

Miyazaki International College
 Course Syllabus
 Fall 2023

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	Wednesday 14:00~17:00
Language Teacher	
Instructor	N/A
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Office hours	N/A

Course Description:
<p>In this course, we study <i>a wide range of maladaptive human behaviors from different perspectives.</i></p> <p>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.</p>
Course Objectives:
<p>COURSE OBJECTIVES:</p> <p>ON COMPLETING THIS COURSE STUDENTS WILL BE ABLE TO:</p> <ul style="list-style-type: none"> • 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 <p>Class activities include various active learning strategies:</p> <ul style="list-style-type: none"> •
Active Learning
<ul style="list-style-type: none"> • 4-1 Interactive Lecture • 2-1 Skits • 1-3 Written Summaries

- 1-6 Response Writing
- 2-5 Interview
- 3-4 Close reading
- 4-10 Think group share

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 Misuse		
6	Introduction	Examining our own beliefs about substance misuse
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
29	Research	Writing your research
30	Presentation	Presentation on the interview research
Week 16	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, 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 learning in both individual and group activities 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:

- Homework, reading, quiz and other assignments completion (60%)
- Midterm and Final Project (40%)
- Satisfactory completion of all assignments is mandatory in order to pass the course. Points will be taken off of your assignment for submission delay. Some of the assignments will not be accepted when late.

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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文部科学省から採択された 大学教育再生加速プログラム 		Advanced	Proficient	Developing	Emerging	No Attempt
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					