Adler Graduate School
Richfield, MN 55423

AGS Course 504
Abnormal Psychology

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 (required and optional)

   3.1 Required Readings:

   1) American Psychiatric Association: DSM-5 (Diagnostic and Statistical Manual of
      Mental Disorders), 5th ed. Washington, D.C.: Author. (DSM) (available on-line; see
      instructions on course page for access instructions) DO NOT BUY


      American Psychiatric Publications. (available on-line; see instructions on course page
      for access instructions) DO NOT BUY

      depression. Behavioural and Cognitive Psychotherapy, 38, 173-184. (on course page)

   5) World Health Organization (2016). Mental, behavioral and neurodevelopmental
      disorders. In International Classification of Diseases, Tenth Revision, Clinical
      (on course page)

3.2 Optional Readings:


3.3 Optional Listening (available on the course page)

1) Armstrong, G. (9.15.13). The Five Hindrances. (unit 8)
2) Armstrong, S. (4.11.14). Understanding the Torments. (unit 7)
3) Brach, T. (1.16.13) Stepping Out of the Cave. (unit 4)
4) Brach, T. (2.20.2013). Beyond the Interpreted World. (unit 9)
5) Fella, A. (10.10.13). Dependent Origination. (unit 2)
6) Rotheberg, D. (3.4.12) Two Arrows. (unit 3)
9) Wilson, C. (4.10.14) Perception, Thought, and Views. (unit 6)

4. Competencies and Learning Outcomes

Students in this course learn to:

4.1 Use a diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including DSM-5 and ICD-10 [5.C.2.d].
4.2 Use assessments for diagnostic and intervention planning purposes [2.F.7.e].
4.3 Define a mental disorder
4.4 Differentiate a mental disorder from human distress
4.5 Conduct a clinical inquiry into a client’s current functioning and symptoms with the specificity needed to make a DSM/ICD diagnosis
4.6 Utilize the DSM-5 decision trees in the differential diagnostic process
4.7 Conduct the Cultural Formulation Interview outlined in DSM-5.
4.8 Use the DSM-5 family of assessment instruments

4.8.1 Level 1 Cross Cutting Measure
4.8.2 Level 2 Symptom measures
4.8.3 Level 2 Severity measures
4.8.4 WHO-DAS

4.9 Hypothesize a maintenance model for the distress a client is experiencing
4.10 Write a diagnostic formulation based on

4.10.1 DSM-5 measures
4.10.2 DSM-5 Cultural Formulation Interview
4.10.3 Maintenance Processes
5. **Course Overview**

5.1 AGS online courses have the same total duration as residential courses – 7 weeks (5 weeks of coursework plus two weeks for completing final assignments). 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.

5.2 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response time-- replying within 48 hours. During the class, your instructor will post specific office hours on your class webpage.

5.3 Please stay current in the class. Generally, you will be expected to complete reading assignments, submit at least two substantive postings per week (in response to the questions and/or tasks by your instructor), and – in some cases - engage in experiential activities, per syllabus. These expectations are very general, as you will find unique teaching style and specific expectations presented in each online class.

5.4 Although you will likely find that you have a lot of 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.

6. **Course Outline**

1) Unit 1 (9.26.16 – 9.28.16)

   a. Topics

      i. Diagnostic Formulation
      ii. DSM-5 and ICD-10
      iii. DSM-5 Measures
      iv. WHO-DAS

   b. Learning Outcomes

      i. Knowledge

         1. Definition of comprehensive case formulation
         2. Definition of diagnostic formulation
         3. Definition of mental disorder
         4. DSM-5 Coding Updates
         5. Organization of DSM-5 and ICD-10
         6. Use of measures in DSM-5
         7. Scales on DSM-5 Level 1 Symptom Measure
         8. Scales on WHO-DAS
         9. Vicious Flower conceptualization
         10. Five Aspect Model
11. Organization of CFI

ii. Awareness

iii. Skills

1. Able to administer and interpret the DSM-5 Level 1 Symptom Measure
2. Able to administer and interpret the 6 item clinician rated WHO-DAS
3. Able to apply vicious flower model to case material
4. Able to apply Five Aspect Model to case material

c. Reading

i. DSM-5 pp 5-25; 733-759
ii. Coding Update
iii. ICD-10 Guidelines pp 1-17; 33-34
iv. CFI
v. CFI Supplementary Modules

d. Optional Resources


e. Assessment Methods: no assignments in this unit

2) Unit 2 (9.29.16 – 10.1.16)

a. Topics

i. Depressive Disorders
ii. Sleep Disorders
iii. Causality in Diagnostic Formulations
iv. Vicious Flower for depression

b. Learning Outcomes

i. Knowledge

1. Diagnostic criteria, specifiers, diagnostic features, development and course, risk and prognostic factors, culture and gender related issues, and diagnostic markers for Depressive Disorders and Sleep Disorders
2. CFI Explanatory Model Inquiry
3. Maintenance factors for depression
4. Definition of causality and covariation
5. Three type of causation/covariation

ii. Awareness: Aware of explanatory model dynamics in a personal problem

iii. Skills

1. Able to administer and interpret PROMIS Emotional Distress – Depression Symptom Measure
2. Able to produce a DSM-5 and ICD-10 diagnosis and identify maintenance factors for depression from case material
3. Able to conduct an inquiry into explanatory model

c. Reading
   i. DSM-5 Chapters
   ii. Brown & Barlow Case 9

d. Optional Resources
   ii. Fella, A. (10.10.13). Dependent Origination.

e. Assessment Methods
   i. Case Study: completeness, thoroughness, insight, clarity
   ii. Measures Exercise: completeness, thoroughness, insight, clarity
   iii. CFI Personal Reflection: completeness, thoroughness, insight, clarity

3) Unit 3 (10.3.16 – 10.5.16) (Rosh Hashanah)

a. Topics
   i. Bipolar Disorders
   ii. Sexual Disorders
   iii. Causal Analysis and Synthesis of Events (CASE) Formulation

b. Learning Outcomes
   i. Knowledge
      1. Diagnostic criteria, specifiers, diagnostic features, development and course, risk and prognostic factors, culture and gender related issues, and diagnostic markers for Bipolar Disorders and Sexual Disorders
      2. CFI Level of Functioning Inquiry
   ii. Awareness: Aware of level of functioning dynamics in a personal problem
   iii. Skills
      1. Able to administer and interpret Mania – Adult Symptom Measure
      2. Able to produce a DSM-5 and ICD-10 diagnosis and identify maintenance factors for Bipolar Disorder from case material

c. Reading
   i. DSM-5 Chapters
   ii. Brown & Barlow Case 10

d. Optional resources
i. Pearlson, 2015
ii. Rothberg, D. (3.4.12) Two Arrows.

e. Assessment Methods

i. Case Study: completeness, thoroughness, insight, clarity
ii. Measures Exercise: completeness, thoroughness, insight, clarity
iii. CFI Personal Reflection: completeness, thoroughness, insight, clarity

4) Unit 4 (10.6.16 – 10.8.16)

a. Topics

i. Anxiety Disorders
   ii. Elimination Disorders
   iii. Transdiagnostic Formulation

b. Learning Outcomes

i. Knowledge
   1. Diagnostic criteria, specifiers, diagnostic features, development and course, risk and prognostic factors, culture and gender related issues, and diagnostic markers for Anxiety Disorders and Elimination Disorders
   2. CFI Social Network Inquiry
   3. Definition of transdiagnostic formulation

ii. Awareness: Aware of social network dynamics in a personal problem
iii. Skills
   1. Able to administer and interpret Severity Measure for Panic Disorder
   2. Able to produce a DSM-5 and ICD-10 diagnosis and identify maintenance factors for Panic Disorder from case material

c. Reading

i. DSM-5 Chapters
   ii. Brown & Barlow Case 2

d. Optional Resources

ii. Brach, T. (1.16.13) Stepping Out of the Cave.

e. Assessment Methods

i. Case Study: completeness, thoroughness, insight, clarity
ii. Measures Exercise: completeness, thoroughness, insight, clarity
iii. CFI Personal Reflection: completeness, thoroughness, insight, clarity
5) Unit 5 (10.10.16 – 10.12.16) (Yom Kippur)

a. Topics

i. Obsessive Compulsive Disorders
ii. Feeding and Eating Disorders
iii. History of DSM

b. Learning Outcomes

i. Knowledge

1. Diagnostic criteria, specifiers, diagnostic features, development and course, risk and prognostic factors, culture and gender related issues, and diagnostic markers for Obsessive Compulsive Disorders and Feeding and Eating Disorders
2. CFI Psychosocial Stressors Inquiry
3. DSM history

ii. Awareness: Aware of psychosocial stressors dynamics in a personal problem

iii. Skills

1. Able to administer and interpret Repetitive Thoughts and Behaviors Adult Severity Scale
2. Able to produce a DSM-5 and ICD-10 diagnosis and identify maintenance factors for Obsessive Compulsive Disorder from case material

c. Reading

i. DSM-5 Chapters
ii. Brown & Barlow Case 5

d. Optional Resources

i. Abramowitz, J. S., & Jacoby, R. J., 2015

e. Assessment Methods

i. Case Study: completeness, thoroughness, insight, clarity
ii. Measures Exercise: completeness, thoroughness, insight, clarity
iii. CFI Personal Reflection: completeness, thoroughness, insight, clarity

6) Unit 6 (10.13.16 – 10.15.16)

a. Topics

i. Trauma and Stressor Disorders
ii. Dissociative Disorders
iii. Private Logic and Thinking Styles

b. Learning Outcomes

i. Knowledge

1. Diagnostic criteria, specifiers, diagnostic features, development and course, risk and prognostic factors, culture and gender related issues, and diagnostic markers for Trauma and Stressor Disorders and Dissociative Disorders
2. CFI Spirituality, Religion, and Moran Traditions Inquiry

ii. Awareness: Aware of spirituality, religion and moral traditions dynamics in a personal problem

iii. Skills

1. Able to administer and interpret Severity of Posttraumatic Stress Symptoms Short Scale
2. Able to produce a DSM-5 and ICD-10 diagnosis and identify maintenance factors for PTSD from case material

c. Reading

i. DSM-5 Chapters
ii. Brown & Barlow Case 4

d. Optional Resources

i. Dorahy, M. J., & van der Hart, O., 2015

e. Assessment Methods

i. Case Study: completeness, thoroughness, insight, clarity
ii. Measures Exercise: completeness, thoroughness, insight, clarity
iii. CFI Personal Reflection: completeness, thoroughness, insight, clarity

7) Unit 7 (10.17.16 – 10.19.16)

a. Topics

i. Personality Disorders
ii. Suicide Assessment

b. Learning Outcomes

i. Knowledge
1. Diagnostic criteria, specifiers, diagnostic features, development and course, risk and prognostic factors, culture and gender related issues, and diagnostic markers for Personality Disorders
2. CFI Cultural Identity Inquiry
   ii. Awareness: Aware of cultural identity dynamics in a personal problem
   iii. Skills
      1. Able to administer and interpret Clinician Rated Severity of Non-Suicidal Self Injury Scale
      2. Able to produce a DSM-5 and ICD-10 diagnosis and identify maintenance factors for Personality Disorders from case material

c. Reading
   i. DSM-5 Chapter
   ii. Brown & Barlow Case 15

d. Optional Readings
   i. Krueger, R. F., & Markon, K. E., 2014

e. Assessment Methods
   i. Case Study: completeness, thoroughness, insight, clarity
   ii. Measures Exercise: completeness, thoroughness, insight, clarity
   iii. CFI Personal Reflection: completeness, thoroughness, insight, clarity

8) Unit 8 (10.20.16 – 10.22.16)

a. Topics
   i. Substance Use Disorders
   ii. Disruptive Behavior Disorders
   iii. Buddhist/Mindfulness Formulation

b. Learning Outcomes
   i. Knowledge
      1. Diagnostic criteria, specifiers, diagnostic features, development and course, risk and prognostic factors, culture and gender related issues, and diagnostic markers for Substance Use Disorders and Disruptive Behavior Disorders
      2. CFI Coping and Help-Seeking Inquiry
   ii. Awareness: Aware of coping and help-seeking dynamics in a personal problem
   iii. Skills
      1. Able to administer and interpret Substance Use Adult Symptom Measure
2. Able to produce a DSM-5 and ICD-10 diagnosis and identify maintenance factors for Substance Use Disorders from case material

c. Reading
   i. DSM-5 Chapters
   ii. Brown & Barlow Case 14

d. Optional Readings
   ii. Stevens, L. et al., 2014

e. Assessment Methods
   i. Case Study: completeness, thoroughness, insight, clarity
   ii. Measures Exercise: completeness, thoroughness, insight, clarity
   iii. CFI Personal Reflection: completeness, thoroughness, insight, clarity

9) Unit 9 (10.24.16 – 10.26.16)

a. Topics
   i. Schizophrenia Spectrum Disorders
   ii. Somatic Symptom Disorders
   iii. Diagnosis and Treatment Planning

b. Learning Outcomes
   i. Knowledge

   1. Diagnostic criteria, specifiers, diagnostic features, development and course, risk and prognostic factors, culture and gender related issues, and diagnostic markers of Schizophrenia Spectrum Disorders and Somatic Symptom Disorders
   2. CFI Patient-Clinician Relationship Inquiry

   ii. Awareness: Aware of patient client relationship dynamics in a personal problem
   iii. Skills

   1. Able to administer and interpret Clinician Rated Dimensions of Psychosis Symptom Severity Scale
   2. Able to produce a DSM-5 and ICD-10 diagnosis and identify maintenance factors for Schizophrenia Spectrum Disorders from case material

c. Reading
   i. DSM-5 Chapters
   ii. Brown & Barlow Case 16
d. Optional Resources
   ii. Pearlson, G. D., 2015

e. Assessment Methods
   i. Case Study: completeness, thoroughness, insight, clarity
   ii. Measures Exercise: completeness, thoroughness, insight, clarity
   iii. CFI Personal Reflection: completeness, thoroughness, insight, clarity

10) SPT (due 10.29.16)

The project for this course is to conduct a diagnostic interview with a friend or colleague acting
as your subject. Your interview should use the questions from the cultural formulation interview,
the level 1 symptom questionnaire, WHO-DAS, any of the level 2 measures that seem appropriate
for your case, and any other inquiry you feel necessary to write your diagnostic assessment. Your
subject can be honest about their conditions or can choose to role-play a fictitious character. Your
report of this interview will be similar to an initial assessment report, presenting your findings: a
diagnostic case formulation and diagnostic impression.

a. Topics
   i. CFI
   ii. Level 1 questionnaire
   iii. WHO-DAS
   iv. Selected level 2 measure(s)
   v. Additional inquiry

b. Learning Outcomes
   i. Use a diagnostic process, including differential diagnosis and the use of current
diagnostic classification systems, including DSM-5 and ICD-10 [5.C.2.d].
   ii. Use assessments for diagnostic and intervention planning purposes [2.F.7.e].
   iii. Conduct the Cultural Formulation Interview outlined in DSM-5.
   iv. Write a diagnostic formulation based on
      1. DSM-5 measures
      2. DSM-5 Cultural Formulation Interview
      3. Maintenance Processes

c. Assessment Methods
   i. Completeness, thoroughness, insight, clarity
   ii. Scoring Rubric (a more detailed version is available on the course page)
      1. Identifying Information – 2 points
      2. Current Concerns – 3 points
      3. Psychological Functioning – 3 points
      4. Functioning and Well Being – 3 points
      5. Formulation – 5 points
6. Diagnosis – 4 points

7. Assessment/Evaluation Procedures
(Detailed descriptions of these assignments are available on Moodle)

7.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Points</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Analysis Forums</td>
<td>Units 2 - 9</td>
<td>8 X 8 = 48</td>
<td>4.1, 4.2, 4.4</td>
</tr>
<tr>
<td>Measures Exercises</td>
<td>Units 2 – 9</td>
<td>8 X 2 = 16</td>
<td>4.2</td>
</tr>
<tr>
<td>CFI Personal Reflections</td>
<td>Units 2 - 9</td>
<td>8 X 2 = 16</td>
<td>4.3, 4.4</td>
</tr>
<tr>
<td>Special Project</td>
<td></td>
<td>20</td>
<td>4.3, 4.4</td>
</tr>
</tbody>
</table>

7.2 Grading: [Based on total points for the class]

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>R</td>
<td>Retake- Needs more time or instruction to master the requirements of the class</td>
</tr>
<tr>
<td>NC</td>
<td>Quality of work or participation falls below minimum expectations, including:</td>
</tr>
<tr>
<td></td>
<td>• Not attending class.</td>
</tr>
<tr>
<td></td>
<td>• Not properly notifying registrar of a withdrawal</td>
</tr>
<tr>
<td></td>
<td>• Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
</tbody>
</table>

7.3 Case Analysis Forums

7.3.1 Assigned case from Brown & Barlow (2011) for units 2 – 9
7.3.2 Report your DSM-5 and ICD-10 diagnoses for this case. Be sure to include any of the specifiers that are appropriate to your diagnosis.
7.3.3 Discuss your decision making process to arrive at this diagnosis
7.3.4 Review the information in DSM-5 on your primary diagnosis. Discuss any similarities or differences between the case and the diagnostic features, development and course, risk and prognostic factors, culture related diagnostic issues, gender related diagnostic issues, and diagnostic markers that are discussed in DSM-5 for your primary diagnosis.
7.3.5 Construct a maintenance model for this case. Identify behaviors and beliefs that seem to perpetuate this person’s distress and dysfunction.
7.3.6 Grading Criteria
7.3.6.1 Original posts are graded on a scale of 0 - 4 points. These are due on the Tuesday or the Friday of the unit. Peer responses are graded on a scale of 0 – 2 points. The expectation is that each student will make 2 peer responses. These are due on the Wednesday or the Saturday of the unit.

7.3.6.2 Please contact the instructor if you are going to be late in responding. Responses posted after the deadline will have two points deducted for every late post. You can earn a maximum of 48 points in this required activity.

7.3.6.3 Completeness

7.3.6.3.1 DSM-5 diagnosis
7.3.6.3.2 ICD-10 diagnosis
7.3.6.3.3 Diagnostic Discussion
7.3.6.3.4 Maintenance Model

7.3.6.4 Thoroughness: address all DSM-5 information about the diagnosis

7.3.6.4.1 diagnostic features
7.3.6.4.2 development and course
7.3.6.4.3 risk and prognostic factors
7.3.6.4.4 culture related diagnostic issues
7.3.6.4.5 gender related diagnostic issues
7.3.6.4.6 diagnostic markers

7.3.6.5 Insight: accurate and deep intuitive understanding of the case is evident in the posting

7.3.6.6 Clarity: well written, no significant grammar and punctuation errors; lucid and without ambiguity or indistinctness

7.4 Measures Exercises

7.4.1 Assigned case from Brown & Barlow (2011) for units 2 – 9
7.4.2 Imagine that you are this client; empathize with their life situation and history as best you can. Complete the Cross Cutting Level 1 Symptom Measure and the diagnostic specific measure or measures that seem appropriate to the case as if you were this client. Report these assessment results. Specify the time in the case history that this measure or measures is being completed.

7.4.3 Complete the Clinician Rated 6 item WHO-DAS for this client, specifying the time in the case history that you assessing. Report the results of this assessment.

7.4.4 Grading Criteria

7.4.4.1 Posts are graded on a scale of 0 – 2 points and are due on the Wednesday and Saturday of the unit. You can earn a maximum of 16 points in the required activity.
7.4.4.2 Completeness: all appropriate measures completed
7.4.4.3 Thoroughness: all items are completed
7.4.4.4 Insight: accurate and deep intuitive understanding of the case is evident in the scores
7.4.4.5 Clarity: well written, clear presentation of data and interpretations

7.5 CFI Personal Reflections
7.5.1 There are eight components to the cultural formulation interview (CFI). The personal reflections are for you to explore each of these components from an experiential perspective. The goal is to achieve an integration of three systems of information processing: the “knowing system,” where you have the factual content of the component, the “doing system,” where you translate this knowledge into practice, and the “reflective system,” where you consider the experience of answering the component question. The reflective system can feed information and conclusions back to your understanding of the component and to the style you use in your inquiry. For each reflection you are encouraged to consider these topics:

- How did it feel to process your thoughts in this way?
- Did this exercise give you any insight into yourself?
- Did this exercise change your understanding of the component of the CFI?
- Did this exercise change your style of inquiring into the component of the CFI?

7.5.2 Grading Criteria

7.5.2.1 Posts are graded on a scale of 0 - 2 points. These are due on the Wednesday or the Saturday of the unit. Please contact the instructor if you are going to be late in responding. Responses posted after the deadline will have two points deducted for every late post. You can earn a maximum of 16 points in this required activity.

7.5.2.2 Completeness: address all 4 topics in the instructions
7.5.2.3 Thoroughness: address all of the components in the CFI module
7.5.2.4 Insight: accurate and deep intuitive understanding is evident in the posting
7.5.2.5 Clarity: well written, no significant grammar and punctuation errors; lucid and without ambiguity or indistinctness

7.6 Extra Credit Forums

7.6.1 The two extra credit Case Forums are graded with the criteria for an original posting on a case analysis forum (see 7.3.6 above). These are due on October 26, 2016. You can earn a maximum of 8 points on these two extra credit forums (2 X 4).

7.6.2 The Manic Rating Scale extra credit forum is graded from 0 to 4 points. Your response is due on October 26, 2016. You can earn a maximum of 4 points on the extra credit activity.

7.6.2.1 Thoroughness of application of manic episode criteria
7.6.2.2 Insight: accurate and deep intuitive understanding is evident in the posting
7.6.2.3 Clarity: well written, no significant grammar and punctuation errors; lucid and without ambiguity or indistinctness

7.7 SPT Description, timeline, and assessment
7.7.1 The project for this course is to conduct a diagnostic interview with a friend or colleague acting as your subject. Your interview should use the questions from the cultural formulation interview, the level 1 cross cutting symptom questionnaire, WHO-DAS, any of the level 2 measures that seem appropriate for your case, as well as any other inquiry you feel necessary to complete your diagnostic assessment. Your subject can be honest about their conditions or can choose to role-play a fictitious character. Your report of this interview will be similar to an initial assessment report, presenting your findings: a diagnostic case formulation and diagnostic impression.

7.7.2 Due date:

7.7.3 Grading Criteria

**7.7.3.1 Completeness**

- 7.7.3.1.1 Identifying Information (2 points)
- 7.7.3.1.2 Current Concerns (3 points)
- 7.7.3.1.3 Psychological Functioning (3 points)
- 7.7.3.1.4 Functioning and Well Being (3 points)
- 7.7.3.1.5 Formulation (5 points)
- 7.7.3.1.6 Diagnosis (4 points)

**7.7.3.2 Thoroughness**

- 7.7.3.2.1 All domains of CFI and supplementary modules addressed
- 7.7.3.2.2 All appropriate measures completed
  - 7.7.3.2.2.1 Level 1 Cross Cutting Measure
  - 7.7.3.2.2.2 Appropriate Level 2 Measures
  - 7.7.3.2.2.3 WHO-DAS

**7.7.3.3 Insight**: accurate and deep intuitive understanding is evident in the posting

**7.7.3.4 Clarity**: well written, no significant grammar and punctuation errors; lucid and without ambiguity or indistinctness

8. **Online Discussions or Activities**

Online classes provide an opportunity for open and insightful dialogue. As in any dialogue, these discussions demonstrate many facets of diversity, including diversity of values, opinions, and experiences. We view these differences as welcomed and needed attributes of a scholarly discussion. Acknowledgement of and respect for these differences is a sign of mature scholarly debate.

Following are guidelines governing online discussions:

8.1 Faculty members monitor discussions and intervene when requested or deemed necessary.

8.2 NEVER post to the courseroom content:
  - That is known to be illegal,
That is potentially harassing, threatening, or embarrassing,
- That might be offensive and might be received as disrespectful in any way.
- That is vulgar or sexually explicit

8.3 The tone of the exchange is one of respect for individual differences. If you disagree with an opinion expressed by a classmate or instructor, respond in a scholarly manner, arguing about the subject of discussion vs. the person who posted it.

8.4 Students are encouraged to not overuse exclamation marks!!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.

8.5 Online communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during online portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

8.6 During online discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion. Confidential client information is not appropriate in forum postings. Further, mental health related issues pertaining to you or your family members must be used with caution, if at all.

8.7 Be aware that some agency-specific information, such as descriptions of programs that have been developed or specialized treatment approaches, may potentially be a subject of copyright law. Although it is not always possible to know whether information is protected, the minimum expectation is to always identify and credit the source of information.

8.8 If the expectations in professional communication or other expectations specific to unique nature of online scholarly activities are not met, the concerning issue will be addressed with involvement of Program Director (or Academic VP, if needed or determined by the PD as requiring higher level of intervention). A student or a faculty member may raise the issue.

8.9 Any off-list communication between student and faculty will be conducted through Moodle, or redirected to Moodle of a student starts it via conventional private e-mailing.

9. **Special Project Time (SPT)**

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring 45 hours to complete.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. This is done in consultation with the course instructor.

SPT specifics for this course are posted on Moodle.

10. **Writing Guidelines including APA Format**
10.1 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).

10.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. 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 forums such as peer discussions. 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).

10.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.

10.4 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 academicly 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.

11. Attendance and Participation 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.

In online classes, the student fulfills the class session or unit by complying with posting and other submission deadlines.

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:

11.1 At the beginning of each course, please complete or update your student profile on Moodle and get familiar with your classmates and the instructor by visiting their profile information.
11.2 You are expected to attend all the course learning activities. In the AGS asynchronous online courses, you attend the class by complying with posting and other submission deadlines.

11.3 In most of the courses, you will have two deadlines per week during the five weeks of coursework. For each week, and in conjunction with online instruction and other learning activities, your course instructor will announce two discussion questions or topics corresponding with two of the units in the course outline. The questions will appear in Moodle each Monday morning at least two weeks in advance for the five weeks of coursework. You will have until Tuesday night (11:59 PM CST) for the first question and Friday night (11:59 PM CST) for the second question to submit your original response.

11.4 Your original response will be at least 350 words, with at least one scholarly reference. Through discussions supported by in-text citations and other references, your response will reflect critical thought related to the topic and specific assignments for that unit.

11.5 Typically, you will then have until Wednesday night (11:59 PM CST) and Saturday night (11:59 PM CST) to respond to at least two of your classmates’ postings for each question (four responses per week). You will see occasional variations from that common practice, depending on specific needs in your classes. Your course instructor will provide you with more specific information.

11.6 You can post your peer responses at any time between Monday and Wednesday (for discussion topic One) and between Friday and Saturday night (for discussion topic Two), but not before you post your original response. Your course instructor will acknowledge your participation and will grade the quality of it by responding to your original pasting, whether individually or in a summary format.

11.7 It is the AGS attendance policy that student have to attend at least 80% of the class sessions in order to be eligible for a letter grade. Online attendance is posting on time. Not complying with posting deadlines or not posting at all will be counted as a missed class.

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

12. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is expected.

As with other AGS courses, in this course, individual students must determine for themselves the level of personal disclosure/intimacy that is appropriate for them.

Faculty members and students do not disclose confidential, personally identifiable information concerning their clients, students, research participants, organizational clients, or other recipients of their services.

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 readily available on Moodle main page.

13. **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.

14. **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.

15. **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.

16. **Instructor Contact Information**

Rocky Garrison, Ph.D.
Adler Graduate School
1550 East 78th Street
Richfield, MN  55423

Phone: 503.317.4521
Office Email: Rocky.Garrison@alfredadler.edu

Updated 7.18.16