

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2015
Discipline: Psychology
Course Title: PSYC 3410: Abnormal Psychology
Division: Lower
Faculty Name: Joseph Lowman
Class Meeting Time: A Days 1550-1710 Hours

Pre-requisites: None

COURSE DESCRIPTION

Throughout the world and for as long as we have historical records the same general types of human behavior and experience have been considered unusual or, as in today's dominant Western view, indicative of a medical condition thought to be abnormal. In this course we will consider from a scientific perspective what is known about the varied forms of human experience and behavior traditionally thought to reflect psychological problems or mental illness. The emphasis will be on specific descriptions of the disorders, diagnostic criteria, research into their origins, cultural variations in how such behaviors are viewed and treated, and the personal experiences of people showing the symptoms and signs associated with them. Some coverage will be given to therapeutic attempts to help people become more comfortable or to change troublesome symptoms. Given our international backdrop we will also be looking at broader controversial topics and public policy issues in the mental health field that students, as citizens, need to be familiar with. We'll focus especially on mismatches between the dominant Western model and more local views of how people interpret and deal with climatic disasters and garden variety unhappiness.

COURSE 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

Note: All Chapters are from the Beidel, Bulik, and Stanley Text or from the four long case studies described in the Watters volume. Other TBA readings will be assigned that are available on the Ship's Electronic Reserves

Depart Ensenada- January 7:

A1-January 9: Introductory Comments: overview of conceptual terms and issues, cross-cultural similarities and differences, and history of psychopathology
Chapter 1

A2-January 11: Cultural Differences and the Western Disease Model
Practice Writing Assignment on "*The Rise of Anexoria In Hong Kong*"
Watters, Chapter 1

A3-January 13: Research Methods in Abnormal Psychology; Cross Cultural Perspective
Chapter 2

Hilo: January 14

A4-January 16: Assessment and Diagnosis: The American DSM and International ICD Taxonomies
Chapter 3

A5-January 18: Anxiety Disorders
Chapter 4
"The Wave that Brought PTSE to Sri Lanka"
Watters, Chapter 2

Lost Day: Jan 19

No Classes: January 20

A6-January 22: Somatic Symptoms, Dissociative, and Factitious Disorders
Chapter 5

**A7-January 24: EXAM #1 (Beidel, Bulik, & Stanley Chapters 1-5;
Watters Chapters 1&2)**

Yokohama: January 26-27

In-Transit: January 28

Kobe: January 29-31

A8-February 1: Chinese Culture and Medicine

Reading TBA

Shanghai: February 3-4

In-Transit: February 5-6

Hong Kong: 7-8

A9-February 9: Focused Discussion of Port Observations

Ho Chi Minh: February 11-16

A10-February 17: Bipolar and Depressive Disorders

Chapter 6

Singapore: February 19-20

No Classes: February 21

**A11-February 22: “The Meta-Marketing of Depression in
Japan”**

Watters, Chapter 4

Rangoon: February 24-March 1

**A12-March 2: Feeding and Eating Disorders
(Follow-up Discussion of Watters Chapter 1)**

Chapter 7

A13-March 4: Gender Dysphoria, Sexual Disorders

Chapter 8

Cochin: March 6-11

**A14-March 12: Port Observations about Cultural and Sexuality
Reading TBA**

March 14 No Classes

A15-March 15: Substance Disorders

Chapter 9

A16-March 17: Schizophrenia

Chapter 10

Port Louis: March 18

A17-March 20: “The Shifting Mask of Schizophrenia in Zanzibar”

Watters, Chapter 3

No Classes: March 21

**A18-March 23: EXAM #2 (Beidel, Bulik, & Stanley, Chapters 6-10
Watters, Chapter 3-4)**

Cape Town: March 25-30

A19-March 31: Personality Disorders

Chapter 14

Walvis Bay: April 2-6

A20-April 7: (Continued)

A21-April 9: Aging and Neurocognitive Disorders

Chapter 13

No Classes: April 10

A22-April 12: Health Psychology

Chapter 14

No Classes: April 14

A23-April 15: Legal and Ethical Issues

Chapter 15

A24-April 17 Cultural Issues in Abnormality Revisited

Reading TBA

Casablanca: April 18-22

April 24 Global Lens Exams and Study Day

A25-A Day Finals

April 27 Re-entry Convocation

April 28: Packing

April 29: Arrive in Southampton

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

FIELD LAB

The Dieu Giac Temple Orphanage is located in Ho Chi Minh City (Saigon), Vietnam, where it shelters and cares for over 120 abandoned, orphaned or street children. They range from several months to 18 years of age and are of different ethnic groups and religious backgrounds. The children of the orphanage are taken care of by a group of Buddhist nuns and volunteers. All the children who reach school age, are sent to local school like other children. After school hours, the children learn handcrafting such as knitting, embroidering and making wooden toys which would be sold at the pagoda's souvenir shop to raise fund for the kids.

Academic Objectives:

1. Expose students to local young people showing a variety of social and developmental disabilities and to how a religious order works to meet their needs in lieu of traditional families
2. Provide an opportunity to interact with individuals more as people than as patients
3. Encourage students to appreciate the wide range of social stresses and resulting individual differences among the children they meet

METHODS OF EVALUATION / GRADING RUBRIC

Three exams (two during the voyage and one on the final examination day) will constitute the main method of evaluation. Each exam will be essay in format (five or six questions) and will allow students to show they have mastered the details of the readings and topics as discussed in class and have also integrated them as they reflect broader issues we have studied. Thus, the best essays will show full mastery of details and also independent thinking using students' experiences in ports. Each exam will count 26.5 % toward the final grade. If the final exam grade is the highest of the three it will be counted 32%, the lowest grade will count 22%, and the other exam will count 26%.

Two papers are also assigned and each will count 10% toward the final grade. The first will be based on the class Field Lab in which everyone will participate. The second paper will be based on students' port experiences and be on a topic of their own choosing that shows examples of topics we have studied. Each paper should be between 5 and 8 pages and be submitted electronically as pdf files. Each paper should include specific examples from our readings and classroom discussions as illustrated by specific observations that do or do not fit what we have studied. Examples of potential paper topics will be discussed from time to time in class. Due dates of the papers will be posted after the date for our Field Lab has been determined.

ELECTRONIC COURSE MATERIALS

Several book chapters and research articles have been placed on the ship's Electronic Course Materials site and will be assigned on a TBA basis throughout the voyage.

HONOR CODE

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”

Abnormal psychology and psychopathology refer to two very much related concepts though there is a difference between them. In the field of psychology, there are a number of subfields. Abnormal Psychology is one such field. In abnormal psychology, the psychologists pay attention to behavior that are considered as abnormal. These patterns of behavior are maladaptive and disrupt the life of the individual. Psychopathology, on the other hand, refers to the study of mental illnesses.