International Undergraduate Program
Faculty of Psychology
Universitas Gadjah Mada

COURSE OUTLINE
Mental Disorder

Course Code	:	PSI201302
Period	:	Odd 2022/2023
Credit	:	3
Class	:	IUP
Course Instructor(s)	:	Metta Rahmadiana, SPsi., MSi., Psychologist, PhD(c)
E-mail	:	mettarahmadiana@gmail.com
Teaching Assistant	:	TBA
E-mail	:	TBA
Location and Time	:	TBA
Duration	:	14 meetings
Frequency of Meetings	:	Weekly
Language of Instruction	:	English

Course Description
This course program provides an introduction to the concept, behavioral manifestation and current perspective of mental disorder commonly seen in the community and managed by mental health professionals. This course will cover subject matter such as age of onset of mental disorder, common mental disorders (anxiety and depression) within a transdiagnostic approach, eating, sleeping, and impulse control disorders. Personality disorders, schizophrenia, violence and trauma in mental disorders, creativity in mental disorders will be presented as part of this course program.
Students will be introduced to the diagnostic guidelines used in Indonesia namely PPDGJ (*Pedoman Penggolongan dan Diagnosis Gangguan Jiwa di Indonesia*).
Cultural-based contents from text books, articles, and other resources will be incorporated in this course to enrich the local context. A visit to a mental health institution under supervision will allow students to acquire first-hand experience with clients as well as an opportunity to meet with a mental disorder survivor. The purpose for the later agenda is to increase an understanding of people with mental disorder (*Orang dengan gangguan jiwa*/ODGJ), recognizing visible symptoms of mental disorders, and developing a more positive attitude toward ODGJ.

Course Objectives/Learning Outcomes
At the end of the course, students should be able to:

1. Demonstrate knowledge and understanding of the basic concepts of mental disorders from the psychopathology and neurodevelopmental perspective.
2. Identify the signs and symptoms of common mental disorders (anxiety and depression) and understand how this knowledge can be applied using a transdiagnostic approach.
3. Critical thinking in understanding the age onset of mental disorders, eating, sleeping, impulse control disorder, schizophrenia, personality disorder, violence and trauma in mental disorders, and creativity in mental disorders.
4. Synthesizing culturally based context to form new understanding of mental disorder in Indonesia.

Required Readings
1. Maslim, R. (2013). Diagnosis gangguan jiwa rujukan ringkas dari PPDGJ-III dan DSM-5. Jakarta: PT Nuh Jaya.
2. American Psychiatric Association. Diagnostic and statistical manual of mental disorders: DSM-V-TR. Washington, DC: American Psychiatric Association.
3. Girolamo, McGorry, Sartorius (2019). Age of Onset of Mental Disorders.
4. Kim (2020). Anxiety Disorders: Rethinking and Understanding Recent Discoveries
5. Bui, Charney, Baker (2020). Clinical Handbook of Anxiety Disorders. From Theory to Practice
6. Hammen and Watkins (2018). Depression
7. Kim (2018). Understanding Depression. Volume 2
8. Giraldi (2017). Unhappiness, Sadness, and Depression'
9. Sburlati et al (2014). Evidence-Based CBT for Anoxtey and Depression in Children and Adolescents
10. Rahmadiana et al. (2021).* Transdiagnostic Internet Intervention for Indonesian University Students With Depression and Anxiety: Evaluation of Feasibility and Acceptability. https://mental.jmir.org/2021/3/e20036/
11. Stein, Bass, Hoffmann (2019). Global Mental Health and Psychotherapy. Adapting Psychotherapy for LMIC
12. Barlow, D., et al. (2018). Abnormal Psychology an integrative approach. Boston: Cengage learning.
13. Davison, G.C & Neale, J. M. (2012). Abnormal psychology 12th edition. New York: John Wiley and Son.
14. Maslim, R. (2013). Diagnosis gangguan jiwa rujukan ringkas dari PPDGJ-III dan DSM-5. Jakarta: PT Nuh Jaya.
15. Carpiniello, Vita, Mencacci. (2020). Violence and Mental Disorders
16. Spalletta, Janiri, Piras, Sani (2020) Childhood Trauma in Mental Disorders
17. Kyaga (2015). Creativity and Mental Illness
18. Kaufman (2014) Creativity and Mental Illness

Methods of Instruction:
Lectures: 35%
Discussion: 30%
Group presentations: 20%
Individual report: 15%

Course Assessment
(Example)
The final grade of the course will be compiled proportionally from the components below:
1. Examination (90%)
        a. Mid-term exam
        b. Final exam
        c. Assignments
2. Class Participations (10%)
Total: 100%

Course Requirements/Methods of Evaluation:
(Example)
1. Examination (90%)
   a. Mid-term exam (30%)
      Mid-term exam supports the achievement of course objectives #1. #2, #3, and #4. Mid-term exam takes the form of an in-class exam, and will cover the topic of week 1 – week 7.

   b. Final exam (25%)
      Final exam supports the achievement of course objectives #1. #2, #3, and #4. Final exam takes the form of an in-class exam, and will cover the topic of week 8 – week 14.

   c. Group presentation: Session 4-7-8-11 (20%)
      Presentation Grading Indicator

Grading Indicators	Max Score
Comprehensiveness	2
Clear and concise, time discipline	2
Interesting presentation material (PPT, video, etc)	2
Delivery Method: Attractive and Interactive	2
Answer/response to questions	2
TOTAL	**10**

   i. Individual report: Field visit (15%)
      Presentation Grading Indicator

Grading Indicators	Max Score
Comprehensiveness	2
Clear and concise, time discipline	2
Interesting presentation material (PPT, video, etc)	2
Delivery Method: Attractive and Interactive	2
Answer/response to questions	2
TOTAL	**10**

*) Same score apply to all group members. Exception: if one member shows minimum effort and engagement in the group, then her/his score will be deducted 20 points.

2. Class Participations (worth 10%)
(Example)

Students are expected to attend class, having required assignments prior to class time, and to actively contribute to the discussion with thoughtful responses, reflections, and questions about the readings. To help create meaningful class discussions, students are encouraged to review the suggested course readings attached to this course outline. Class participation include the following behaviors and characteristics:

- Regular class attendance (75%)
- Attentive, focused involvement in class discussion (as expressed verbally and non-verbally), open-minded, and critical thinking.
- Contributing thoughtful, reflective comments, questions, or observations about the theories discussed in class.
- Listening to others with respect.

Grading:

- 10 Points = 100% attendance, consistent active participation, asks questions, provides insights, raises issues
- 7 - 9 Points = 90% attendance, frequent active participation, asks questions
- 4 – 6 Points = 80% attendance, infrequent active participation, answers questions when asked
- 1 – 3 Points Point = 75% attendance, passive participation, answers questions when asked
- 0 Points = Less than 75% attendance, no participation.

Course Policies

- Excused absences are described in Undergraduate Student Manual/Attendance Policy. Students should attend to 75% of the total lectures, otherwise permission to attend the final examination is not granted which in turn can lead to unsatisfactory grade obtained for this course Three or more absences (excused or unexcused) will necessitate a special advisement meeting with the course instructor and possibly the primary advisor to discuss the student's continuation in the course.
- Late papers will result in a two-point deduction from the paper grade itself for each day late.
- In the event of a cancelled class, the instructor reserves the right to schedule a make-up class.

Academic Integrity

Academic integrity is an ethical policy of academia in which students joining this course is not exempted from. Among the ethical behaviors highlighted in this course, but not limited to, are: (i) learning commitment, reflected as the students meet the attendance requirements, and (ii) honest behavior, demonstrated as the students adhere to the non-plagiarism conduct. A breach of academic integrity can result in A FAILURE OF AN ENTIRE COURSE.

Attendance Policy
Attending to lectures demonstrates students learning commitments. As compliance to the Faculty Academic Regulation, students should attend to 75% of the total lectures, otherwise permission to attend the final examination is not granted which in turn can lead to unsatisfactory grade obtained for this course.

Plagiarism Policy
Students should be fully aware that plagiarism is unethical behavior which breaches the academic integrity and therefore may cause serious sanctions, from an unsatisfactory grade to a failure of the entire course. Overall, plagiarism is simply defined as presenting someone else's thoughts or work as your own. This action can vary from having inappropriate academic referencing to deliberate cheating. Below are the types of plagiarism, students should be aware of:
1. **Copying**: using the identical or very similar words to the original text or idea without acknowledging the source. Although most of the time, this action is subject to absentmindedness, it can be perceived as a deliberate action to present someone else's work as our own.
2. **Inappropriate paraphrasing**: changing a few words and phrases while still retaining the original structure and content without giving credits to the original sources.
3. **Collusion**: denying the contribution of others and claiming the work as a person's individual work. Collusion also includes making your work available to another student for them to copy it, stealing or obtaining another person's work to copy it, taking full responsibility of another person's academic work either voluntarily or with financial gain.

For more information about plagiarism, visit: http://www.plagiarism.org/

Changes to Syllabus:
As a student, you acknowledge receipt of this syllabus and the information herein by continuing to attend this course. As the instructor, I reserve the right to make changes to this syllabus if circumstances warrant such change. All major changes will be provided to you in written format.

Appropriate Use of Electronic Devices in the Classroom
The use of cell phones or other electronic devices during lectures and lab sessions for texting, talking or any other purpose is disruptive to the other students and, therefore, such use of electronic devices is prohibited. Please be courteous to your instructor and your fellow classmates and turn off all electronic devices and store them properly during class. The use of laptop computers and tablets during lectures and lab sessions must be limited to course activity only. Accessing any social media site (Facebook, Twitter, Instagram, etc.) or personal e-mail accounts during lectures and lab sessions is a violation of classroom policy. Students are prohibited from having cell phones or other electronic devices with them during examinations. During examinations, all electronic devices should be turned off completely and properly stored away.

Grading System: The table below shows grade totals and corresponding letter grades for the course. Course grade totals ending in 95 or higher are rounded up to the next whole number.

A+	98-100
A	92-97
A-	89-91
A/B	86-88
B+	80-85
B	77-79
B-	74-76
B/C	70-73
C+	67-69
C	64-66
C-	60-63
C/D	57-59
D+	54-56
D	50-53
E (T)	< 50

Course Calendar:

Meeting	Day & Date	Topics	Learning & Teaching Methods	Assessment	Reference
1		Introduction and Mental Disorder course overview	Lecture and discussion	-Midterm Exam -Class Participation	

2		Mental disorder in the perspective of:
		  a. Psychopathology
		  b. Neurodevelopmental
			Lecture and discussion	-Midterm Exam
				-Class Participation	

3		Psychopathological assessment and multi axial diagnostic	Lecture and discussion	-Midterm Exam -Class Participation	1. Maslim, R. (2013). Diagnosis gangguan jiwa rujukan ringkas dari PPDGJ-III dan DSM-5. Jakarta: PT Nuh Jaya. 2. American Psychiatric Association. Diagnostic and statistical manual of mental disorders: DSM-V-TR. Washington, DC: American Psychiatric Association. https://doi-org.vu-nl.idm.oclc.org/10.1176/appi.books.9780890425787
4		Age of onset (AOO) of Mental Disorder	Lecture; discussion; group	-Midterm Exam -Class Participation	Girolamo, McGorry, Sartorius (2019). Age of Onset of Mental Disorders. Chapters: 1-2-3-5-7-10-11-14

			presentation (1)	-Group assignment	
5		Common mental disorder (Anxiety) Common mental disorder (Depression) and transdiagnostic approach	Lecture and discussion	-Midterm Exam -Class Participation	1) Kim (2020). Anxiety Disorders: Rethinking and Understanding Recent Discoveries Chapters: 12; 17; 24 2) Bui, Charney, Baker (2020) Clinical Handbook of Anxiety Disorders. From Theory to Practice Chapters: 1; 4*; 7; 8; 9
6			Lecture and discussion	-Midterm Exam -Class Participation	1) Hammen and Watkins (2018) Depression Chapters: 1-8 2) Kim (2018) Understanding Depression. Volume 2 Chapters: 1 (1.2); 2 (2.1-2.3); 3(3.1, 3.2); 4 (4.1, 4.2); 10; 14; 15; 21 3) Giraldi (2017). Unhappiness, Sadness, and Depression' Chapters: 1-8 4) Sburlati et al (2014). Evidence-Based CBT for Anoxtey and Depression in Children and Adolescents Chapters: 8; 12; 13; 17; 18 5) Rahmadiana et al. (2021).*

					Transdiagnostic Internet Intervention for Indonesian University Students With Depression and Anxiety: Evaluation of Feasibility and Acceptability. https://mental.jmir.org/2021/3/e20036/ 6) Stein, Bass, Hoffmann (2019) Global Mental Health and Psychotherapy. Adapting Psychotherapy for LMIC Chapters: 2
7			Eating, Sleeping, and Impulse control disorders	Lecture; discussion; group presentation (2)	-Class Participation -Group assignment	1) Barlow, D., et al. (2018). Abnormal Psychology an integrative approach. Boston: Cengage learning. 2) Davison, G.C & Neale, J. M. (2012). Abnormal psychology 12th edition. New York: John Wiley and Son. 3) Maslim, R. (2013). Diagnosis gangguan jiwa rujukan ringkas dari PPDGJ-III dan DSM-5. Jakarta: PT Nuh Jaya. 4) American Psychiatric Association. Diagnostic and statistical manual of mental disorders: DSM-V-TR. Washington, DC: American Psychiatric Association. https://doi-org.vu-nl.idm.oclc.org/10.1176/appi.books.9780890425787 5) Klithih*

MID TERM EXAM					
8		Personality disorders 1. Cluster A Personality Disorder (Paranoid, Schizoid, Schizotypal) 2. Cluster B Personality Disorder (Antisocial, Borderline, Histrionic, Narcissistic) 3. Cluster C Personality Disorder (Avoidant, Dependent, Obsessive Compulsive)	Lecture; discussion; group presentation (3)	-Class Participation -Group assignment	1) Barlow, D., et al. (2018). Abnormal Psychology an integrative approach. Boston: Cengage learning. 2) Davison, G.C & Neale, J. M. (2012). Abnormal psychology 12th edition. New York: John Wiley and Son. 3) Maslim, R. (2013). Diagnosis gangguan jiwa rujukan ringkas dari PPDGJ-III dan DSM-5. Jakarta: PT Nuh Jaya.
9		Schizophrenia disorder (Biomedical and Cultural Perspective) 1. Introduction to schizophrenia symptoms 2. Introduction to different forms of schizophrenia a. Paranoid b. Hebephrenic c. Catatonic d. Schizotypal e. Schizoaffective	Lecture and discussion	-Midterm Exam -Class Participation	4) American Psychiatric Association. Diagnostic and statistical manual of mental disorders: DSM-V-TR. Washington, DC: American Psychiatric Association. https://doi-org.vu-nl.idm.oclc.org/10.1176/appi.books.9780890425787

10		Sharing experience from a mental disorder survivor	Lecture and discussion	-Midterm Exam -Class Participation	Guest Lecturer: Agus Sugianto, S.Pd., M.HP.
11		Violence and Mental Disorders and Trauma and Mental Disorders	Lecture; discussion; group presentation (4)	-Class Participation -Group assignment	1. Carpiniello, Vita, Mencacci_2020_Violence and Mental Disorders 2. Spalletta, Janiri, Piras, Sani_2020_Childhood Trauma in Mental Disorders
12		Creativity and Mental Illness	Lecture and discussion	-Midterm Exam -Class Participation	1. Kyaga (2015). Creativity and Mental Illness Chapters: 3 – 6 2. Kaufman (2014) Creativity and Mental Illness Chapters: 1- 6
13		Field Visit	Field Visit Report		Grhasia Mental Hospital
14		Overview and wrap up	Field Visit Report		
Final Exam Break					
FINAL EXAM					

*Local Contents