

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Fall 2018
Discipline:	Psychology
Course Number and Title:	PSY 320 Abnormal Psychology
Division:	Upper
Faculty Name:	J. Scott Fraser
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 fundamental issues associated with behavioral, emotional and cognitive mental disorders. All major classes of mental disorders will be reviewed, with coverage of etiology, causes, symptoms, developmental course, intervention, and treatment. Material will be presented in an interdisciplinary and cross-cultural fashion, examining psychological, medical, social, and cultural aspects of what we term mental illness from both a dominant American cultural view, as well as from the perspective of various other cultures. Students will learn to think critically about and analyze issues around psychopathology, with the purpose of helping them develop an introductory but integrated understanding of mental disorders and their intervention and treatment. Some newer transdiagnostic and transtheoretical intervention approaches will also be discussed. We will also address diagnostic and statistical manuals and systems used now in the dominant US culture as well as those used internationally. A cross-cultural view of what we understand as normal and abnormal will pervade our discussion along with the potential dangers of imposing ethnocentric definitions and intervention approaches on other cultures.

LEARNING OBJECTIVES

Specific course objectives are for student to acquire a detailed knowledge of the following: the Diagnostic and Statistical Manual (DSM-V), the major categories of mental disorders with their diagnostic signs and symptoms, the prevailing biological, environmental, and developmental theories as to the origins of each major category of disorder, the supporting research (or the lack there of), and the current evidence for effective treatments or interventions. Given the international context of this course, additional objectives are: Students should appreciate the role environmental influences operating through biological predispositions make in the appearance of specific symptoms in a given culture. Students should also acquire knowledge of the way the Western medical model plays a major role in Asia and Africa but is also moderated by local cultural traditions. For example, case studies will be considered showing how Chinese assumptions about disease and treatment can

coexist in China's medical institutions and Japanese reluctance to think of mild depression as a serious problem until it was changed after Western pharmaceutical companies systematically promoted sales of anti-depression drugs. Finally, students should show some introductory ability to formulate the short and long-term causes of symptoms and dysfunction as described in illustrative case studies.

REQUIRED TEXTBOOKS

AUTHOR: Beidel, D.C., Bulik, C. M., and Stanley, M. A
TITLE: Abnormal Psychology
PUBLISHER: Pearson
ISBN #:978-0-205-96654-7
DATE/EDITION: 2014/3rd Edition

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

TOPICAL OUTLINE OF COURSE

Depart Hamburg, Germany – September 9

A1–September 11:

Introductory Comments: overview of conceptual terms and issues, cross-cultural similarities and differences, and history of psychopathology
Defining “Abnormality”. Organizing small groups & group exercises.

A2– September 13:

Cultural Differences and the Western Disease Model

Historical and Cultural Perspectives and the World Mental Health Surveys

Anticipate Spain

Readings: Text, Chapter 1,
Watters, Introduction,
WHO's Mental Health Atlas, Country Profile for Spain (Ship Intranet)

Barcelona, Spain – September 15-16

Valencia, Spain – September 17-18

A3–September 19:

Psychological Models of Abnormality, Research Methods in Abnormal Psychology; Cross Cultural Perspective, Treating Mental Health Problems

Reflections on Spain

Readings: Text, Chapter 2
Fraser, *Unifying Effective Psychotherapies*, Chapter 1 (Ship Intranet)
Group Presentation #1

A4— September 21:

**Assessment and Diagnosis: The American DSM and International ICD Taxonomies
Challenges in Assessment and Diagnosis, and Culture-Bound Syndromes**

Readings: Text, Chapter 3

Study Day — September 23: No Class

A5—September 24:

Anxiety Disorders,

“The Wave that Brought PTSD to Sri Lanka”

Readings: Text, Chapter 4

Waters, Chapter 1

Fraser, *Unifying Effective Psychotherapies*, Chapters 6 & 8 (Ship Intranet)

Group Presentation #2 & #3

A6—September 26:

Somatic Symptoms, Dissociative, and Factitious Disorders

Anticipate Ghana

Readings: Text, Chapter 5

Waters, Chapter 3, “The shifting mask of schizophrenia in Zanzibar”

WHO’s Mental Health Atlas, Country Profile for Ghana (Ship Intranet)

Tema, Ghana — September 27-28

Takoradi, Ghana — September 29-30

Community Programming — October 2: No Class

A7—October 3: EXAM #1 (Text 1-5, Waters 1 & 3)

A8— October 5:

Bipolar and Depressive Disorders

Discussion of Ghana & Anticipation of South Africa

Readings: Text, Chapter 6

WHO’s Mental Health Atlas, Country Profile for South Africa (Ship Intranet)

Fraser, *Unifying Effective Psychotherapies*, Chapters 7 (Ship Intranet)

Group Presentation #4

Cape Town, South Africa — October 7-12

A9—October 13:

Eating Disorders, Reflections on Cape Town

Follow-up discussion of Waters Chapter 1

Readings: Text, Chapter 7

A10—October 15:

Gender Dysphoria, Sexual Disorders

Readings: Text, Chapter 8
Fraser Chapter on “Brief Sex Therapy” (Ship Intranet)
Group Presentation #5

Study Day —October 16: No Class

A11—October 18:

Substance Disorders

Readings: Text, Chapter 9
WHO’s Mental Health Atlas, Country Profile for Mauritius & Madagascar (Ship Intranet)

Port Louis, Mauritius — October 19

Study Day —October 21: No Class

A12—October 22:

Schizophrenia and other psychotic disorders. (Dr. Tony D’Souza as guest lecturer)

Further reflections on “Schizophrenia in Zanzibar”

Readings: Text, Chapter 10
Fraser article on Paranoia (Ship Intranet)
WHO’s Mental Health Atlas, Country Profile for India (Ship Intranet)

Group Presentation #6

A13— October 24: EXAM #2 (Text, 6-10)

Cochin, India — October 25-30 FIELD CLASS

Depart Ship @ 1000
Return before 1900

Study Day —October 31: No Class

A14—November 2:

Personality Disorders, Reflections on India & Anticipation of Myanmar

Readings: Text: Chapter 11
WHO’s Mental Health Atlas, Country Profile for Myanmar (Ship Intranet)

Yangon, Myanmar — November 4-8

A15—November 9:

Aging and Neurocognitive Disorders, Reflections on Myanmar

Readings: Text, Chapter 13

Community Programming — November 11: No Class

A16—November 12:

Health Psychology

Readings: Text, Chapter 14

WHO's Mental Health Atlas, Country Profile for Vietnam (Ship Intranet)

Talen & Fraser Article, "Training primary Care Psychologists" (Ship Intranet)

Group Presentation #6

Ho Chi Minh City, Vietnam — November 14-18

A17—November 19:

Legal, Ethical, and Professional Issues

Reflections on Vietnam

Readings: Text, Chapter 15

Study Day — November 21: No Class

A18— November 22:

Disorders of Childhood and Adolescence, Anticipating China, The I-FAST model of intervention with at-risk youth and families in a cross-cultural context

Readings: Text, Chapter 12

WHO's Mental Health Atlas, Country Profile for China (Ship Intranet)

Fraser article, *Integrative families and systems treatment: A middle path towards integrating common and specific factors in evidence based family therapy*. (Ship Intranet) **Group Presentation #7**

Shanghai, China — November 24-29

A19—November 30:

Reflections on China & Anticipation of Japan

Readings: Waters, Chapter 4, "The Mega-Marketing of Depression in Japan"

WHO's Mental Health Atlas, Country Profile for Japan (Ship Intranet)

Kobe, Japan — December 2-6

A20— December 7:

Reflections on Japan

Psychotherapy for Mental Health Problems

Unification/Integration Models

Readings: Fraser, *Unifying Effective Psychotherapies*, Chapter 2 (Ship

Intranet)

Debate on Positivist vs Social Constructionist Views

A21—December 9:

Family System Problems and Treatment

Readings: Fraser, *Unifying Effective Psychotherapies*, Chapter 10 (Ship Intranet)

Group Presentation #8

A22—December 11:

Couples Problems and Therapy

Readings: Fraser, *Unifying Effective Psychotherapies*, Chapter 9 (Ship Intranet)

Group Presentation #9

Study Day — December 12: No Class (International Date Line Crossing (2 days))

A23—December 13:

Unifying Effective Psychotherapies: The PROCESS Model

Readings: Fraser, *Unifying Effective Psychotherapies*, Chapter 11 (Ship Intranet)

Psychotherapy DVD from the APA Psychotherapy Video Series with Dr. Fraser

A24— December 15:

Cultural Issues in Abnormality Revisited

Overview and Wrap-up

Readings: Waters, Conclusion, “The Global Economic Crisis, and the Future of Mental Illness”

Honolulu, Hawaii — December 16

Study Day — December 18: No Class

A25—December 19: Final Exam (Text 11-15, Waters, Chapter 4, & Conclusion)

Arrive San Diego, California — December 23

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.

The field class for this course is on Thursday, 25 October in Cochin, India.

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 are developed and led by the instructor.

Field Class Experience:

Country: Cochin, India

Title: Mental Health and Views of Psychopathology in India

Description: Meet with Father, Doctor Tony D'Souza in Cochin. As both a Jesuit priest and a clinical psychologist in India, Dr. D'Souza will present current views and challenges regarding psychopathology and mental health stigma and treatment in present day India. We will then to connect with a local mental health facility and practitioners in the area to visit and discuss current approaches.

Field Class Presentation Project: Before the field class takes place, we will prepare through in-class discussion and a general overview of mental health issues in India, how they are viewed in different parts of India, the role of stigma in choice of treatment, and who is sanctioned to treat as clinicians or faith-based healers. The Field Class Reflection/Presentation project will include a pre-port write-up of the student's questions, expectations, and goals for the experience. After the visit, students will create a reflective presentation (Power Point or approved alternative) in which they highlight their observations and document the answers to their questions. You are encouraged to be creative! The presentation should integrate the experience with course concepts from the semester thus far (including issues related to definitions of abnormality, diagnosis, treatment, stigma, etc.), and demonstrate how students have met the objectives below. Students will be encouraged to give their presentation to willing audiences during and after the voyage. The presentation project will be worth a total of 80 points, or 20% of the student's final grade.

Objectives:

- Learn about how mental health problems are expressed in India, and how they are similar and different from dominant US and/or DSM and ICD diagnosed disorders.
- Understand the role of social, cultural, and socio-economic factors as related to mental health services in different parts of India.
- Understand how cultural and religious factors influence the description, identification, and potential help offered for mental health problems in different areas of India.

Independent Field Assignments

Peer Teaching Assignment: Students will be divided into a set of small groups of equal size at the beginning of the course. Each group will be assigned a specific reading or set of readings which they will present to the class during the assigned class time matching the syllabus for that reading. Following presentation, the group will turn in a summary of their

presentation to the professor. This assignment is worth 40 points. Discussion Points: Be prepared to lead discussion on the assigned reading(s) on your assigned days.

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| a. Come prepared for discussion | 5 pts. |
| b. Provide a summary of the main points in the reading | 15 pts. |
| c. Apply the reading to personal or voyage experiences | 10 pts. |
| d. Be able to respond to questions | 5 pts. |
| e. Remain attentive during class discussion | <u>5 pt.</u> |
| f. Total points possible | 40 pts. |

(2) **Focused Reflection Journal:** During the voyage, students will be keeping a journal of responses to questions focused on applications of course material as related to port experiences and observations, class discussions, and the Semester at Sea experience in general. Before each new port and culture, you will be given one or more questions to answer in your journal. Typically, you will journal outside of class, but you may also be asked to bring your journal to class for in-class writing and/or a progress check. A portion of your grade will reflect timely progress on your journal entries. The focused reflection journal is worth 80 points. (Two pages each entry): In your own words, summarize what you have learned about the topic or question given in the particular port visited. Work is checked the day it is due for:

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|--|-----------------------|
| a. Critical analysis of reading or voyage experience | 3 pts. |
| b. Clearly written journal entry | 3 pts. |
| c. Page length met (two pages) | <u>2 pts.</u> |
| | 8 Pts. per port entry |

Total points

(10 total ports = 80 points max)

Movies and Mental Health: During the semester, each student group will choose one movie from the movie assignment list (see “Additional Library Resources” at the end of this syllabus) to watch outside of class. After seeing the movie, students will write a summary of the main character’s socio-cultural context, symptoms demonstrated in that context and the social implications of those symptoms in the said context, diagnosis (if appropriate), treatment or mitigating factors portrayed in the movie, a critique of Hollywood’s treatment of the issue, and a reaction from the perspective of a global traveler and scholar of “abnormal” behavior in cultural contexts. The summary should be 4-5 pages. This assignment is worth 20 points.

METHODS OF EVALUATION / GRADING SCALE

Grades in this course are based on the following assignments:

Three exams (3 x 60 points each, or 15% per exam)	180 (45% total)
Peer teaching assignment (Group Presentations)	40 (10%)
Field class presentation project	80 (20%)
Focused reflection journal	80 (20%)
Movie and mental health assignment	<u>20 (05%)</u>
Total points possible:	400

Grade Equivalents

A Excellent	90-100%, or 360-400 points
B Good	80-89%, or 320-359 points
C Satisfactory	70-79%, or 280-319 points
D Poor, but passing	60-69%, or 240-279 points
F Failure	59% or below, or 239 or fewer points

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+	87-89%: B+	77-79%: C+	Less than 60%:
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.

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 the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

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

Fraser, J. S., & Solovey, A. D. (2007). *Second-order change in psychotherapy: The golden thread that unifies effective therapies*. Washington, DC: APA Books.

Fraser, J. S., Grove, D., Lee, M. Y., Greene, G. J. & Solovey, A. (2014). *Integrative families and systems treatment (I-FAST): A strengths-based common factors approach*. New York: Oxford University Press.

Fraser, J. S. (Feb. 2018). *Unifying Effective Psychotherapies: Tracing the Process of Change*. Washington, DC: APA Books.

FILM REQUEST

DVDs on Reserve

Ordinary People
When a Man Loves a Woman
As Good as it Gets
Rain Man
A Beautiful Mind
Cake
King of Hearts
Memento
Rashomon
One Flew Over the Cuckoo's Nest
Days
King of Hearts

ELECTRONIC COURSE MATERIALS

World Health Organization's Mental Health Atlas, Country Profiles (2014):
http://www.who.int/mental_health/evidence/atlas/mental_health_atlas_2014/en/

Spain: http://www.who.int/mental_health/evidence/atlas/profiles-2014/esp.pdf?ua=1

Ghana: <http://psychologyinafrica.com/profiles/2013/6/23/ghana-mental-health-profile>

South Africa: <http://psychologyinafrica.com/profiles/2013/2/26/south-africa-mental-health-profile>

Mauritius: <http://psychologyinafrica.com/profiles/2013/1/22/mauritius-2005-mental-health-atlas>

India: http://www.who.int/mental_health/evidence/atlas/profiles/ind_mh_profile.pdf?ua=1

Viet Nam:
http://www.who.int/mental_health/evidence/atlas/profiles/vnm_mh_profile.pdf?ua=1

Myanmar:
http://www.who.int/mental_health/evidence/atlas/profiles/vnm_mh_profile.pdf?ua=1

China:
http://www.who.int/mental_health/evidence/atlas/profiles/chn_mh_profile.pdf?ua=1

Hong Kong:
http://www.who.int/mental_health/evidence/atlas/profiles/hkg_mh_profile.pdf?ua=1

Japan:
http://www.who.int/mental_health/evidence/atlas/profiles/jpn_mh_profile.pdf?ua=1

Fraser, J. S., & Solovey, A. D. (2018). The process of change in brief sex therapy, In S. Green and D. Flemons (Eds.), *Quickies: The handbook of brief sex therapy*. New York: W. W. Norton.

Fraser, J. S. (1996). Voices of wisdom: The reality of delusions and the usefulness of hallucinations. In F. Thomas and T. Nelson (Eds.), *Tales from Treating Families*. New York: The Haworth Press.

Fraser, J. S., Solovey, A, Grove, D., Lee, M. Y. & Greene, G, (2012). Integrative families and systems treatment: A middle path towards integrating common and specific factors in evidence based family therapy. *Journal of Marital and Family Therapy* 38 (3), 515-528

Talen, M. R., Fraser, J. S., & Cauley, K. (2005). Training primary care psychologists: A model for predoctoral programs. *Professional Psychology: Research and Practice*, 36 (2), 136-143.

Fraser, J. S. (1983). Paranoia: Interactional bases of evolution and intervention. *Journal of Marital and Family Therapy*, 9(4), 383-391.