COURSE DESCRIPTION
The Abnormal Psychology course examines definitions of mental health and mental illness within cultural contexts. This course provides an overview and critique of historical and contemporary diagnostic systems, emphasizing the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). Students will learn about how mental health professionals assess, diagnose, and treat psychological and behavioral disorders, including anxiety disorders, mood disorders, psychosis, and many others. We will examine research on biological, psychological, cultural, and social factors that relate to “abnormality.” We will also explore the ways in which age, gender, socioeconomic status, personality, and intelligence relate to risk and resilience and to the assessment, diagnosis, and treatment process. Research will be presented on the prevalence and consequences of mental illness in many areas of the world by examining global data from the World Health Organization and other sources.

LEARNING OBJECTIVES
Students in the Abnormal Psychology class will
• demonstrate an understanding of definitions of “abnormality” from historical, contemporary, and cultural perspectives, and identify relevant controversies
• be able to describe the process of assessment, diagnosis, and treatment from various theoretical and cultural perspectives
• identify the major diagnostic categories and disorders as included in the DSM-V and by the World Health Organization
• understand how demographics (such as age, gender, and socioeconomic status) and individual differences (such as personality and intelligence) relate to risk and resilience as well as to the assessment, diagnosis, and treatment process

REQUIRED TEXTBOOK
AUTHOR: Ronald J. Comer
TITLE: Fundamentals of Abnormal Psychology
PUBLISHER: Worth/Macmillan
ISBN #: 1-4641-7697-3
DATE/EDITION: Copyright 2016, 8th Edition, paperback

TOPICAL OUTLINE OF COURSE
Depart Hamburg—September 10
B1—September 13: Introduction to the Course, and Defining “Abnormality”

B2—September 15: Historical and Cultural Perspectives, and the World Mental Health Surveys
Read: Chapter 1

No Classes—September 16

B3—September 18: Psychological Models of Abnormality
Read: Chapter 2
Read: Greece’s Deepening Health Crisis (ship intranet)
Read: World Health Organization’s Mental Health Atlas, Country Profile for Greece (ship intranet)

Piraeus—September 19-23

B4—September 25: Challenges in Assessment and Diagnosis, and Culture-Bound Syndromes
Read: Chapter 3
Read: Less Vino Please: Italian Drinking Rates Drop (ship intranet)

Civitavecchia—September 26-28
Livorno—September 29-30

B5—October 2: Anxiety, Obsessive-Compulsive, and Related Disorders, part 1
Read: Chapter 4
Read: Please Don’t Pass the Paella: Eating Disorders Upset Spain (ship intranet)
Read: World Health Organization’s Mental Health Atlas, Country Profile for Spain (ship intranet)

Barcelona—October 3-7

B6—October 9: Anxiety, Obsessive-Compulsive, and Related Disorders, part 2
Read: Chapter 4
Read: One Out of Four Moroccans Suffers from Depression (ship intranet)
Read: World Health Organization’s Mental Health Atlas, Country Profile for Morocco (ship intranet)

Casablanca—October 10-14

B7—October 16: Disorders of Trauma and Stress, and Exam 1 prep
Read: Chapter 5, and The Wave That Brought PTSD to Sri Lanka (From Crazy Like Us, pp. 87-92)

B8—October 18: Exam 1

B9—October 20: Mood Disorders and Suicide, part 1
Read: Chapters 6-7
Read: Chapter 12 and *The Shifting Mask of Schizophrenia in Zanzibar* (from *Crazy Like Us*, pp. 171-178)
Read: *The N’Dep Ritual of Yoff, Dakar, Senegal* (ship intranet)
Read: *The World Health Organization’s Mental Health Atlas, Country Profile for Senegal* (ship intranet)

*Dakar—October 21-24*

**B10—October 26: Mood Disorders and Suicide, part 2**
Read: Chapters 6-7, and *The Mass-Marketing of Depression in Japan* (from *Crazy Like Us*, pp. 203-213)

*No Classes—October 28*

**B11—October 29: Disorders Featuring Somatic Symptoms**
Read: Chapter 8

**B12—October 31: Eating Disorders**
Read: Chapter 9
Read: *The Rise of Anorexia in Hong Kong* (From *Crazy Like Us*, pp. 53-62)
Read: *Anna Carolina Reston: The Girl Who Starved Herself to Death* (ship intranet)
Read: *World Health Organization’s Mental Health Atlas, Country Profile for Brazil* (ship intranet)

*Salvador—November 1-6*

**B13—November 8: Substance Use Disorders, part 1**
Read: Chapter 10, pages 309-316 and 330-334

**B14—November 10: Substance Use Disorders, part 2, Non-Substance Addictive Disorders, and Exam 2 prep**
Read: Chapter 10, pages 334-344
Read: *Suicide, Ethnic and Cultural Phenomena in Trinidad & Tobago* (ship intranet)
Read: *World Health Organization’s Mental Health Atlas, Country Profile for Trinidad & Tobago* (ship intranet)

**B15—November 12: Exam 2**

*Port of Spain—November 13-14*

**B16—November 16: Disorders of Sex and Gender**
Read: Chapter 11

*No Classes—November 18*

**B17—November 19: Schizophrenia**
Read: Chapter 12
B18—November 21: Field Class Preparation
   Read: Psychiatric Care in the Peruvian Andes (ship intranet)
   Read: World Health Organization’s Mental Health Atlas, Country Profile for Peru (ship intranet)

Field Class: Mental Health and Treatment in Peru, Hermilio Valdizan Psychiatric Hospital

Callao—November 22-26

B19—November 28: Personality Disorders, part 1
   Read: Chapter 13

B20—November 30: Personality Disorders, part 2
   Read: Chapter 13
   Read: The Forsaken Mental Health of the Indigenous Peoples—A Moral Case of Outrageous Exclusion in Latin America (ship intranet)
   Read: World Health Organization’s Mental Health Atlas, Country Profile for Ecuador (ship intranet)

Guayaquil—December 1-4

B21—December 6: Disorders of Childhood and Adolescence, part 1
   Read: Chapter 14

B22—December 8: Disorders of Childhood and Adolescence, part 2
   Read: Chapter 14
   Read: Costa Rican Psychiatrists Proud of Mental Health Care System (ship intranet)

Puntarenas—December 9-13

B23—December 15: Law, Society, and the Mental Health Profession
   Read: Chapter 16

B24—December 17: Resilience around the World, Wrapping Up, and Exam 3 prep
   No reading assignment

Study Day—December 18

B25—December 20: Exam 3

San Diego—December 22
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

Field Class for Abnormal Psychology: Mental Health Treatment in Peru

Location: Hermilio Valdizan Psychiatric Hospital, Lima, Peru.

Date: November 22, 2016

The Experience: Before the field class, students will learn about a range of psychological diagnoses and the importance of cultural definitions of “abnormality” in the process of diagnosis and treatment. In this Field Class, students will visit the Hermilio Valdizan Psychiatric Hospital where they will have the opportunity to interact with mental health professionals. Through these interactions, students will learn about mental health treatment and substance dependence rehabilitation in a Peruvian psychiatric facility, including the day-to-day work of mental health service providers, types of treatments provided, challenges in diagnosis and treatment, the role of social, cultural, and economic factors, and the importance of advocacy on behalf of people with mental illnesses. If possible and appropriate, students may have the opportunity to interact with patients and/or family members.

Field Class Presentation Project: Before the field class takes place, we will prepare through in-class discussion and a general overview of mental health services in Peru. 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 the work of mental health service providers at a psychiatric facility in Lima, including challenges in assessment, diagnosis, and treatment
- Understand the role of social, cultural, and socio-economic factors as related to mental health services in Peru
- Understand the importance of advocacy on behalf of people with mental illnesses
• If possible and appropriate, interact with patients and/or their families in order to see first-hand the impact of mental illness
• Understand factors that might contribute to coping and resilience in this context
• Develop skills at presenting and teaching others about the experience

INDEPENDENT FIELD ASSIGNMENTS

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. Every class day, 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.

Peer Teaching assignment from Crazy Like Us: The Globalization of the American Psyche (on reserve in the library): Over the course of the semester, each student will be assigned portion of this book to teach to their peers. In their presentations, students will be expected to relate their chapter to observations and experiences in the voyage’s ports of call, other relevant readings (such as those assigned in the Global Studies course), and to class material. The specifics of this assignment will be explained in class, and it is worth 20 points.

Movies and Mental Health: During the semester, each student 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. Students will be expected to discuss the assignment and these questions with their classmates on an assigned day. This assignment is worth 40 points.

METHODS OF EVALUATION / GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework.

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 20 (5%)
Field class presentation project 80 (20%)
Focused reflection journal 80 (20%)
Movie and mental health assignment 40 (10%)
Total points possible: 400

Grade
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

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.

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.

UNION SEMINARS
Faculty members on the Fall 2016 Voyage will present on various academic topics during the evening Union Seminars, held during sea days. These topics will present relevant cultural information in various disciplines, depending on the location on the itinerary. Students are encouraged to attend at least one of these sessions, relevant to the academic topic of this course. An appropriate assignment can be made at a time when the Union Seminar schedule has been finalized.

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 July 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: Ethan Watters

AUTHOR: Ethan Watters
ELECTRONIC COURSE MATERIALS, posted on ship intranet

Trinidad & Tobago: [http://www.who.int/mental_health/evidence/atlas/profiles-2014/tto.pdf?ua=1](http://www.who.int/mental_health/evidence/atlas/profiles-2014/tto.pdf?ua=1)

Greece’s Deepening Health Crisis:

Less Vino Please: *Italian Drinking Rates Drop* (Nierenberg, 2015):

*Please Don’t Pass the Paella: Eating Disorders Upset Spain* (Bosch, 2000).

*One Out of Four Moroccans Suffers from Depression:*

The N'Dep Ritual of Yoff, Dakar, Senegal:

*Anna Carolina Reston: The Girl Who Starved Herself to Death* (in The Observer):

*Suicide, Ethnic and Cultural Phenomena in Trinidad & Tobago* (Sandy, 2014):

*Psychiatric Care in the Peruvian Andes:*

*The Forsaken Mental Health of the Indigenous Peoples—A Moral Case of Outrageous Exclusion in Latin America:*

ADDITIONAL LIBRARY RESOURCES

**DVDs on Reserve:**
Mr. Jones
Ordinary People
When a Man Loves a Woman
As Good as it Gets
Rain Man
A Beautiful Mind
Cake