

Department of Philosophy
Topics in the Philosophy of Psychiatry
PHIL 9207A (Area M&L)
Tuesday 11:30-2:30
Synchronous Online Delivery Only
Provisional Course Outline

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Course Description

This course explores issues in the philosophy of psychiatry and will include a strong historical and clinically-focused orientation. The status of psychiatry as a scientific enterprise will be a major theme throughout the course.

Course Lessons

The course will be built around the following weekly topics and perhaps some others (but not necessarily in this order): Birth of Evidence-Based Psychiatry; Diagnostic Inflation and Medicalization; History and Nature of the DSM and the Research Domain Criteria (RDoC) Project; Delusions; Major Depressive Disorder; Anorexia Nervosa; Addiction and the Opioid Epidemic; Decision-Making Capacity; Psychopathology of Affectivity; Personality Disorders; Evidence 'Biased' Psychiatry.

Course Requirements

- Power-Point Presentation | Enrolled course participants will be expected to deliver 1 online power-point presentation to the class which will be worth **30% of the final mark**.
- Term Essay | A term essay is required at the end of the course and will be worth **60% of the final mark**.
- Discussion Commentaries | Each course participant will contribute a total of 10 online weekly discussion commentaries, which will each be worth a maximum of 2 (full) marks each, equalling 20 full marks for the term, or 20% of the final mark.

Class Organization

The course will be taught exclusively online, in a synchronous manner. Class time will normally consist of a substantial introduction to weekly lesson topics, followed by 1 or 2 student presentations, followed by discussion. Excerpts from submitted discussion commentaries will be also be discussed, both online and 'live' as time and interest permits. This order of events may vary we will workout a system of breaks and pauses while we attempt to make the most of our class time together.

Class Climate

Topics in this course may be found to be very disturbing and worrisome to some participants and issues may sometimes feel very personal. The online environment may exacerbate these difficulties. I can promise you that I am very sensitive to this and will ensure that we always have a safe and welcoming environment 'in class'. I also hope that anyone who has concerns of any sort will write to me.

More details on this outline are forthcoming, including expectations regarding course requirements and readings.