

Semester at Sea, Course Syllabus
Colorado State University, Academic Partner

Voyage: Spring 2017
Discipline: Psychology
Course Number and Title: PSY 320 Abnormal Psychology
Division: Upper
Faculty Name: Lori Barker
Semester Credit Hours: 3
Meeting Time: B Days, 10:40 – 12:00

Prerequisites: One general psychology course

COURSE DESCRIPTION

This course is an overview of the field of abnormal psychology, which studies unusual patterns of behavior, cognition, and affect. The focus is on the major mental disorders as described in the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM 5). The diagnostic categories covered include, but are not limited to, mood disorders, anxiety disorders, psychotic disorders, personality disorders, somatoform disorders, dissociative disorders, and child/adolescent disorders. The course will primarily focus on descriptions of the mental disorders, including diagnostic criteria and how factors such as culture, race, ethnicity, gender, and age influence each disorder. Possible causes and common treatments will also be discussed. Various definitions of mental health and mental illness will be presented and how these differ across cultures. The course will cover 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: Sue, D., Sue, D.W, Sue, D. M., & S. Sue
TITLE: Essentials of Understanding Abnormal Behavior
PUBLISHER: Cengage Learning
ISBN #: 1305639995
DATE/EDITION: 2016, 3rd Edition

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

TOPICAL OUTLINE OF COURSE

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

Depart Ensenada—January 5

B1—January 8: Introduction to the Course: What is Abnormal Psychology? (Sue, Ch. 1)
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. Brief introduction the field of Abnormal Psychology.

B2— January 10: Abnormal Psychology: Cultural, Historical, and Contemporary Perspectives (Sue, Ch. 1; Watters, Introduction)
Definitions of mental health versus mental illness and how these have varied throughout history and across cultures.

Honolulu—January 12

B3— January 13: Understanding and Treating Mental Disorders: The Biopsychosocial Model (Sue, Ch. 2; Read internet articles “Mindfulness” and “What is Mindfulness”)
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.

B4—January 15: Research Methods in Abnormal Psychology (Sue, Ch. 3)
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.

B5—January 18: 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.

Hawaii Field Journal Due

No class January 19

B6—January 21: Neurocognitive Disorders (Sue, Ch. 12)

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 Asian and African cultures vs. devaluing of the elderly in U.S. culture).

B7—January 23: Exam # 1

Kobe – January 24-28

B8—January 30: Disorders of Childhood and Adolescence (Sue, Ch. 15; McCall & Groark article)

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.

Shanghai – January 31 – February 9

B9—February 7:

Anxiety, Obsessive-Compulsive, and Related Disorders (Sue, Ch. 4)

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 and Taijin Kyofushu in Japan.

Japan and China Field Journals Due

B10—February 9: Trauma- and Stressor-Related Disorders (Sue, Ch. 5; Watters, Ch. 2; Kinney article; Naparstek article)

Discussion of the impact of stress and trauma on mental health. Includes a discussion of PTSD in U.S. Veterans versus PTSD in survivors of war and other traumas/disasters in the countries on the itinerary.

Ho Chi Minh City – February 10-14

B11— February 16: Somatic Symptom and Dissociative Disorders (Sue, Ch. 6)

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 Shenkui in China, and Dhat Syndrome in India.

****Vietnam Field Journals Due****

No Class—February 17

B12— February 19: Exam # 2

Yangon – February 20-24

B13— February 26: Taking stock—reflections on in-country experiences and topics covered thus far in the course.

B14—February 28: Depressive and Bipolar Disorders (Sue, Ch. 7)

Overview of the major mood disorders, such as Major Depressive Disorder and Bipolar Disorder. Includes discussion of the “culture-specific” syndrome Hikikomori in Japan.

****Burma Field Journals Due****

Cochin – March 1-6

B15— March 8: Suicide (Sue, Ch. 8; Watters, Ch. 4)

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.

No Class—March 9

B16—March 11: Eating Disorders (Sue, Ch. 9; Watters, Ch. 1)

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

****India Field Journals Due****

Mauritius—March 12

B17—March 14: Substance-Related and Other Addictive Disorders (Sue, Ch. 10)

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, the no tolerance model in countries like Singapore and Malaysia, and the public health model used in countries such as the Netherlands and Portugal.

No Class—March 15

B18—March 17: Exam # 3

Cape Town—March 19-24

B19—March 25: Schizophrenia Spectrum Disorders (Sue, Ch. 11; Watters, Ch. 3)
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, and Quigong Deviation in China.

B20—March 27: Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders (Sue, Ch. 13; Adamczyk et al. article)
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.

No Class—March 29

B21—March 30: Personality Psychopathology (Sue, Ch. 14)
Overview of the major categories of personality disturbance, such as Antisocial, Borderline, Narcissistic, and Schizoid Personality Disorders.
South Africa Field Journals Due

Tema - March 31-April 3

B22—April 5: Personality Psychopathology (cont.) (Sue, Ch. 14)
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.

B23—April 7: Law and Ethics in Abnormal Psychology (Sue, Ch. 16)
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.
** Ghana Field Journals Due**

B24—April 9: Course Wrap-Up (Watters, Conclusion)
Closing discussion on Abnormal Psychology around the world, including final thoughts on culture, mental health, and mental illness.

Study Day—April 10

Casablanca - April 11-14

B25 Final - April 16: Exam # 4
Morocco Field Journals Due

Arrive Hamburg—April 19

FIELD WORK

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 at least 20% of the contact hours for each course, and will be developed and led by the instructor.

Field Class and Assignment

The Field Class for this course will take place on Tuesday, January 24, in Kobe, Japan

Field Class Title: A Buddhist Approach to Happiness

Field Class Description:

Mindfulness is growing in popularity as an approach to mental health treatment. It is based on the principles of Buddhism, and these principles can be applied to developing and maintaining mental health. This field class will give insight into and experience with Zen Buddhism. In this field class we will visit Reverend Takafumi Kawakami of the Shunkoin Temple & Zen Center in Kyoto. The visit will include four components, of which the first two are the most important and will take up the brunt of our time. First, we will take a meditation class with Reverend Kawakami, in which we will have the opportunity to engage in guided meditation and also learn about Zen Buddhism. Second, we will have an opportunity to talk to Reverend Kawakami about how people attain life satisfaction and daily contentment – and how they learn to control temptation and desire – from a Zen Buddhist perspective. Third, we will have an opportunity to tour the temple to see what the experience is like for visitors as well as for priests. Finally, there will be an opportunity at the end of the visit for student discussion and reflection.

Field Class Objectives:

1. Learn the basic principles of Zen Buddhism
2. Gain direct experience with Buddhist meditation
3. Understand how Buddhist principles can be applied to mental health and treatment of mental disorders.

Field Class Assignment:

Due date: TBA

50 points

Maximum 4 pages, typed, double-spaced

Your field class assignment is to write a paper based on the experiences you had and the things you learned during our trip to the Buddhist temple. In your paper you must:

1. Compare and contrast American cultural beliefs regarding life satisfaction, success, contentment, happiness, suffering, desire, temptation, etc., with those of Zen Buddhism. Describe at least 3 similarities and or differences in these cultural belief systems.
2. Explain which perspective you agree with more and why.

3. Feel free to include personal experiences and observations from the field class and other times in your life to support your points.

Papers must be well-written and well-organized, with proper grammar, spelling, and punctuation.

Independent Field Assignments: Field Journals

Due Dates: See class schedule

5 at 10 points each

At least 1 full typed, double-spaced page

There are 10 countries on the itinerary. Therefore, there are 10 opportunities to turn in field journals; you are required to do 5. This gives you some flexibility in choosing the countries you write about. Due dates are typically the second class period after departure from a country (see class schedule). Journals are to be turned in, in person, by you (i.e., you may not have someone else turn in a field journal for you). No make-up field journals will be given and no field journals will be accepted outside of class.

Field journals are to be at least one full, typed, double-spaced page. The purpose of the field journals is to encourage integration of course material with experiences and observations in the various countries on the itinerary. In each field journal, write about an observation or experience you had and connect it with topics discussed in the class. Here are some examples:

- You might observe unusual behavior exhibited by someone in one of the countries. You could relate their behavior to specific symptoms of a mental disorder and speculate about whether they fit the criteria for that disorder.
- You might observe behaviors that in U.S. culture are considered abnormal, but in the host country are not out of the norm, and think about the reasons this might be so.
- You might also think about what factors—biological, cultural, social, and environmental—might contribute to behaviors observed in the different countries.

These are just a few examples intended to spark your ideas. Field journals are not hard, nor complicated. Remember, the main purpose is for you to share your thoughts and feelings regarding behaviors observed in the host countries and to connect these with concepts from the course.

METHODS OF EVALUATION / GRADING SCALE

Grades will be based on four midterm exams, independent field journals, and one field class report. 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 will 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. At the end of the semester your points from the four midterm exams (50 points each), five independent field journals (10 points each), and one field class report (50 points) will be totaled. There are a total 300 points in the course. Letter grades are assigned as follows:

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

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:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-90%: B+	77-80%: C+	Less than 60%:
93-97%: A	83-87%: B	70-77%: C	
90-93%: A-	80-83%: B-	60-70%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes is mandatory, but it is at the instructor's discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

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 memo from the student's home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than November 19, 2016 to academic@isevoyages.org.

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 AND FILMS FOR THE LIBRARY

AUTHOR: Mio, J.S., Barker, L.A., & Domenech Rodriguez, M. M.
TITLE: Multicultural Psychology: Understanding Our Diverse Communities
PUBLISHER: Oxford University Press
ISBN #: 0190460857
DATE/EDITION: 2016, 4th 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: Halgin, R. P.
TITLE: Taking Sides: Clashing Views in Abnormal Psychology
PUBLISHER: McGraw-Hill
ISBN: 1259176746
DATE/EDITION: 2014

AUTHOR: Barnhill, J.W. (Ed.)
TITLE: DSM 5 Clinical Cases
PUBLISHER: American Psychiatric Association
ISBN: 1585624632
DATE/EDITION: 2013, 1st Edition

ELECTRONIC COURSE MATERIALS

Some additional readings (e.g., book chapters, research articles) will be placed on the ship's Electronic Reserve Materials and assigned TBA throughout the voyage.

AUTHOR: Adamczyk, A., Kim, C., & Paradis, L.
ARTICLE/CHAPTER TITLE: Investigating differences in how the news media views homosexuality across nations: An analysis of the United States, South Africa, and Uganda
JOURNAL/BOOK TITLE: Sociological Forum
VOLUME: 30(4)
DATE: December 2015
PAGES: 1038-1058

AUTHOR: McCall, R. B., & Groark, C. J.
ARTICLE/CHAPTER TITLE: Research on institutionalized children: Implications for international child welfare practitioners and policymakers
JOURNAL/BOOK TITLE: International Perspectives in Psychology: Research, Practice, and Consultation
VOLUME: 4(2)
DATE: 2015
PAGES: 142-159

AUTHOR: Greater Good Science Center
ARTICLE/CHAPTER TITLE: Mindfulness
JOURNAL/BOOK TITLE:
VOLUME:
DATE:
PAGES: http://greatergood.berkeley.edu/topic/mindfulness/definition#what_is

AUTHOR: Mindfulnet.org
ARTICLE/CHAPTER TITLE: What is Mindfulness?
JOURNAL/BOOK TITLE:
VOLUME:
DATE:
PAGES: <http://www.mindfulnet.org/page2.htm>

AUTHOR: Kinney, Wayne
ARTICLE/CHAPTER TITLE: Comparing PTSD Among Returning War Veterans
JOURNAL/BOOK TITLE: Journal of Military and Veterans' Health
VOLUME: 20(3)
DATE: August 2012
PAGES: 21-13

AUTHOR: Naparstek, Belleruth
ARTICLE/CHAPTER TITLE: Returning Troops from Iraq and Afghanistan are Different from Our Vietnam Vets
JOURNAL/BOOK TITLE: The Huffington Post
VOLUME:
DATE: April 6, 2010 (Update November 17, 2011)
PAGES: http://www.huffingtonpost.com/belleruth-naparstek/returning-troops-from-ira_b_448924.html