Miyazaki International College

Course Syllabus

Spring 2019

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| Course Title (Credits) | **PSY 305 Abnormal Psychology (3)** |
| Course Designation for TC |  |
| Content Teacher | |
| Instructor | Aya Kasai, Ph.D. LMFT |
| E-mail address | akasai@sky.miyazaki-mic.ac.jp |
| Office/Ext | 1-405 / 3730 |
| Office hours | Mon / Wed 15:30 – 17:00 and by appointment |
| Language Teacher | |
| Instructor | N/A |
| E-mail address | N/A |
| Office/Ext | N/A |
| Office hours | N/A |

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| Course Description: | | |
| In this course, we study *a wide range of maladaptive human behaviors from different perspectives (from the MIC Bulletin).* This course is designed to help students examine and appreciate the range, layers, and diversity of human behaviors and mental status. After learning basic classifications, frameworks, and common tools to discuss mental health, we will attempt to understand several case examples and discuss different perspectives. | | |
| Course Objectives: | | |
| COURSE OBJECTIVES:  ON COMPLETING THIS COURSE STUDENTS WILL BE ABLE TO:   * approach the term “abnormal” critically and discuss what it means in the given context * better understand Bio-Psycho-Social processes of mental illness in relation to the causes, consequences, and some treatment options * have a basic understanding of different diagnosis of mental illness * identify when a referral for professional help might be warranted, and find ways to make a referral   Class activities include various active learning strategies:   * Interactive lectures / discussion * Guest lectures * Reading / writing / film * Oral presentations | | |
| Course Schedule: | | |
| Day | Topic | Content/Activities |
| Unit 1: Defining Abnormality | | |
| 1 | Introduction | Examining own beliefs toward mental illness |
| 2 | Defining abnormality | Discussion on “abnormality” |
| 3 | Cultural Influences | Cultural influence on human behavior |
| 4 | Stigma | Reading and discussion on stigma |
| 5 | Unit 1 review | Review activity |
| Unit 2: Substance Abuse | | |
| 6 | Introduction | Examining our own beliefs about substance abuse |
| 7 | Reading | Stages of intoxication |
| 8 | Modes of use | Psychology of addiction |
| 9 | Stages of disease | Stages of alcohol abuse |
| 10 | Stages of change | Treatment models |
| 11 | Learning from the first person experience 1 | Introduction to Alcoholics Anonymous |
| 12 | Learning from the first person experience 2 | Conversation with speakers from Alcoholics Anonymous |
| 13 | Reflection | Discussion and reflection of conversation hour |
| 14 | Unit 2 review | Written report: AA conversation hour |
| Unit 3: Depression and culture | | |
| 15 | Introduction | Cultural understanding of depression-like state |
| 16 | Depression in Japan | depression and medication |
| 17 | Serotonin | Serotonin exercise |
| 18 | Critical thinking depression | Evaluation of information |
| 19 | Critical thinking treatments | Evaluation of information |
| 20 | Unit 3 Review | Review activity |
| Unit 4: Living with mental illness | | |
| 21 | Introduction | Understanding mental illness |
| 22 | DSM diagnosis | Understanding schizophrenia |
| 23 | First person experience | Beautiful mind |
| 24 | First person experience | Discussion on beautiful mind |
| 25 | Treatment | Bethel house model |
| 26 | Treatment | Narrative approach |
| 21 | Self-study as a treatment | Narrative approach workshop |
| 22 | Unit 3 review | Review activities |
| Unit 5: Dementia | | |
| 23 | Introduction | Understanding dementia |
| 24 | Dementia Treatment | Music therapy |
| 25 | First person experience | Introduction to interview research |
| 26 | Research preparation | Interview practice |
| 27 | Living with dementia | Dementia care |
| 28 | Research | Conducting interview research on music and memory |
| 29 | Research | Writing your research |
| 30 | Presentation | Presentation on the interview research |
|  | Final Exam |  |
| **Required Materials:** | | |
| Students should have a two-hole binder or similar file for keeping track of their notes and reading assignments. Reading assignments will be handed out in class and/or posted on Moodle. Loose leaf paper, USB, writing utensils, dictionary are also required. | | |
| **Course Policies (Attendance, etc.):** | | |
| **LEARNING ENVIRONMENT:**   * I will make an effort to address the different learning styles of students in the class. There will be a combination of whole-class activities, individually based activities, small group work, and lecture. * You will have the opportunity to demonstrate your leaning in both individual and group activates throughout the course. I will encourage you to practice and improve all of your English skills (reading, writing, speaking and listening) as you learn about complexities of our mental life.   **REASONABLE ACCOMMODATIONS:**   * It is my goal that all students have an effective learning environment. Please let me know all necessary accommodations needed to make the class fully accessible.   **STUDENT RESPONSIBILITIES:**   * If you miss a class during add/drop week for unexcused reasons, your place may be given to a waitlisted student. * As a course participant, it is your responsibility to attend all classes, to participate actively as a member of the class, and to complete and hand in all assigned work as required. You are expected to inform me in advance if you must miss a class. If you miss a class, you are expected to obtain missing materials and catch up by talking to other students and/or the instructor. * Excused absence from class (in case of illness or family emergency) requires a written notice from a doctor or other appropriate individuals. All other absence from class will be considered “unexcused”. Five unexcused absences will result in your required withdrawal from the course. * All written work must be in your own words. No direct quotes of any kind will be accepted for any written work that is to be graded. * If you have special circumstances, please contact the instructor to discuss special arrangements. | | |
| **Class Preparation and Review:** | | |
| Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. This review and preparation is done in your free time and should include a careful reading of any assigned texts, identification of the main concepts and arguments in those texts, review of class notes, preparation of questions for the instructor about the assigned materials, and preparation for class activities, discussions and debates. | | |
| **Grades and Grading Standards:** | | |
| 1. Active participation (15%) 2. Homework, reading and other assignments completion (35%) 3. Quiz, exam and reflective writing (30%) 4. Final Project (20%) | | |
| **Methods of Feedback:** | | |
| Generally, feedback for assignments will be given in two weeks as written comments or as points. | | |
| **Diploma Policy Objectives:** | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):  1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)  2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations.  3. The ability to identify and solve problems.  4. Advanced communicative proficiency in both Japanese and English.  5. Proficiency in the use of information technology. | | |
| **Notes:** | | |
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