SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage: Spring 2021
Discipline: Psychology
Course Number and Title: PSY 320 Abnormal Psychology (Section 1)
Division: Upper
Faculty Name: Dr. Samantha Strife
Semester Credit Hours: 3

Prerequisites: One (1) general psychology course

COURSE DESCRIPTION

This course is an introduction to psychopathology, or what is commonly referred to as abnormal psychology. The course surveys selected mental health disorders as classified in the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5). More specifically, we will cover symptoms, assessment, etiology, and treatment of anxiety disorders, stress related disorders, mood disorders, eating disorders, substance use disorders, personality disorders, and psychotic disorders. Emphasis will be placed on cultural factors that shape views, public policy, and treatment of mental health disorders. Students will learn to think critically about the advantages and disadvantages of use of the DSM-5 as means to diagnose mental health disorders across culture compared to other approaches, such as the International Classification of Diseases (ICD). Throughout the semester emphasis will be placed on use of data and seeing multiple sides of an issue to enhance critical thinking and compassion for individuals who struggle with mental health problems.

LEARNING OBJECTIVES

Upon completion of this course, the successful student will be able to:

- demonstrate an understanding of definitions of “abnormality” from historical, contemporary, and cultural perspectives, and identify relevant controversies
- describe the main symptoms associated with mental health diagnoses using the DSM-5/ICD-10.
- compare and contrast presenting symptoms to understand differential diagnoses
- identify and apply theoretical orientations and cultural perspectives regarding the development, assessment, diagnosis, and treatment of abnormal behavior
- evaluate ethical implications, potential biases, and gaps of diagnostic system
- develop and show compassion for individuals with mental illnesses
REQUIRED TEXTBOOKS

AUTHOR: Durand, Barlow, and Hofmann
TITLE: Essentials of Abnormal Psychology
PUBLISHER: Cengage Learning
ISBN: 9781337619370

TOPICAL OUTLINE OF COURSE

The course schedule outlined below indicates questions and topics addressed as well as readings and activities (quizzes, assignments, and exams) for each class meeting. Please read all assigned readings prior to class. Please note that classes will not cover all aspects of the readings; you are responsible for knowing the content of the readings even if they are not covered in class. I reserve the right to make changes in the schedule of topics and/or activities in light of unforeseen events and/or to adjust to conditions on Semester at Sea.

Depart Tokyo, Japan — January 5

A1—January 7: Introduction to the Course, and Defining “Abnormality”
Introduction of the professor and students and a review of the syllabus, including course learning objectives, course requirements, readings, field assignments, and the field class.

A2—January 9: Historical and Cultural Perspectives
Definition of “abnormal” across history and cultures. Emphasis placed on mental health in China.
- Chapter 1, Essentials of Abnormal Psychology
- Introduction, Crazy Like Us

Shanghai, China — January 11-16

A3—January 17: Models of Abnormality
Exploration of integrative factors and etiological theories that contribute to and maintain psychopathology
- Chapter 2, Essentials of Abnormality

A4—January 19: Assessment and Diagnosis
Examination of the DSM 5 diagnostic system and the ICD-10. Emphasis on how culture influences diagnostic process.
- Chapter 3 (part), Essentials of Abnormality
A5—January 21: Anxiety Disorders
Discussion of anxiety disorders, including phobias, Generalized Anxiety Disorder, and Panic Disorder. Applications made to mental health in Vietnam.

- Chapter 4, Essentials of Abnormality

**Ho Chi Minh City, Vietnam — January 23-28**

A6—January 29: Trauma
Exploration of the impact of stress and trauma on mental health.


A7—January 31: EXAM 1

**Surabaya, Indonesia — February 1-5**

**Community Programming — February 6 (No Class)**

A8—February 8: Conversion Disorder and Dissociative Disorders
Examination of Conversion Disorder and Dissociative Identity Disorder. Includes discussion of cultural differences in the somatization of psychological symptoms, as well as discussion of some “culture-specific” syndromes, such as Dhat Syndrome in India.

- Chapter 5 (part), Essentials of Abnormality

A9—February 10: Field Study preparation
Emphasis placed on Indian perspectives on wellness, abnormality, and culturally appropriate interventions.


**Cochin, India — February 12-17: Field Class**
**A10—February 18** Review of Field class experience

**A11—February 20**: Depressive and Bipolar Disorders
Overview of the major mood disorders, such as Major Depressive Disorder and Bipolar Disorder
- Chapter 6, Essentials in Abnormality

**A12—February 22**: Depression and suicide across culture

**Port Louis, Mauritius — February 23**

**A13—February 25**: Eating Disorders
A review of the major eating disorders, including Bulimia Nervosa, Anorexia Nervosa, and Binge-Eating Disorder. Includes rise in non-Western cultures and whether they should be considered a culture-specific syndrome.
- Chapter 8 (part), Essentials in Abnormal Psychology

**A14—February 27**: South Africa
Class discussion of South African perspectives on wellness, abnormality, disorders and culturally appropriate interventions.
- **FIELD CLASS PAPER DUE**

**A15—March 1: EXAM 2**
Cape Town, South Africa — March 2-7

A16—March 9: Gender Dysphoria
Discussion of Gender Dysphoria. Includes discussion of how views on homosexuality and transgender issues have changed over time in the United States and compare/contrast this with how they are viewed in other cultures.

- Chapter 9 (part), Essentials in Abnormal Psychology

A17—March 11: Substance Use Disorders
Exploration of the major categories of substances associated with abuse, as well as the symptoms associated with abuse, addiction, tolerance, and withdrawal. Includes a discussion of different treatment approaches, including a contrast between the criminal justice model used in the United States, the no tolerance model in countries like Singapore, and the public health model used in countries such as the Netherlands.

- Chapter 10, Essentials in Abnormal Psychology

Jamestown, St. Helena (UK) — March 12

A18—March 14: Personality Disorders
Overview of the major categories of personality disturbance, such as Borderline, Narcissistic, and Schizoid Personality Disorders. Emphasis on which personality characteristics are valued in different cultures.

- Chapter 11, Essentials in Abnormal Psychology

A19—March 16: Brazil
Class discussion of Brazilian perspectives on wellness, abnormality, disorders and culturally appropriate interventions.


Salvador, Brazil — March 18-23

A20—March 24: Schizophrenia
Description of the categories of psychotic symptoms.

- Chapter 12, Essentials in Abnormal Psychology
A21—March 26: Schizophrenia in a cultural context.

*Community Programming — March 28*

A22—March 29: Ethics and Law
Introduction to the Ethics Code of the American Psychological Association, as well as major laws governing mental health treatment and practice. Includes discussion of the relevance of these codes and laws across cultures.
- Chapter 14, Essentials in Abnormal Psychology

A23—March 31: Morocco and REFLECTION PRESENTATIONS
Class discussion of Moroccan perspectives on wellness, abnormality, disorders and culturally appropriate interventions.

*Casablanca, Morocco — April 2-7*

A24—April 8: REFLECTION PRESENTATIONS

*LaCoruna, Spain — April 10-14*

*Study Day / Global Studies Exam — April 15 (No Class)*

A25—April 16: EXAM 3

*Arrive Amsterdam, The Netherlands — April 20*

**FIELD WORK**

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

**Field Class & Assignment**
[Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the Spring 2021 Courses and Field Class page when available.]

This field class will give insight into the practice and experience of psychological approaches
practiced in India. Emphasis will be placed on mindfulness, including an experiential opportunity to learn meditation and yoga. We will also hopefully have an opportunity to talk to therapists about the range of therapeutic interventions used in India and the issues that mental health providers face in this region.

Learning Objectives:

1. Learn the basic principles of therapeutic interventions used in India
2. Gain direct experience with mindfulness and meditation
3. Identify the prominent mental health issues in India and understand how these clinical presentations are treated

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

The field class assignment will be worth about 25% of your final grade. You are required to attend the field class and be an active participant in the experience. After the field class, you will be required to write a report, which must be typed, double-spaced, and include:

1. A summary of the experience, highlighting your personal observations (up to 1 page).
2. Application of course concepts (from lectures, class discussions, assigned readings, etc.) to address the following questions (2-3 pages):
   - How is mental health defined in this context?
   - What are the prominent mental health issues and how are they treated?
   - What is mindfulness? How is mindfulness integrated into therapeutic interventions?
   - How has mindfulness changed and been applied for clinical psychology compared to its origins in Buddhism?
   - Which disorders are most effectively treated with a mindfulness based therapy?

Independent Field Assignments:

The Independent Field Assignment will be a comparative port journal and presentation, which will be worth about 15% of your final grade.

Part 1: Reflective Field Journals
The first part of the assignment will entail a reflective field journal. Specifically, over the course of the semester students will write about experiences they had in port and connect it with topics and readings from class. The purpose of field journals is to facilitate attentiveness and a “close reading” of the cultural context. Below are some possible field journal prompts.

- Abnormal behavior is often revealed in part through behaviors that imply personal distress or deviance from cultural standards of behavior. In contrast, normal behavior involves finding a good “fit” with a culture, its norms, its valued belief systems, and its institutions. Based on your observations, what does “normal” appear to look like in this culture? What are some major cultural expectations of behavior? What types of violations of behavior are likely to set a person apart and raise questions about
their coping capacities?

- Traumatic events are frequent triggers of distress and often tax one’s abilities to cope. In this cultural context, what experiences, oppressions, and traumas are likely to trigger distress? What types of healing options are likely to be consulted and why?
- What are some of the norms for expressing emotion and distress within this context? What violations of these norms would be indicative of distress?
- Cultures vary in their tolerance for “deviant” responses to the environment. To what degree are expectations or rules of behavior flexible or rigid? What are the consequences?

In addition to writing reflections based on above prompts, students will gather visual, auditory or other materials (e.g. interviews, billboards, advertisements, newspaper clippings and other cultural artifacts and objects, etc.) to support observations. The use of photos are strongly encouraged, but please follow the guidelines set by Semester at Sea to ensure that you don’t invade anyone’s privacy or endanger yourself or others.

Part 2: Small Group Presentations
The second part of the Independent Field Assignment will involve small group presentations. Presentations should be about 10 minutes and must include:

- A comparative port assessment (at least 2 ports) that includes specific examples and supporting evidence. Presentations must also incorporate concepts covered in lectures, class discussions, and the readings.
- Citations for written resources and information on the in-port data gathering methods used (e.g., interviews, observations, etc.).

METHODS OF EVALUATION

3 Exams = 300 points
Field class participation and paper = 120 points
Small Group Comparative Port Presentation = 60 points
Class attendance /participation= 20 points

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>93-96%: A</td>
<td>83-86%: B</td>
<td>70-76%: C</td>
<td></td>
</tr>
<tr>
<td>90-92%: A-</td>
<td>80-82%: B-</td>
<td>60-69%: D</td>
<td></td>
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ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students’ home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the Courses and Field Classes page no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

RESERVE BOOKS FOR THE LIBRARY

AUTHOR: Watters, E.
TITLE: Crazy Like Us: The Globalization of the American Psyche
PUBLISHER: Free Press
ISBN #: 978-1465-8709-5 (chose Kindle or ebook edition)
DATE/EDITION: 2011

FILMS

There will be several short video clips shown in class. None will need to be on reserve.

ELECTRONIC COURSE MATERIALS

AUTHOR: Watters, E.
ARTICLE/CHAPTER TITLE: Introduction
JOURNAL/BOOK TITLE: Crazy Like Us: The Globalization of the American Psyche
VOLUME: N/A
DATE: 2011
PAGES: 1-9

AUTHOR: Laher, S.
ARTICLE/CHAPTER TITLE: An overview of illness conceptualizations in African, Hindu, and Islamic traditions: towards cultural competence.
JOURNAL/BOOK TITLE: South African Journal of Psychology
VOLUME: 44
DATE: 2014
PAGES: 191-204.

AUTHOR: Wylie, M. S.
ARTICLE/CHAPTER TITLE: The book we love to hate: Why DSM-5 makes nobody happy
JOURNAL/BOOK TITLE: Psychotherapy Networker
VOLUME: 38 (2)
DATE: 2014
PAGES: 28-35.

AUTHOR: Nguyen, H.
ARTICLE/CHAPTER TITLE: Buddhism-based exorcism and spirit-calling as a form of healing for mental problems: Stories from Vietnam.
JOURNAL/BOOK TITLE: Journal of Religion & Spirituality in Social Work: Social Thought
VOLUME: 33
DATE: 2014

AUTHOR: Wessells, M. G.
ARTICLE/CHAPTER TITLE: Do no harm: Toward contextually appropriate psychosocial support in international emergencies.
JOURNAL/BOOK TITLE: American Psychologist
VOLUME: 64
DATE: 2009
PAGES: 842-854
AUTHOR: Agger, I.
ARTICLE/CHAPTER TITLE: Calming the mind: Healing after mass atrocity in Cambodia
JOURNAL/BOOK TITLE: Transcultural Psychiatry
VOLUME: 52
DATE: 2015
PAGES: 543-560

AUTHOR: Griffiths, M.
ARTICLE/CHAPTER TITLE: Dhat syndrome explained
JOURNAL/BOOK TITLE: Psychology Today blog
VOLUME: N/A
DATE: 2015, October 22
PAGES: N/A

AUTHOR: Weaver, L. J
ARTICLE/CHAPTER TITLE: Tension among women in North India: An idiom of distress and a cultural syndrome.
JOURNAL/BOOK TITLE: Culture, Medicine, and Psychiatry
VOLUME: 41
DATE: 2017
PAGES: 35-55

AUTHOR: Sood, A.
ARTICLE/CHAPTER TITLE: The global mental health movement and its impact on traditional healing in India: A case study of the Balaji temple in Rajasthan
JOURNAL/BOOK TITLE: Transcultural Psychiatry
VOLUME: 53
DATE: 2016
PAGES: 766-782

AUTHOR: Ranganathan, S.
ARTICLE/CHAPTER TITLE: A space to “eat, trance, and sleep”: the healing power of Mahanubhav temples in Maharashtra (India).
JOURNAL/BOOK TITLE: Mental Health, Religion, and Culture
VOLUME: 18
DATE: 2015
PAGES: 185-195.

AUTHOR: Kirmayer, L. J.
ARTICLE/CHAPTER TITLE: Mindfulness in cultural context.
JOURNAL/BOOK TITLE: Transcultural Psychiatry
VOLUME: 52
DATE: 2015
PAGES: 447-469.

AUTHOR: Clay, R. A
ARTICLE/CHAPTER TITLE: An indigenized psychology. Psychologists in India blend Indian traditions and Western psychology.
JOURNAL/BOOK TITLE: Monitor on Psychology
VOLUME: 33 (5)
DATE: 2002
PAGES: N/A

AUTHOR: Avasthi, A., Kate, N., & Gorver, S.
ARTICLE/CHAPTER TITLE: Indianization of psychiatry utilizing Indian mental concepts
JOURNAL/BOOK TITLE: Indian Journal of Psychiatry
VOLUME: 55
DATE: 2013
PAGES: S136-S144

AUTHOR: Clay, R. A.
ARTICLE/CHAPTER TITLE: The cultural distinctions in whether, when and how people engage in suicidal behavior.
JOURNAL/BOOK TITLE: Monitor on Psychology
VOLUME:
DATE: 2018, June
PAGES: 28-35.

AUTHOR: Bundhoo, H.Y. & Bhowon, U.
ARTICLE/CHAPTER TITLE: Depression-related distress in Mauritian and South African adolescent girls: An exploratory investigation
JOURNAL/BOOK TITLE: Psychological Reports
VOLUME: 107 (1)
DATE: 2010
PAGES: 87-94.

AUTHOR: Szabo, C.B. & Allwood, C.W.
ARTICLE/CHAPTER TITLE: A cross-cultural study of eating attitudes in adolescent South African females.
JOURNAL/BOOK TITLE: World Psychiatry
VOLUME: 3(1)
DATE: 2004
PAGES: 41-44.

AUTHOR:
ARTICLE/CHAPTER TITLE: Human Rights Watch: New health guidelines propel transgender rights
VOLUME:
DATE: May 27, 2019
PAGES:
ARTICLE/CHAPTER TITLE: Poor peer relations predict parent- and self-reported behavioral and emotional problems of adolescents with gender dysphoria: a cross-national, cross-clinic comparative analysis.
JOURNAL/BOOK TITLE: European Child & Adolescent Psychiatry
VOLUME: 25 (6)
DATE: 2016
PAGES: 579–588.

AUTHOR: Clay, R. A.
ARTICLE/CHAPTER TITLE: Decolonizing psychology in South Africa
JOURNAL/BOOK TITLE: Monitor on Psychology
VOLUME: 48(10)
DATE: 2017, November
PAGES: 28

AUTHOR: Dingfelder, S.
ARTICLE/CHAPTER TITLE: South Africa’s shameful past and hopeful future.
JOURNAL/BOOK TITLE: Monitor on Psychology
VOLUME: 44
DATE: 2013
PAGES: 32

AUTHOR: Ratele, K.
ARTICLE/CHAPTER TITLE: Frequently asked questions about African psychology.
JOURNAL/BOOK TITLE: South African Journal of Psychology
VOLUME: 47
DATE: 2017
PAGES: 273-279.

AUTHOR: Long, W.
ARTICLE/CHAPTER TITLE: On the Africanization of psychology
JOURNAL/BOOK TITLE: South African Journal of Psychology
VOLUME: 46
DATE: 2016
PAGES: 429-431.

AUTHOR: VanDyk, G. A. J., & Nefale, M. C.
ARTICLE/CHAPTER TITLE: The split-ego experience of Africans: Ubuntu therapy as a healing alternative.
JOURNAL/BOOK TITLE: Journal of Psychotherapy Integration
VOLUME: 15
DATE: 2005
PAGES: 48-66.

AUTHOR: Ponde, M.P., Freire, A.C., Mendonca, M.S.
ARTICLE/CHAPTER TITLE: The prevalence of mental disorders in prisoners in the city of Salvador, Bahia, Brazil.
JOURNAL/BOOK TITLE: Journal of Forensic Sciences
VOLUME: 56(3),
DATE: 2011
PAGES: 679-682.

AUTHOR:
ARTICLE/CHAPTER TITLE: Mental health Atlas country profile 2017
JOURNAL/BOOK TITLE: https://www.who.int/mental_health/evidence/atlas/profiles-2017/BRA.pdf?ua=1
VOLUME: 
DATE: 2017
PAGES:

AUTHOR: Islam, F., & Campbell, R. A.
ARTICLE/CHAPTER TITLE: “Satan has afflicted me!” Jinn-possession and mental illness in the Qur’an.
JOURNAL/BOOK TITLE: Journal of Religion and Health
VOLUME: 53
DATE: 2014
PAGES: 229-243.

AUTHOR: Laroi, F. et al.
ARTICLE/CHAPTER TITLE: Culture and hallucinations: Overview and future directions.
JOURNAL/BOOK TITLE: Schizophrenia Bulletin
VOLUME: 40
DATE: 2014
PAGES: S213-S220

AUTHOR: Keshaavarzi, H., & Haque, A.
ARTICLE/CHAPTER TITLE: Outlining a psychotherapy model for enhancing Muslim mental health within an Islamic context
JOURNAL/BOOK TITLE: The International Journal for the Psychology of Religion
VOLUME: 23
DATE: 2014
PAGES: 230-249.

AUTHOR:
ARTICLE/CHAPTER TITLE: Mental health Atlas country profile 2017
JOURNAL/BOOK TITLE: https://www.who.int/mental_health/evidence/atlas/profiles-2017/MAR.pdf?ua=1
VOLUME: 
DATE: 2017
PAGES:
ADDITIONAL RESOURCES

None