1. **Course Designation and Identifier**

   1.1 Adler Graduate School  
   1.2 Course number 504  
   1.3 Abnormal Psychology  
   1.4 Three (3) credits  
   1.5 Prerequisite(s): None

2. **Course Description**

   The course covers the development, symptoms, and patterns of maladjusted behavior. Students are introduced to the DSM-IV-TR and DSM-5 categorization and classification of psychiatric phenomena. The goals of the course are for students to look at psychopathological behavior from a multidisciplinary framework in order to better understand deviant behavior as well as human behavior in general. The second major goal is to learn how to apply a diagnostic assessment process to cases. The third goal is to gain an understanding of the similarities and differences in case conceptualization between the DSM-IV-TR, DSM-5, and Adlerian Psychology.

3. **Texts, Materials and Resources**

   3.1 Required materials:

3.2 Required Articles (Electronic Attachment)


3.3 Additional Readings (Electronic Attachment)


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4. **Competencies and Learning Outcomes**

Students in this course learn about or are able to do:

4.1 To compare various models of psychopathology, including Individual Psychology (10 a, d, e)
4.2 To define abnormal behavior (7h)

4.3 To examine the history of the abnormal psychology and the use of the DSM III, III-R, IV-TR and 5 (5d; 7a)
4.4 To examine human behavior from a multidisciplinary perspective (7h,i)
4.5 To develop familiarity and a working knowledge of DSM-5 (5d)
4.6 To apply methods, approaches, and basic skills of the diagnosis of mental disorders, including how to make a differential diagnosis of various disorders (5d, 7h)
4.7 To develop a life span perspective on psychopathology (3c, 3b)
4.8 To think critically about research and conceptualization in psychopathology (3c)
4.9 To identify several key types of abnormal behaviors (mental disorders) including disorders related to trauma, addictions, sexuality, schizophrenic disorders, paranoid disorders, psychotic disorders, adjustment disorders, and personality disorders (3f, 3h, 5d)
4.10 To compare the Individual Psychology system with the DSM-5 approach to mental health (3d, 5d)
4.11 To practice a holistic approach to assessment (71, 10a)
4.12 To examine current issues in abnormal psychology, ethical considerations in assessment, and the influence of the media (5h; 7a, 7i)
4.13 To examine the international perspective on the treatment of mental health disorders and cultural aspects in normalcy (7f)

5. **Course Overview**

5.1 All AGS courses are 7 weeks long (5 weeks of coursework plus two weeks for completing final assignments) and comprise 9 learning units (weekend days count as 2 sessions). You should expect to spend approximately 135 hours on all course-related activities. Your instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final papers grades are submitted.

6. **Course Outline**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topic (s)</th>
<th>Reading</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>DSM-5 References</td>
<td>Other References</td>
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<td>Perfectionism</td>
<td>CO= Chapters 3, 4, &amp; 5</td>
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<td>Adler, 1936</td>
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<td>Credner, 1936</td>
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<td>Dunkley, Blankenstein, &amp; Berg, 2012</td>
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<td>Egan et al., 2011</td>
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<td>Ehring &amp; Watkins, 2008</td>
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<td>Mosak, 1968</td>
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<td>Samuel &amp; Gore, 2012</td>
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<td>Shulman &amp; Mosak, 1967</td>
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<td>4</td>
<td>11/24</td>
<td>Trauma and Stress-Related Disorders</td>
<td>DSM-5 = p. 265-290; 329-354</td>
<td>Kendler &amp; Myers, 2010 Kim, Joo et al., 2011 Kim, Thibodeau, &amp; Jorgensen, 2011 Mansell et al., 2009 McCrae &amp; John, 1992</td>
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<td></td>
<td>Disorders of Feeding and Eating Cultural Formulation</td>
<td>CO = Chapters 6 and 7</td>
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<td>Private Logic</td>
<td>Dreikurs, 1973</td>
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<td>Piedmont, 2012</td>
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<td>5</td>
<td>12/1</td>
<td>Substance Use</td>
<td>DSM-5 = p. 309-328; 423-460; 481-590</td>
<td>Kendler &amp; Myers, 2010 Kim, Joo et al., 2011 Kim, Thibodeau, &amp; Jorgensen, 2011 Mansell et al., 2009 McCrae &amp; John, 1992</td>
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<td>Somatic Symptom and Rel Disorders</td>
<td>CO = Chapter 8</td>
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<td>Sexual Dysfunctions</td>
<td>Andreassen, 2013</td>
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<td>Gender Dysphoria</td>
<td>Kotov, et al., 2010</td>
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<td>Paraphilic Disorders</td>
<td>Wilt &amp; Revelle, 2009</td>
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<td>6</td>
<td>12/8</td>
<td>Personality Disorders</td>
<td>DSM-5 = p. 645-684</td>
<td>Kendler &amp; Myers, 2010 Kim, Joo et al., 2011 Kim, Thibodeau, &amp; Jorgensen, 2011 Mansell et al., 2009 McCrae &amp; John, 1992</td>
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<td>CO = Chapter 9</td>
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<td>Stein = p. 38</td>
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<td>CO = Chapters 11 &amp; 12</td>
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<td>Edmundson et al., 2011</td>
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<td>Mesholam-Gately, et al., 2009</td>
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<td>8</td>
<td>12/13 PM</td>
<td>Neurodevelopmental Disorders, Disruptive, Impulse-control, and Conduct Disorders</td>
<td>DSM-5 = p. 31-86; 461-480; 591-640</td>
<td>Kendler &amp; Myers, 2010 Kim, Joo et al., 2011 Kim, Thibodeau, &amp; Jorgensen, 2011 Mansell et al., 2009 McCrae &amp; John, 1992</td>
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<td>Neurocognitive Disorders</td>
<td>Aldao, et al., 2010</td>
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<td>Nolen-Hoeksema, 2012</td>
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<td>9</td>
<td>12/15</td>
<td>Marital, Family, Relational Other Mental Disorders</td>
<td>DSM-5 = 707-730; 783-808</td>
<td>Kendler &amp; Myers, 2010 Kim, Joo et al., 2011 Kim, Thibodeau, &amp; Jorgensen, 2011 Mansell et al., 2009 McCrae &amp; John, 1992</td>
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Medication-Induced Movement Disorders
Other Conditions that May be a Focus of Clinical Attention

7. **Assessment/Evaluation Procedures**

7.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Class attendance and ACTIVE participation</td>
<td>Each Session</td>
<td>45 (5 per session)</td>
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<tr>
<td>Short Response Paper #1</td>
<td>Nov 24, 2014</td>
<td>15</td>
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<tr>
<td>Short Response Paper #2</td>
<td>Dec 8, 2014</td>
<td>15</td>
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<tr>
<td>Special Project Diagnostic Assessment</td>
<td>Dec 20, 2014</td>
<td>25</td>
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<td>Final Project</td>
<td>Dec 30, 2014</td>
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<td><strong>TOTAL</strong></td>
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<td><strong>150 Points</strong></td>
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7.2 Grading: [Based on total points for the class]

- **A** 135-150 points
- **B** 120-134 points
- **C** 105-119 points
- **R** Retake- Needs more time or instruction to master the requirements of the class
- **NC** Quality of work or participation falls below minimum expectations, including:
  - Not attending class.
  - Not properly notifying registrar of a withdrawal
  - Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)
  - Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.
  - Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)
  - Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

7.3 Assignments 1 and 2: Short Response Papers

Throughout the course, there will be 2 (two) Short Response Papers. Each paper is worth 15 points. The grading rubric will be distributed the first night of class. Criteria are as follows:

**Short Response Paper #1 (15 points):** The student will answer one of the following questions.
• Compare and contrast the definition of mental disorder in DSM-5 and the Individual Psychology Perspective.
• Compare and contrast Perfectionism and Obsessive-Compulsive Disorders
• Compare and contrast Perfectionism and Feeding and Eating Disorders

Although you will likely find that you have field experience in the discussed topics, please remember that the most convincing position is the one supported by the most current and relevant research. You will find these sources in peer-reviewed journals. Use APA style and format requirements in referencing sources.

**Short Response Paper #2 (15 points):** The student will provide a case evaluation using one of the following cases:
- Stein, Woman 27 (p. 6)
- Stein, Man 53 (p. 60)
- Barlow & Brown, Case 1 (pp. 1-15)
- Barlow & Brown, Case 5 (pp. 59-73)

In reviewing these cases, ask yourself the general question, “What else would I like to know about this case?” You might imagine this case was transferred to you and you are planning your first session with this client.

When you are reviewing Adler’s cases in the Stein text, pay attention to what information might be missing that would assist you to make a DSM-5 diagnosis.

When you are reviewing the cases in Barlow and Brown, pay attention to what information might be missing that would allow you to update the case from DSM-IV-TR to DSM-5 criteria. In both cases, describe what information you already have and what more would you need to generate a case formulation (i.e., diagnosis and potential rule out diagnoses) and initial treatment plan.

Criteria for Both Short Response Papers: Please be sure each paper has a cover page, is properly formatted according to APA 6th Edition Publication Manual standards. In addition, use APA writing style guidelines for your writing (i.e., scholarly language, concise and clear, free of grammar and mechanic errors, proper citations, etc.) Include a reference page. No more than 3 pages of text. Include an introduction, introduce your initial diagnostic hypothesis, support and develop your argument, and summarize with a conclusion. All papers will be submitted electronically in a .doc or .docx format. No .pdf documents please.

### 7.4 Final course assignment(s), timeline (deadline), and assessment (50 points)

The paper for this course is an analysis of Adler’s “The Case of Mrs. A” using the material that has been covered in this course. This should be a close reading of the case, identifying all DSM-5 diagnoses that meet criteria. Be sure to include direct quotations from the case presentation which demonstrate the presence of the disorder. Be sure to include any DSM-5 diagnoses that need to be ruled out, including the specific questions that would need to be answered in order to make or rule out the diagnosis. In other words, if diagnostic criteria are partially met, cite the relevant case material that supports the diagnosis and the specific criteria that are ambiguous or unanswered in the text.

Criteria for the Final Assignment: Similar to the SPT Project, be sure your Final
Assessment Paper has a cover page, is properly formatted according to APA 6th Edition Publication Manual standards. In addition, use APA writing style guidelines for your writing (i.e., scholarly language, concise and clear, free of grammar and mechanic errors, proper citations, etc.) Include a reference page. Similar to your SPT Paper, create a DA (diagnostic assessment) which will become the appendix to this paper. For the main portion of your paper, please begin by providing a short overview to your case. Then, in the body of the paper, describe your clinical assessment of the six domains from WHO-DAS, identify information from the Cultural Formulation Interview that are present and missing from the case. Discuss specific evidence in the case presentation that is relevant to the transdiagnostic processes and the Individual Psychology constructs that have been discussed in class. Be sure to provide a summary or conclusion. When citing the case relevant information, you do not need to include a citation. If supporting materials are used, the materials must be properly cited. All papers will be submitted electronically in a .doc or .docx format.

8. **Special Project Time (SPT) (25 points)**

8.1 Special Project Time (SPT) allows students the opportunity to integrate course materials and critical thinking. SPT is meant to be a self-contained experience requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.

8.2 Choose from the below choices for your SPT. You will use correct APA format to write a research paper on your choice of the following topics (listed below). At least 4 empirically based, published journal articles should be referenced. You may not use information obtained from websites and/or the Internet in place of published empirical research studies. Papers should stay between 4-5 pages (excluding reference and title page)

**Choice #1**

1. Choose a specific DSM-V disorder and research current treatments for this disorder. Evaluate your findings in terms of the empirical support for specific treatments and what you might choose (and why) in working with a client with this disorder.
2. Choose a specific intervention and research the empirical basis for this intervention. What types of issues/disorders are most helped by this intervention? What types of clients are most helped with this technique? Discuss how you may use this technique in your own counseling sessions.

**Choice #2**

1. Choose a specific DSM-V disorder and research the etiology of this disorder from a theoretical perspective. How does this disorder come to be, how is the pathology maintained, how is it viewed from a mental health vs mental illness perspective, and what other issues are important in the formation of this disorder?

**Choice #3**
1. **Analysis of DSM-V diagnosis of one case vignette** that will be posted by your instructor. The analysis must include a differential medical assessment, discussion of cognitive, affective and behavioral signs, symptoms, and etiologic hallmarks, as well as treatment recommendations. Student will make a diagnostic impression from this information.

2. Students should consult outside sources for treatment recommendations and make treatment recommendations specific to the person, not the diagnosis.

3. Students must be able to clearly articulate why they choose one diagnosis as opposed to other possibilities. **Students must integrate their assigned reading** in these analyses and cite references. What is important is not so much the correct answer, but the thinking that guided the student in the process, and the attention to all the details of the case.

8.3 Criteria for SPT: Similar to the short response papers, be sure your Special Project Paper has a cover page, is properly formatted according to APA 6th Edition Publication Manual standards. In addition, use APA writing style guidelines for your writing (i.e., scholarly language, concise and clear, free of grammar and mechanic errors, proper citations, etc.) Include a reference page. No more than 5 pages of text. All papers will be submitted electronically in a .doc or .docx format.

8.4 You will be responsible for reporting on your Project. Presentations will take about 15-20 minutes. You will provide your classmates and instructor with an outline (1-2 pages) of your chosen SPT.

9. **Writing Guidelines including APA Format**

9.1 All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format unless specifically noted by the course instructor *(Publication Manual of the American Psychological Association (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).*

9.2 Strict APA publication rules might prove difficult when creating Diagnostic Assessments. Following the “letter” of the Manual (i.e., not using “I”, or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in report writing. However, it is still important to adhere to the “spirit” of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).

9.3 Prior to submitting your written assignments, please proofread carefully. Grammar and spelling errors, and poor sentence structure may make your writing difficult for readers to appreciate.

9.4 Please keep in mind that, while the internet offers a lot of exciting and up-to-date information, not all internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an “anybody-reviewed” source and, therefore, can’t be used in presenting your argument in AGS classes-related tasks.
10. **Attendance Policy**

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into nine units. One unit is equal to one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

It is the instructor’s prerogative to allow or not allow make-up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have additional attendance requirements based on the structure of the course. Those specifics are listed here:

10.1 You can positively affect your participation grade by:
- Arriving on time, be prepared for class and be ready to actively participate by making effective comments that raise the overall level of discussion for all class participants.
- Asking thoughtful questions that will enhance discussion and engage your peers.
- Listening carefully to, supporting, and engaging your peers and instructor in discussion.

10.2 You will negatively affect your participation grade by:
- Not attending class. Even if you meet Adler Graduate School attendance requirements, there is no make up work for a missed class.
- Dominating class discussion, thereby restricting others’ ability to participate.
- Disrupting others in class by having ‘side bar’ conversations and arriving late.
- Making offensive, disrespectful comments during discussions that do not promote professionalism and tolerance necessary in our field.
- Using electronic devices such as, but not limited to a cell phone, ipad, ipod, computer, or other personal electronic devices during class unless you are instructed to do so.

**Questions or appeals** about the implementation of the attendance policy may be directed to the Academic Vice President.

11. **Participation Disclaimer**

11.1 Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.
11.2 Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are available.

12. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- **Cheating** - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.

- **Fabrication** - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

- **Facilitating academic dishonesty** - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.

- **Plagiarism** - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.
15. **Instructor Contact Information**

Nicole M. Randick, Ed.D., ATR-BC, LPC, NCC  
Associate Faculty  
Adler Graduate School  
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Richfield, MN  55423

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