, *I Stand Here Ironing*. Delacourt, New Yorker, 1961 pages 1-12.
3. Read only the attachment interview questions on p397 and table 19.2 on p399 in: Hesse, E. (1999). The adult attachment interview: Historical and current perspectives. In J. Cassidy, P. R. Shaver (Eds.), *Handbook of attachment: Theory, research, and clinical applications* (pp. 395-433). New York, NY US: Guilford Press.

Assignment (please do #1 AND #2 for first class)

1. Bring an object or picture to class that reminds you of your childhood or something that is important in explaining who you are.
2. Bring your calendar to class.

In Class

- Sign up to be the facilitator for class discussion

September 10, Week Two:

Attachment, Part 2

Readings:

1. Boo K, "Swamp Nurse: What's the best hope for the first child of a poor mother" *The New Yorker* 2006: 81:54-67.
2. Davies, D. (2011). Infant observation exercises. *Child Development, A Practitioner's Guide, Third Edition*. Guilford Press. p183.
3. Scott, S., Diamond, G. S., & Levy, S. A. (2016). Attachment-based family therapy for suicidal adolescents: A case study. *Australian and New Zealand Journal of Family Therapy*, 37(2), 154–176.
4. Carone, N., Baiocco, R., Lingardi, V., & Kerns, K. (2020). Child attachment security in gay father surrogacy families: Parents as safe havens and secure bases during middle childhood. *Attachment & Human Development*, 22(3), 269–289.
5. Vega, T. (2024 June 3). Hotlines for parents in mental health crisis. *Boston Globe*.

Assignment (please choose ONE topic):

1. Talk to one of your parents or guardians and ask them 2-3 questions about what they remember about their childhood. Write about what you learned from that conversation.
2. Toddlerhood is often talked about as the first process of individuation. Might leaving for college be considered the second?

In Class

- Guests (baby and their parent)

September 17, Week 3:

Autism Spectrum Disorder: Diagnosis, Treatment, and Experience from a Patient's Perspective

Readings:

1. American Psychiatric Association. (2013). "Autism Spectrum Disorder" in *Diagnostic and statistical manual of mental disorders: DSM-5*. American Psychiatric Association.
2. Centers for Disease Control. (2020). Key Findings from the ADDM Network: A Snapshot of Autism Spectrum Disorder in 2020. From: https://www.cdc.gov/ncbddd/autism/pdf/Key_Findings_508.pdf
3. Henderson, D., Wayland, S., & White, J. (2023). "Introduction" in *Is this autism: A guide for clinicians and everyone else*. Routledge.
4. Listen to the Juicervose episode of Radiolab (<https://radiolab.org/podcast/juicervose>) [45 minutes] or read the transcript.
5. Choose one:
 - a. Newman, J. (2020). Coming of Age with Autism. *National Geographic* 237(5): 66-89.
 - b. Kurutz, S. (2024). Employees with autism find new ways to navigate the workplace. *New York Times*. https://www.nytimes.com/2024/07/09/style/employees-autism-navigate-workplace.html?unlocked_article_code=1.8E0.Vx55.wuqQjIRybkg3&smid=url-share (audio version with reporter commentary available)

Assignment (please choose ONE topic):

1. If you have had someone with autism in your life, reflect on that experience – relate it to something you learned in the readings for this week.
2. Reflect on a tv show or movie that you have watched with a character with autism. If possible, find a clip to share in class! Imagine the character's inner monologue during this scene.

3. Look on TikTok or Instagram for autistic content creators' videos about autism. Spend some time watching and reflect on what you saw and how it relates to the readings from this week.
4. Research an autistic artist or poet and look at some of their work and read about how autism may inform their creative process.
5. Based on the Radiolab episode you listened to, reflect on different forms of communication in our language-based society, the experience of siblings in a family with an autistic child, the controversy around ABA, or whether creating false hope is a problem.
6. Explore how Sesame Street introduces a character with autism and think about how you would talk to a child about an autistic classmate: <https://sesameworkshop.org/resources/we-are-all-amazing/> and <http://autism.sesamestreet.org/> - you may also want to research the Social Thinking program.

In Class

- Final project groups assigned. (Review the assignment document and project examples on course website in this week's module before class.)

September 22: Class dinner at my house, 5:30-7:30pm

Details to be announced in class!

September 24, Week 4:

Gender

Readings:

1. Choose ONE of the following options:
 - a. Kobabe, M. (2019). *Genderqueer*. [This is a graphic novel!]
 - b. Bailar, S. (2023). *He/She/They: How we talk about gender and why it matters*. Hachette Go. – read chapters 1, 2, 6-10, and 17 [This is about 100 pages total, and it's an easy read - entire book is recommended but not required]
 - c. H, Lamya. (2023). *Hijab Butch Blues*. Dial Press. – read sections "Allah" (p61-83 in paperback version) and "Muhammad" (p118-149) [Entire book is recommended but not required]
2. GLAAD. Tips for Allies of Transgender People. <http://www.glaad.org/transgender/allies>
3. Read the warm-up, watch the brief video, and read the article: Lesson of the Day: 'Gender Pronouns Can Be Tricky on Campus. Harvard Is Making Them Stick.' <https://www.nytimes.com/2020/03/05/learning/nonbinary-gender-pronouns-colleges-universities.html>
4. Chen, D., Berona, J., Yee-Ming Chan, Ehrensaft, D., Garofalo, R., Hidalgo, M. A., Rosenthal, S. M., Tishelman, A. C., & Olson-Kennedy, J. (2023). Psychosocial Functioning in Transgender Youth after 2 Years of Hormones. *New England Journal of Medicine*, 388(3), 240–250.
5. Arafat, Z. (2024). Lamya H Is the Nonbinary Author Proving the Power of Queer Muslim Stories. <https://www.them.us/story/lamya-h-hijab-butch-blues-author-queer-muslim-literature-now-awards-2024>
6. Bebinger, M. (2021). 'I Just Feel Like Myself': A Nonbinary Child and Their Family Explore Identity. *WBUR*.

Assignments (please choose ONE topic):

1. Do some research about the experience of those who don't fit into the gender binary in another country, and reflect on what you find.
2. What is your own experience of gender? What is your earliest memory of gender? How is it important to your identity? How is it shaped by language?
3. Complete the "Fantasy Island" writing exercise (available on the course website – from Triska's *Gender Identity Workbook for Teens*).
4. After reading the tips on how to be an ally, what are some ways for a school or healthcare provider's office to be trans-inclusive? Does Harvard take some of these steps?

5. Watch *My Name is Pauli Murray* (available through Amazon Prime) and write about some of the conflicts that were introduced in the film.

October 1, Week 5:

Finding Our Way: From Depression to Hope

Readings:

1. Symons, E. (2020). Depression. In *Textbook of Adult Emergency Medicine*, 5th ed. Elsevier, 610-617.
2. Weiser, B., & Tully, T. (2023, May). Elite School Admits to Failure After Suicide of a Bullied Student. *New York Times*, A1–A13.
3. Danquah, M.N. (1998). *Willow weep for me*. W.W. Norton, 15-23.
4. Sekhar, D. L., Schaefer, E. W., Waxmonsky, J. G., Walker-Harding, L. R., Pattison, K. L., Molinari, A., Rosen, P., & Kraschnewski, J. L. (2021). Screening in high school to identify, evaluate, and lower depression among adolescents: A randomized clinical trial. *JAMA Network Open*, 4(11), 1-12.
5. Morris, P. (2021). I don't want another family to lose a child the way we did. *New York Times*. <https://www.nytimes.com/2021/03/25/opinion/suicide-prevention.html?referringSource=articleShare>
6. Watch this brief clip from Bojack Horseman: https://www.youtube.com/watch?v=H8v7FRFwBUE&ab_channel=XantheyBelmont [4 minutes]
7. Kinnell, G. *Wait* (A poem from Body Rags) Houghton Mifflin, New York. 1967, Pg 84.

Assignment (please choose ONE topic):

1. Write a personal account of an experience with depression during adolescence – the account can be in regard to yourself, a friend, or a family member.
2. Sekhar et al. note the importance of outreach to engage students and parents in treatment. Look at some depression awareness campaigns and then create a piece to encourage people experiencing depression to seek treatment. This could be a video, a billboard, a radio spot, a spoken word piece (see course website for a link to an example from a previous semester's student), or other type of piece.
3. Read this Boston Globe article: <https://www.bostonglobe.com/2021/09/03/opinion/depression-is-no-joke-so-why-are-comedians-so-good-talking-about-it/> (also on the class website) and <https://news.harvard.edu/gazette/story/2023/04/cora-frazier-on-how-to-write-funny/>. Watch one of the comedy pieces mentioned in the Globe article. Reflect on what you found meaningful (or not!).
4. Explore what resources are available on Harvard's campus for someone who is experiencing depression. Do you think there is enough support for these students? How would you design or improve these resources and services?
5. Gather a few friends or classmates and watch several of the short films from UnLonely films: <https://www.artandhealing.org/uff7/>. Write about your experience of loneliness (or lack thereof) in college so far.

In Class

- Guest

October 8, Week 6:

Bipolar Disorder

Readings:

1. Jamison K, *An Unquiet Mind*. First Vintage Books, New York, 1995.
2. American Psychiatric Association, & American Psychiatric Association. (2013). "Bipolar and Related Disorders" In *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, D.C: American Psychiatric Association.
3. Watch NAMI: Ask the Expert: Bipolar Disorder: <https://youtu.be/2QZk5ZibiWc?>

[si=74rVJlffpA4WJH9S](#) [63 minutes]

4. Watch Dr. Xavier Amador's TED talk: <https://www.youtube.com/watch?v=NXxytf6kfPM> [18 minutes]
5. Sachs G. Mood Chart and Instructions (on course website)

Assignments (please do **BOTH** #1 and another assignment this week):

1. Complete the mood chart for at least one week.

AND:

1. Reflect on the question of creativity and mental illness and share with the class information on an artist who has bipolar disorder and how you think the disorder may influence their work.
2. Read <https://www.nytimes.com/2019/10/18/style/anne-hathaway-modern-love-terri-cheney.html>. Reflect on the "coming out" process for people with mental illness, including Cheney and Jamison. Also consider whether using "coming out" to describe the process feels appropriate and if so, what a better term might be.
3. Consider Dr. Amador's introduction of the term anosognosia or mindblindness and connect this to Jamison's discussion of her reluctance to take medication and/or the experience of someone you know.
4. Watch some of Taylor Tomlinson's comedy that talks about her experience with bipolar disorder. How does this connect to some of what Jamison writes about? What speaks to you about how she addresses shame and stigma around mental illness?
5. If you know someone with bipolar disorder, ask them about their lived experience.

October 15, Week 7:

Eating Disorders

Readings

1. Ying, V. (2023). *Hungry Ghost*. Macmillan.
2. Hornberger, L.L., Lane, M.A., & AAP The Committee on Adolescence. (2021). Identification and Management of Eating Disorders in Children and Adolescents. *Pediatrics*, 147(1): e2020040279.
3. Krasna, J. (2023). Insights from relapse to recovery: What I've learned from falling and getting back up again. <https://www.feast-ed.org/insights-from-relapse-to-recovery-what-ive-learned-from-falling-and-getting-back-up-again/>
4. Waldman, K. (2015). There Once Was a Girl. http://www.slate.com/articles/double_x/cover_story/2015/12/we_need_to_reject_the_false_narratives_around_anorexia.html
5. Fairburn, C. G. (2013). "The Treatment of Binge Eating Problems" in *Overcoming binge eating: The proven program to learn why you binge and how you can stop*. New York: Guilford Press, 107-115.

Assignment (please choose ONE topic):

1. Complete the questions on the "How Were You Fed" worksheet (available online with this week's readings). These questions reflect on how our families impact our relationships to food.
2. Do some additional reading about the experiences of men or nonbinary people with eating disorders. Reflect on how gender impacts their experiences.
3. Look into resources available at Harvard for students with eating disorders. Are these resources easy to find and access? What else might be helpful?

October 22, Week 8:

College Mental Health

Readings:

1. Johnson, J. M., Scott, S., Phillips, T., & Rush, A. (2022). Ivy issues: An exploration of black students' racialized interactions on Ivy League campuses. *Journal of Diversity in Higher Education*.
2. Wang, E. W. (2019). Yale will not save you. *The Collected Schizophrenias*. Graywolf Press. pp19-38.
3. Watch *One South*.
4. Shafer-Ray, R. (2019). Loving yourself for a cookie. *Harvard Crimson*.
<https://www.thecrimson.com/column/trans4mations/article/2017/9/28/shafer-ray-loving-yourself-for-a-cookie/>
5. Bureau of Study Counsel. (2011). Perfectionism at Harvard: Friend or foe?
https://edwards.oeb.harvard.edu/sites/hwpi.harvard.edu/files/success/files/perfectionism_revised_august_18_2011.pdf
6. Wides-Munoz, L. (2018, January 19). He just graduated from Harvard. He's also undocumented. Will he be deported? *Boston Globe*.
7. Look through Harvard's current policies on leaves of absence:
<https://oaisc.fas.harvard.edu/leaves-absence>
8. Look through Harvard's current policies on sexual assault and sexual harassment:
<https://oge.harvard.edu/home>

Assignment (please choose ONE topic):

1. Try meditating twice this week for 20 minutes (there are some tools available in the free Insight Meditation app – try the one by Thich Nhat Hanh, or the Calm app, which usually has a free trial available), or try the exercises in this article: <http://www.brainpickings.org/index.php/2013/07/29/kerkhof-worry-technique/> or several of the guided meditations at <http://mindfulnessforteens.com/guided-meditations/>. Reflect on what this was like and how it could be helpful for college students' mental health.
2. Look at self-compassion.org and test your level of self-compassion. Explore the resources on the site for increasing self-compassion, try at least one guided practice, and then write a response to one of the exercises.
3. After reading Loving Yourself for a Cookie, write a paragraph about what you love about yourself. Then go ask four people what they love about themselves and give them a reward! Write another paragraph about this experience and their reactions.
4. Read this guide: https://cpr.bu.edu/wp-content/uploads/2021/08/Leave-Student-Guide_1.pdf - what do you think it would be like to take a leave during your time in college? What resources does Harvard have available to make this easier?
5. Skim this article: <https://journals.sagepub.com/doi/full/10.1177/21676968231216512> and then talk through items 1-11 on the Roommate Agreement form (on the class website) with your roommate(s). What was the experience of discussing these possible points of conflict like? Do you think it would have been different if you had completed it during the first week of living together instead? How do you think roommate experiences impact the mental health of college students?

October 29, Week 9:

Schizophrenia

Readings:

1. Saks, E. R. (2008). *The center cannot hold: My journey through madness*. New York: Hyperion.
 - Please read the following sections of *The Center Cannot Hold* (other chapters are optional, but recommended, reading):
 1. Chapters 4-7
 2. Chapters 10-12
 3. Chapter 24
2. Weiser, B. (2018, March 3). A 'bright light', dimmed in the shadows of homelessness. *New York Times*.

3. American Psychiatric Association, & American Psychiatric Association. (2013). "Schizophrenia Spectrum and Other Psychotic Disorders" In *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, D.C: American Psychiatric Association.
4. Metzl, J.M., Piemonte, J., & McKay, T. (2021). Mental Illness, Mass Shootings, and the Future of Psychiatric Research into American Gun Violence. *Harvard Review of Psychiatry* 29(1): 81-89.

Assignments:

Please listen to these videos while completing one of these written reflections this week! We will talk about the experience in class.

- <https://www.youtube.com/watch?v=0vvU-Ajwbok>
 - <https://www.youtube.com/watch?v=qb8wQjwVu2g>
1. Have you known someone who has experienced psychosis? Reflect on what it was like.
 2. Create a piece of blackout poetry from a page or two of one of the readings from this week. (See document on the course website about blackout poetry for more information written by a former seminar student.)
 3. Read Wallerstein's article *Hunting the Real* (on the course website). We are confronted with her sobering statement, "Put simply, the medical treatment of psychosis is directly tied to the cruelest aspects of our racial history." Reflect on how this reading illuminated your understanding of the deep roots of distrust of medical professionals in the black community and how this helped to chart the way to "take seriously a form of expression that is often dismissed as nonsense and medicated into silence."
 4. Reflect on how a particular media portrayal of mental illness contributes to stigma.

November 5, Week 10:

PTSD

Readings:

1. Perry, B. D., & Szalavitz, M. (2008). "Chapters 1 and 2" In: *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook*. New York: Basic Books, 7-56.
2. Van der Kolk, B. A. (2014). "Running for your life: The anatomy of survival" In *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking, 51-73.
3. Cénat, J. M. (2023). Complex Racial Trauma: Evidence, Theory, Assessment, and Treatment. *Perspectives on Psychological Science*, 18(3), 675–687.
4. Simon, K. M. (2020). Them and Me -- The Care and Treatment of Black Boys in America. *New England Journal of Medicine*, 383(20), 1904–1905.
<https://doi-org.ezp-prod1.hul.harvard.edu/10.1056/NEJMp2022606>
5. Dartmouth Trauma Interview Research Center. *Coping with Stress Handbook*.

Assignment (please choose ONE topic):

1. Complete the exercise on pp. 18-20 of the *Coping with Stress Handbook* and write a reflection.
2. Write about someone you have known who has experienced trauma, and how they recovered or what your reaction was.
3. Reflect on something that spoke to you in the readings this week.

November 12, Week 11:

Addiction

Readings:

1. Watch Anna Lembke's TED talk: <https://www.youtube.com/watch?v=n2u8Z1HeKD8> [13 minutes]
2. Watch this short video on opioid addiction: <https://www.statnews.com/2024/03/05/why-fentanyl-withdrawal-is-agony-opioid-addiction-treatment/> [6 minutes]

3. Facher, L. (2024). Rigid rules at methadone clinics are jeopardizing patients' path to recovery from opioid addiction. *STAT News*. <https://www.statnews.com/2024/03/12/methadone-clinics-rigid-rules-opioid-addiction-recovery/>
4. Lambie, G. W., Sias, S., Walz, G. R., Bleuer, J. C., & Yep, R. K. (2006). Motivation Enhancement Therapy: An Effective Approach for Counseling Unmotivated Adolescents in *Vistas: Compelling perspectives on counseling 2006*. (pp. 37-41). Alexandria, VA US: American Counseling Association.
5. Moe, J., Johnson, J. L., & Wade, W. (2007). Resilience in Children of Substance Users: In Their Own Words. *Substance Use & Misuse*, 42(2-3), 381-398.

Assignment (please choose ONE topic):

1. Read about AA and visit smartrecovery.org and <https://www.theluckiestclub.com/>. Reflect on the different options available for those in recovery and what might be appealing for different people.
2. What was your first experience with being drunk, if you've had one?
3. Has there been an adult in your life impacted by addiction? What interventions have they tried? What was the experience of witnessing this struggle?
4. Read this article about internet addiction:
https://www.washingtonpost.com/business/economy/for-many-young-americans-compulsive-internet-use-is-a-very-very-real-struggle/2016/05/20/be637a24-130d-11e6-8967-7ac733c56f12_story.html?noredirect=on
Either track your own internet use for a day (there are apps that can help) or do not use the internet at all for one day, and reflect on the experience.
5. Complete out the CRAFFT screening interview and the Screening to Brief Intervention (<https://www.drugabuse.gov/ast/s2bi/#/>) and Brief Screener for Tobacco, Alcohol, and other Drugs (<https://www.drugabuse.gov/ast/bstad/#/>). (You do not need to share the results!) Write a reflection about which felt easiest or least threatening to fill out and other differences you noticed.

November 19, Week 12:

Integration

- Readings TBD!

November 26, Week 13:

Final Project Presentations

- No reading or additional assignment this week! Your written reflection on the final project is due next class (12/3).

December 3, Week 14:

Resiliency, Fragility and Strength

Readings

1. Watch this short video on the Science of Happiness: <https://www.youtube.com/watch?v=oHv6vTKD6lg> [7 minutes]

Assignments (Please do both brief assignments this week! You do not need to spend more than a few minutes.):

1. Bring to class a poem, picture, song, or story that inspires you. You do not need to write about this choice, but will share it with the class.

AND one of:

1. In a paragraph, poem, or voice memo, reflect on a challenge you or someone you know has confronted and how you/they found the strength or resources to pull through. Thinking about what you have learned about resilience, what would you say allowed you/them to stay strong in this situation?

2. Call someone you are grateful to and tell them! Write a short paragraph about the experience and your mood before and after this conversation.