

MALADAPTIVE BEHAVIOR AND PSYCHOPATHOLOGY SYLLABUS

Argosy University
FALL 1, 2007
Donald Fallin, Psy.D.

Class: Psychopathology and Maladaptive Behavior
Program: M.A. - Counseling Psychology
Instructor: Donald Fallin, Psy.D.
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Format: Weekend/Blended
Class Meets: Saturday – Sunday, September 15-16
Saturday – Sunday, October 13-14
Online: Approximately one hour during each week of the term

Required Texts (2):

1. Abnormal Psychology with MindMap II CD-ROM and PowerWeb, 5th Edition
Richard P Halgin, UNIV OF MASS-AMHERST
Susan Krauss Whitbourne, UNIV OF MASS-AMHERST
Hardcover with CDROM, ©2007
ISBN 0073228729
2. Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision: DSM-IV-TR
Publisher: American Psychiatric Association
ISBN: 0-89042-024-6 or 0-89042-025-4, © 2000

Course Description:

This class is an introductory graduate course in psychopathology, which may be alternately referred to as “abnormal psychology” or “maladaptive behavior.” Instruction will be primarily focused on the accurate diagnosis of mental disorders and developing an adequate understanding of the differences between them. Related topics include history of diagnosis, ethical issues and socio-cultural factors in diagnosis, controversies in the field, and professional application of diagnostic knowledge.

Final Date to Drop the Class:

To receive a “W” grade a student must officially drop this class by the date listed below that corresponds to this course’s term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an “F” grade for the course.

Fall Full Term (15 week courses): November 12, 2007

Fall First Session (7 ½ week courses): October 8, 2007

Fall Second Session (7 ½ week courses): November 29, 2007

Course Objectives:

Upon completion of this course students should be able to:

- Recognize the signs and symptoms of mental illness, and other forms of psychological and behavioral dysfunction.
- Understand and use the DSM-IV-TR nosological system for the classification and diagnosis of psychological disorders.
- Consider the complex factors that contribute to psychological and behavioral dysfunction, including biological, developmental, psychodynamic and socio-cultural issues.
- Obtain a general understanding of the common treatments of major classes of mental illness.

Program Outcomes: Master of Arts in Counseling Psychology:

Program Outcome One: Professional Practice

Competency 1: Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the

American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Reading and Lecture Schedule:

There are two required texts for this class; both are listed above. You are expected to read the Abnormal Psychology text thoroughly. The DSM-IV-TR should be read selectively, and used as a reference. You must become very familiar with its use; you need not memorize all the details of every diagnosis. Below are approximate guidelines for which text chapters correspond to the teaching outline. It is understood that, given the weekend format of the class, almost all of your preparations will be done in the weeks preceding the first and second weekends. Ultimately, it is your responsibility to choose a reading and study schedule that works for you. In the strictest sense, because there is only one exam at the end of the class, you are not "responsible" for knowing all the material until then, but you will be expected to participate in a thoughtful way throughout. Suggested reading schedules are included below. You may be asked to do some supplemental reading and discussion for the online component of the class

Lecture topics for first weekend:

Saturday #1 - Introductions, Class Outline, The DSM Diagnostic System, Disorders of Infancy Childhood and Adolescence, Cognitive Disorders (Sleep Disorders, Delirium, Dementia and Amnesic Disorders) (Abnormal Psychology, Chapters 1, 2, 4; DSM pp 1-38)

Sunday #1 - Anxiety Disorders, Mood Disorders, Adjustment Disorders, Other Conditions that May be a Focus of Clinical Attention

Lectures topics for second weekend:

Saturday #2 - Psychotic Disorders (Schizophrenia), Personality Disorders, Substance-Related Disorders. Case Presentations.

Sunday #2 - Dissociative Disorders, Sexual Disorders, Gender Identity Disorders, Impulse-Control Disorders, Eating Disorders, Somatoform Disorders, Legal and Ethical Issues. Final Exam Review. Case Presentations. Psychopathology Topic Paper Due. Final Exam.

Course Requirements:

Your performance will be evaluated in four ways: a written assignment, a verbal presentation, a final exam, and class participation. Because all the assignments are due at the end of the last class meeting, and the final exam will be on that day, it is suggested that you complete most or all of your work before the last weekend.

ASSIGNMENT 1: Psychopathology Research/Topic Paper, 80 points

(due no later than the Friday following the last class meeting).

You will choose one psychological disorder from the DSM, and write a brief (approximately 5 to 10 double-spaced pages) paper. You must address both of the following topics in your paper:

1. What is the etiology of this disorder? In other words, what genetic, biological, psychological or social factors cause or contribute to the development of the disorder in an individual?
2. According to current research, what treatment options or interventions are considered best for treating people with this disorder?

Your paper should include at least two references other than your textbooks. These should be books, articles or periodicals. You may include additional references, including websites, but at least two must be traditional format references. Your paper will be graded on following: following the instructions, appropriate use of references, writing clarity, and level of applied thoughtfulness.

APA format is optional, but the paper must be an appropriately scholarly endeavor. Please staple your paper, and do not include a report cover or folder. A hard copy of the paper must be given to the instructor, either in person, by U.S. or delivery service, or dropped off at the instructor's office (109 Jackson St. at Soto Rd. in Hayward).

ASSIGNMENT 2: Case Presentation, 60 points

(presented to class during second weekend)

You will be asked to present a mock clinical case to the class. The format of this presentation will be a verbal discussion of a person, including identifying information, presenting problem, history, mental status and multiaxial diagnosis. You will also write a brief report outlining the case. For your subject, you may choose a character from a well-known movie or book, or a famous historical or cultural personality.

A list of possible choices will be distributed during the first class weekend. You may choose a subject from this list, or choose your own subject (such as a client), with the prior approval of the instructor. Friends and family members are not appropriate subjects.

The purpose of this assignment is to expose you to the kind of critical thinking about a person that is a necessity in understanding psychopathology, and to familiarize you with the DSM system of diagnosis.

More detailed instructions for this assignment will be given to you in a handout.

ATTENDANCE AND PARTICIPATION: 20 points

(0-5 points per class meeting)

Because this is a high-intensity class occurring over two long weekends, attendance is critical. You are expected to attend all classes. If you are absent even once, your ability to synthesize the material will be undermined. Unless special arrangements are made ahead of time with the instructor, your final grade will be negatively impacted by any absences. You will earn up to 5 points a day for attending and participating in a meaningful way during the four class meetings. In addition, school policy dictates minimal attendance required to earn credit for any class. If you miss more than 8 hours of instruction for any reason, you will need to withdraw from the class or you will be given a grade of F.

ONLINE INSTRUCTION: 35 points

(0-5 points per weekly assignment)

You will earn up to 5 points per week (35 points total) for your participation in the online component of the class. The 7 weekly topics are listed below (the order in which they occur may change during the semester). You are required to log on each week to participate in the online component. Note that the first week or two of "class" may occur before we actually meet in person, and that there may be one or more online assignments after the final meeting. Check with the school to confirm when the official start and end of the semester is.

Week 1 : Careers in counseling psychology. Explore the following website: <http://www.psychwww.com/careers/masters.htm> and discuss your future educational and career goals.

Week 2 : Debate. Instructor will pose several debate questions online. Choose a side and respond thoughtfully to each question.

Week 3 : Case Discussion: Instructor will provide a case study. Discuss possible diagnoses.

Week 4 : Case Discussion: Instructor will provide a case study. Discuss possible diagnoses.

Week 5 : Respond to several brief diagnostic case vignettes.

Week 6 : Exam Review. Post questions and answers with classmates about difficult or confusing material. Each student must pose three questions, and must respond thoughtfully to at least nine questions posed by other classmates. Instructor will clarify unresolved issues online or during final class weekend.

Week 7: Read a psychopathology article online. Discuss online; instructor will provide a structure.

FINAL EXAMINATION, 150 points

(given at end of last class meeting)

This class includes a traditional in-class written final examination. Some elements of the exam will be open-book; be sure to bring your DSM-IV-TR to class. The exam format will include a large number of multiple choice questions, at least 5 brief essay questions, and at least 1 diagnostic case vignette.

Grading:

Your final course grade will be based on the following:

Psychopathology Paper	80 points (due no later than last class)
Individual Presentation	60 points (presented to class during final weekend)
Attendance and Participation	55 points (0-5 points per class, 0-5 online per week)
Comprehensive Final Exam	150 points (given at end of final weekend)
Total	345 points

Letter grades will be assigned according to a traditional percentage system. I assign Ds when appropriate, but the university may not recognize a D as a final class grade (final class grades of less than 70% may be considered failure).

Additional Recommended Reading:

These are books related to psychopathology that I have personally found helpful. They are not required for this class, but you may be interested in purchasing or examining them as an aide in this class and/or your degree program.

DSM-IV-TR Casebook: A Learning Companion to the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision. Robert L. Spitzer (Editor), Miriam Gibbon (Editor), Andrew E. Skodol (Editor), Janet B. W. Williams (Editor), Michael B. First (Editor), Mariam Gibbon. American Psychiatric Pr; 4th edition (January 2002) ISBN: 1585620599
Vignettes give prose examples for hundreds of difficult diagnostic situations.

Essential Psychopathology and Its Treatment. Jerrold S. Maxmen and Nicholas G. Ward. W.W. Norton & Company. ISBN: 0393701735. *An excellent companion for the DSM...discussions about all the diagnoses, including more information about treatment.*

Misdiagnosis and Dual Diagnoses of Gifted Children and Adults: ADHD, Bipolar, OCD, Asperger's, Depression, and Other Disorders. Webb, Amend, Webb, Goerss, Beljan and Olenchak. Great Potential Press. ISBN: 0-910707-67-7. *An interesting case against the pathologizing of gifted individuals.*

University Policies

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services.

Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.