

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 23
Discipline:	Psychology
Course Number and Title:	PSY 320 Abnormal Psychology
Division:	Upper
Faculty Name:	Lori Barker
Semester Credit Hours:	3

Prerequisites: One (1) lower division general psychology course

COURSE DESCRIPTION

Have you ever wondered what the difference is between normal, everyday problems and a serious mental disorder? About the difference between mental health and mental illness? About how these definitions and boundaries differ between cultures? If so, Abnormal Psychology is the class for you.

Abnormal psychology studies unusual patterns of behavior, cognition, and affect. This class will focus on the major mental disorders described in the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM 5). Categories covered include, but are not limited to, mood disorders, anxiety disorders, psychotic disorders, personality disorders, somatoform disorders, dissociative disorders, and child/adolescent disorders. This includes the symptoms of each disorder and the influence of factors such as culture, race, ethnicity, gender, socioeconomic status, and age. Possible causes and common treatments will also be discussed, as well as various definitions of mental health and mental illness and how these differ across cultures. The course will examine culture and the DSM, including the DSM as a cultural document, how the DSM attempts to address culture, the appropriateness of using the DSM across cultures, and comparison/contrast with other diagnostic systems, such as the International Classification of Diseases, 10th Edition (ICD-10).

LEARNING OBJECTIVES

Upon completion of the course, students should be able to:

1. Demonstrate knowledge of the symptoms associated with major categories of abnormal behavior;
2. Demonstrate knowledge of the underlying causes, associated symptoms, and treatment of abnormal behavior, and make comparisons of these across cultures;
3. Identify and describe the major theories related to abnormal behavior, including historical development, relevant research findings, similarities and differences among them, and their relative strengths and weaknesses;

4. Demonstrate awareness of the criteria for differentiation between abnormality and normality, and cultural influences in these definitions;
5. Discuss cultural factors that influence experience, expression, diagnosis, and treatment of abnormal behavior;
6. Demonstrate enhanced critical thinking skills, especially with respect to the interpretation and application of theory and research in abnormal behavior across cultures.

REQUIRED TEXTBOOKS

AUTHOR: David Sue, Derald Sue, Diane M. Sue, Stanley Sue

TITLE: Understanding Abnormal Behavior

PUBLISHER: Cengage

ISBN: 978-0-357-36521-2

DATE/EDITION: 2022, 12th Edition

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

Remember a keyword on Semester at Sea is “flexibility.” Therefore, this is a tentative class schedule which may be adjusted as the voyage progresses.

1: Introduction to the Course: What is Abnormal Psychology? (Sue, Ch. 1)

Introduction of the professor and students and overview of the course, including a review of SAS Community values, course learning objectives, course requirements, readings, the Field Class, and Comparative Experiential Projects. Brief introduction the field of Abnormal Psychology.

2: Abnormal Psychology: Cultural, Historical, and Contemporary Perspectives (Sue, Ch. 1 cont.)

Definitions of mental health versus mental illness and how these have varied throughout history and across cultures

3: Understanding and Treating Mental Disorders: The Biopsychosocial Model (Sue, Ch. 2)

Overview of the biological, cognitive-affective, social interpersonal, social institutional and cultural factors that influence mental health and mental illness. Overview of different approaches to treating mental illness and the cultural appropriateness of these intervention strategies.

4: Assessment, Diagnosis, and Classification of Mental Disorders: American vs. International Perspectives (Sue, Ch. 3)

Overview of the DSM 5 diagnostic system, the ICD-10, and other international classification systems. Includes discussion of how culture is addressed in these systems and how culture influences diagnosis.

5: Research Methods in Abnormal Psychology (Sue, Ch. 4)

Description of traditional methods of scientific inquiry in the field of psychology and the appropriateness of these methods when studying cultural phenomena. Includes additional research methods used in cross-cultural research.

6: Anxiety, Obsessive-Compulsive, and Related Disorders (Sue, Ch. 5)

Overview of anxiety disorders, including phobias, Generalized Anxiety Disorder, and Panic Disorder. Also includes other anxiety-related disorders, such as Obsessive-Compulsive Disorder and hoarding, as well as discussion of some “culture-specific” syndromes, such as “brain fog” in West Africa.

7: Exam # 1

8: Trauma- and Stressor-Related Disorders (Sue, Ch. 6)

Discussion of the impact of stress and trauma on mental health. Includes a discussion of PTSD as a response to war, genocide, natural disaster, etc.

9: Somatic Symptom and Dissociative Disorders (Sue, Ch. 7)

Overview of Somatic Symptom and Dissociative Disorders, such as Illness Anxiety Disorder, 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.

10: Depressive and Bipolar Disorders (Sue, Ch. 8)

Overview of the major mood disorders, such as Major Depressive Disorder and Bipolar Disorder. Includes discussion of how symptoms of these mood disorders may vary between cultures.

11: Suicide (Sue, Ch. 9)

Description of the signs, symptoms, and methods of prevention for suicide. Comparison of prevalence rates across age, gender, race, and culture, as well as discussion of how suicide is perceived across cultures.

12: Exam # 2

13: Taking stock—reflections on in-country experiences and topics covered thus far in the course.

14: Eating Disorders (Sue, Ch. 10)

Overview of the major eating disorders, including Bulimia Nervosa, Anorexia Nervosa, and Binge-Eating Disorder. Includes a comparison of prevalence rates in eating disorders across cultures, including their rise in non-Western cultures and whether they should be considered a culture-specific syndrome.

15: Substance-Related and Other Addictive Disorders (Sue, Ch. 11)

Overview 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 and the public health model used in countries such as Portugal.

16: Schizophrenia Spectrum Disorders (Sue, Ch. 12)

Description of the categories of psychotic symptoms and the different types of Schizophrenia. Includes a discussion of differing cultural perspectives on psychotic symptoms, and a discussion of culture bound syndromes, such as Bouffee Delirante from West Africa.

17: Neurocognitive and Sleep-Wake Disorders (Sue, Ch. 13)

Introduction to neurocognitive functioning, as well as the symptoms and causes of various neurocognitive disorders. Includes discussion of how attitudes toward aging differ between cultures (e.g., respect for elders in African cultures vs. devaluing of the elderly in U.S. culture).

18: Exam # 3

19: Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders (Sue, Ch. 14)

Overview of the sexual dysfunctions and disorders. Includes discussion of how views on homosexuality and transgender have changed over time in the United States and compare/contrast this with how they are viewed in other cultures.

20: Personality Psychopathology (Sue, Ch. 15)

Overview of the major categories of personality disturbance, such as Antisocial, Borderline, Narcissistic, and Schizoid Personality Disorders.

21: Personality Psychopathology (cont.) (Sue, Ch. 15)

Continued overview of the major categories of personality disturbance, along with discussion of the “cult of personality” and how different personality characteristics are valued in different cultures.

22: Disorders of Childhood and Adolescence (Sue, Ch. 16)

Overview of disorders typically diagnosed in childhood and adolescence. Includes a discussion of how childhood is defined and perceived in different cultures, and integration with students’ observations of children in port. Also includes discussion of poverty, trauma, war, etc., children in orphanages/institutions, and the impact these factors have on their mental health.

23: Law and Ethics in Abnormal Psychology (Sue, Ch. 17)

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.

****CEP Reflection Papers Due****

24: Exam # 4

25: Course Wrap-Up

Closing discussion on Abnormal Psychology around the world, including final thoughts on culture, mental health, and mental illness.

Disembarkation Day – 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 a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

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.

Field Classes constitute 20% of the contact hours for each course.

Field Class Title: Cross-Cultural Comparisons of Mental Health, Mental Illness, and Treatment

Outcomes: Outcomes for the Field Class correspond with the following course learning objectives (described above):

- #2. Demonstrate knowledge of the underlying causes, associated symptoms, and treatment of abnormal behavior, and make comparisons of these across cultures.
- #4. Demonstrate awareness of the criteria for differentiation between abnormality and normality, and cultural influences in these definitions.
- #5. Discuss cultural factors that influence experience, expression, diagnosis, and treatment of abnormal behavior.
- #6. Demonstrate enhanced critical thinking skills, especially with respect to the interpretation and application of theory and research in abnormal behavior across cultures.

Activities: Proposed Field Class activities include:

- Visit to a local mental health facility (e.g., hospital or clinic)
- Visit with students and faculty at a local university that has a graduate (masters or Ph.D.) program in psychology
- Visit a social service agency or NGO that has programs which serve the community (e.g., orphanage, drug treatment center, homeless shelter, women's services, children's services, elderly services)
- Visit to a center that teaches skills related to mental health (e.g., mindfulness, meditation, yoga).

Assessment:

Participation in the Field class will be assessed through attendance, participation, and a reflection paper.

Attendance and Participation: As stated above, attendance is mandatory for all Field Classes. That means you must attend the entire Field Class from the pre-departure meeting on the ship through the post-departure de-briefing at the end of the trip. In addition, during the Field Class you must ask at least one substantive question of one of the local leaders or hosts in order to receive full credit.

Field Class Reflection Paper: In this assignment, students will be required to write a reflection paper based on their observations and experiences during the Field Class. This assignment will be due approximately one week after the Field Class. In this assignment, students will be required to:

- 1) Describe what they specifically observed and/or did during the Field Class. This should be more personal than just what the entire class did. For example, if it was a university visit and they had a conversation with a local student, they should describe that conversation.
- 2) Explain what they learned from what they observed and experienced during the Field Class. Students should reflect on new insights and understandings they gained.
- 3) Connect their field class observations and experiences to specific topics and concepts from the course. For example, if it was a university visit and they had a conversation with a local student, they could ask that student about local beliefs regarding mental illness and in the paper make comparisons and contrasts between these local beliefs and those in the U.S. that we talked about in class.
- 4) The paper must be typed, double-spaced, with a maximum of 4 pages.
- 5) Papers must be turned in online on Moodle by the due date.

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

Students will have a choice between the following CEPs. For each option, they will need to include at least 3 different countries in their reflections.

Option 1: Compare and contrast definitions of mental health and mental illness across cultures. For this project students can have conversations with locals in country (e.g., university students, tour guides) and ask questions regarding attitudes about mental health and mental illness.

Option 2: Compare and contrast approaches to mental health treatment across cultures. In other words, if someone in that culture has a mental health issue, how is that typically handled? What are the options? Students can either ask questions about this during conversations with locals or can conduct research about this while in country (e.g. look up local treatment facilities online).

Option 3: Observe signs of mental illness across cultures. Students from the U.S. are likely familiar with observing signs and symptoms of mental illness, either in themselves or others, such as in the homeless population, in their families, amongst their peers, on shows and in films. For this option, students can observe behaviors of people they encounter in their travels and draw hypotheses about what mental health issues those people might be facing.

CEP Reflection Paper: Toward the end of the voyage students will be required to turn in a 3-page maximum paper where, based on which option they choose, they describe specific similarities and/or differences between the information they gathered on 1) definitions of mental health and mental illness, 2) treatment of mental disorders, or 3) signs and symptoms of mental disorders. Due Date: Day 23

METHODS OF EVALUATION

Grades will be based on four midterm exams, one Field Class Reflection Paper, and one Comparative Experiential Project Reflection Paper. Exams will cover material from each section of the course. In other words, each exam will cover only the material since the previous one. There will be no cumulative final exam. Each exam will consist of multiple-choice questions that cover material from the text, lectures, class discussions, class activities, films, and videos. Please note the exam dates in the schedule. Other assignments are described above. Here is a summary of the assignments, points, and percentage of grade values:

Midterm Exams (4 at 50 points each)	= 200 pts. (67%)
Field Class Attendance and Participation	= 10 pts. (3%)
Field Class Reflection Paper	= 50 pts. (17%)
Comparative Experiential Project Reflection Paper	= 40 pts. (13%)
Total Points Possible	= 300 pts.

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 academic partner institution).

There are a total 300 points in the course. Letter grades are assigned as follows:

A+ = 291-300	B+ = 261-269	C+ = 231-239	F = 0=179
A = 279-290	B = 249-260	C = 210-230	
A- = 270-278	B- = 240-248	D = 180-209	

These point ranges correspond to the scale below. Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

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.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

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 their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal 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: Mio, J.S., Barker, L.A., Domenech Rodriguez, M. M., & Gonzalez, J.
TITLE: Multicultural Psychology: Understanding Our Diverse Communities
PUBLISHER: Oxford University Press
ISBN #: 978-0-19-085495-9
DATE/EDITION: 2020, 5th Edition

AUTHOR: American Psychiatric Association
TITLE: Diagnostic and Statistical Manual of Mental Disorders
PUBLISHER: American Psychiatric Association
ISBN: 0890425558
DATE/EDITION: 2013, 5th Edition

AUTHOR: Watters, E.
TITLE: Crazy Like Us: The Globalization of the American Psyche
PUBLISHER: Free Press
ISBN: 978-1416587095
DATE/EDITION: 2011

FILMS

None

ELECTRONIC COURSE MATERIALS

None