# Abnormal Psychology
Course Syllabus # 504 - Online

October 1, 2012 – November 11, 2012

1. **Course Designation and Identifier**

1.1 Adler Graduate School
1.2 Course number – 504 OL Online
1.3 Abnormal Psychology & DSM-IV-TR
1.4 Three (3) credits
1.5 Prerequisite: none

2. **Course Description**

The course covers the development, symptoms, and patterns of maladjusted behavior. Students are introduced to the DSM-IV-TR 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 this multi-axial 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 and Adlerian Psychology.

3. **Texts, Materials and Resources (required and optional)**

3.1 Required texts


3.2 Required Articles


3.3 Optional Readings


3.3.4 It may be helpful to pick up an abnormal psychology textbook. You can often find these used online or at various bookstores. It can be a good reference book to have as you build your professional library.

3.3.5 The instructor will post references to various online resources throughout the course.

4. **Competencies and Learning Outcomes**

Students in this course learn:

4.1 compare various models of psychopathology, including Individual Psychology (10 a, d, e)

4.2 define abnormal behavior (7h)

4.3 examine the history of the abnormal psychology and the use of the DSM III, III-R, IV-TR and the upcoming 5 (5d; 7a)

4.4 examine human behavior from a multidisciplinary perspective (7h,i)

4.5 develop familiarity and a working knowledge of DSM-5 (5d)

4.6 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 develop a life span perspective on psychopathology (3c, 3b)

4.8 think critically about research and conceptualization in psychopathology (3c)

4.9 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 compare the Individual Psychology system with the DSM-5 approach to mental health (3d, 5d)

4.11 practice a holistic approach to assessment (71, 10a)

4.12 examine current issues in abnormal psychology, ethical considerations in assessment, and the influence of the media (5h; 7a, 7i)

4.13 examine the international perspective on the treatment of mental health disorders and cultural aspects in normalcy (7f)

5. **AGS Online Course Overview**

5.1 AGS on-line 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 120 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 on-line 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 (10.1.12 – 10.3.12)

a) Topics
   i) DSM History
   ii) What is a mental disorder?
   iii) How is DSM-5 organized; how is it different from DSM-IV?
   iv) How are cultural factors integrated into a diagnostic assessment?
   v) What is a transdiagnostic approach to psychopathology?

b) Learning Outcomes (competencies 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.8, 4.10, 4.11, 4.12, 4.13)
   i) Able to compare and contrast the definition of a mental disorder from DSM-IV, DSM-5, and Individual Psychology
   ii) Able to compare and contrast Individual Psychology and the transdiagnostic approach
   iii) Aware of the Cultural Formulation Interview from DSM-5

c) Reading and Other Sources
   i) AA Appendix, pp 339-341
   ii) DA ch 1 – 2, browse ch 3
   iii) DSM-5 organization, definition of a mental disorder, FAQ
   iv) Adler, Alfred 1935a & 1935b
   v) Ansbacher, 1991
   vi) Frances & Widiger, 2012;
   vii) Mansell, et al., 2009

2) Unit 2 (10.4.12 – 10.7.12)

a) Topics
   i) Anxiety Disorders
   ii) Obsessive Compulsive Disorders
   iii) Relations among mood and anxiety disorders
   iv) Purposes of Symptoms

b) Learning Outcomes (competencies 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.12, 4.13)
   i) Able to identify information that is crucial for DSM-5 diagnosis and case formulation in anxiety cases

c) Reading and Other Sources
   i) DA ch 10
ii) Adler, Alfred, 1936
iii) Mosak, 1968
iv) DSM-5 criteria for Anxiety Disorders and Obsessive Compulsive Disorders

3) Unit 3 (10.8.12 – 10.10.12)

a) Topics
   i) Dissociative Disorders
   ii) Somatic Symptom Disorders
   iii) Perfectionism
b) Learning Outcomes (competencies 4.1, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13)
   i) Able to compare and contrast Individual Psychology, DSM-5, and current research on the structure of emotions
c) Reading and Other Sources
   i) Watson, 2009
   ii) Egan, et al., 2011
   iii) DSM-5 criteria for Dissociative Disorders and Somatic Symptom Disorders

4) Unit 4 (10.11.12 – 10.14.12)

a) Topics
   i) Bipolar and Related Disorders
   ii) Depressive Disorders
   iii) Trauma and Stress Related Disorders
   iv) Shame and Guilt
   v) Neurotic Central Themes
   vi) Responsibility and Neurosis
b) Learning Outcomes (competencies 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13)
   i) Able to identify information that is crucial for DSM-5 diagnosis and case formulation in mood disorder cases
c) Reading and Other Sources
   i) DA ch 9
   ii) Credner, 1935
   iii) Shulman & Mosak, 1967
   iv) Kim, Thibodeau, & Jorgensen, 2011
   v) DSM-5 diagnostic criteria for Bipolar and Related Disorders, Depressive Disorders, and Trauma and Stress Related Disorders

5) Unit 5 (10.15.12 – 10.17.12)

a) Topics
   i) Feeding and Eating Disorders
   ii) Elimination Disorders
   iii) Emotion Regulation Strategies
b) Learning Outcomes (competencies 4.1, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13)
   i) Able to compare and contrast the concepts of responsibility, shame, and guilt in DSM-5 and Individual Psychology
   ii) Able to compare and contrast emotion regulation strategies in DSM-5 and Individual Psychology
c) Reading and Other Sources
i) Aldao, et al., 2010
ii) DSM-5 diagnostic criteria for Feeding and Eating Disorders and Elimination Disorders

6) Unit 6 (10.18.12 – 10.21.12)

a) Topics
   i) Personality Disorders
   ii) Five Factor Model
b) Learning Outcomes (competencies 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.11, 4.13)
   i) Able to identify information that is crucial for DSM-5 diagnosis and case formulation in personality disorder cases
c) Reading and Other Sources
   i) DA ch 13
   ii) Trull, 2012
   iii) Millon, 2012
   iv) Alexandra Adler, 1935
   v) DSM-5 diagnostic criteria for Personality Disorders

7) Unit 7 (10.22.12 – 10.24.12)

a) Topics
   i) Substance Use and Addictive Disorders
   ii) Disruptive, Impulse Control, and Conduct Disorders
   iii) Goal and Action Identification
   iv) Private Logic
b) Learning Outcomes (competencies 4.1, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13)
   i) Able to compare and contrast private logic with goal/action identification theory
   ii) Able to compare and contrast DSM-5 personality disorders with the five factor model of personality disorder
   iii) Aware of historical antecedents for personality disorder typologies
c) Reading and Other Sources
   i) Dreikurs, 1973; Watkins, 2011;
   ii) DSM-5 diagnostic criteria for Substance Use and Addictive Disorders and Disruptive, Impulse Control, and Conduct Disorders

d) Adler, K., 1959
i) DSM-5 diagnostic criteria for Schizophrenia Spectrum Disorders and Neurodevelopmental Disorders

8) Unit 8 (10.25.12 – 10.28.12)

a) Topics
   i) Schizophrenia Spectrum Disorders
   ii) Neurodevelopmental Disorders
   iii) Neurocognition in Schizophrenia
b) Learning Outcomes (competencies 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.11, 4.13)
   i) Able to identify information that is crucial for DSM-5 diagnosis and case formulation in Schizophrenia Spectrum cases
c) Reading and Other Sources
   i) DA ch 8
   ii) Mesholam-Gately, et al., 2009
d) Adler, K., 1959
i) DSM-5 diagnostic criteria for Schizophrenia Spectrum Disorders and Neurodevelopmental Disorders
9) Unit 9 (10.29.12 – 10.31.12)

a) Topics
   i) Sexual Dysfunctions
   ii) Gender Dysphoria
   iii) Paraphilic Disorders
   iv) Repetitive Negative Thinking

b) Learning Outcomes (competencies 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.11)
   i) Able to identify information that is crucial for DSM-5 diagnosis and case formulation in Sexual Dysfunctions, Gender Dysphoria, and Paraphilic Disorders.
   ii) Able to compare and contrast DSM-5 and Individual Psychology theory of psychosis
   iii) Able to compare and contrast transdiagnostic processes of perfectionism, repetitive negative thinking, shame and guilt
   iv) Able to identify DSM-5 diagnostic categories that have repetitive negative thinking in the diagnostic criteria

c) Reading and Other Sources
   i) Ehring & Watkins, 2008
   ii) Sperry & Shulman, 1996

d) DSM-5 diagnostic criteria for Gender Dysphoria and Paraphilic Disorders

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

8.1 There are 2 kinds of writing assignments for this course – 5 compare and contrast (C & C) assignments and 4 “what else would you like to know?” (WEW) assignments. There is a list of topics to choose from for each unit.

8.2 Grading:
   A  90% + and 1 or fewer late assignments
   B  80% + and/or 2 late assignments
   C  70% +
   R  <69% and/or 3 late assignments

8.3 Upload assignments to the appropriate area of the AGS 513 Moodle course page.

8.4 Written Assignments (compare and contrast and “what else would you like to know?”) posts are graded on a scale of 0-4 points. Responses posted after the deadline will not be graded. You can earn a maximum of 36 points in this required activity.
<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Comments a) are accurate and relevant; b) demonstrate original thinking; c) use appropriate scholarly support; d) are well written, with no significant grammar and punctuation errors and no violation of “netiquette”. Four point comments contribute substantially to the course discussions and stimulate additional thought and further discussions about the topic discussed in the particular unit.</td>
</tr>
<tr>
<td>3</td>
<td>Above Average</td>
<td>Comments lack at least one of the above qualities, but are above average overall, with regard to their content, and make a good contribution to our understanding of the issue being discussed.</td>
</tr>
<tr>
<td>2</td>
<td>Average</td>
<td>Comments lack two or three of the required qualities. Comments which are based upon personal opinion but not supported by scholarly research or personal experience and/or comments violating important netiquette rules often fall within this category.</td>
</tr>
<tr>
<td>1</td>
<td>Minimal</td>
<td>Comments present little or no new information, lack three or more of the above qualities. However, one point comments may provide important social presence and contribute to a collegial atmosphere.</td>
</tr>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>The comment lacks all four qualities or in violation of AGS academic integrity policy</td>
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8.4 Peer Responses can earn 1.0 point per each peer response (with the total of 2 points per unit, and a maximum of 18 points per course). Peer responses are graded on accuracy, relevance, presence of scholarly support, and delivery (including compliance with major grammar and punctuation rules and netiquette). Peer responses should be on a topic that the responder did not write on for credit. Peer responses posted after deadline will be not be graded. In these responses, you will

a) bring another aspect to the discussion, add a new insight to already offered ideas
b) find additional scholarly support for your classmate’s position and demonstrate that you have done some good additional reading on the issue
c) reply to a group of your classmates by comparing or contrasting their stated positions, or probing, offering a counter-thought
d) integrate your classmates’ observations into your original position (whether supportive or not).

In meeting at least one of the above (a-d) requirements, a good peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate. While offering a good challenge in your peer responses, please don’t forget that validation and respect are two integral rules in any scholarly conversation.

8.5 Special Project: The project for this course will be an analysis of the two cases in AA (The Case of Mrs. A and The Case of Miss R) using the material that has been covered in this course. This should be a close reading of the cases, identifying all DSM-5 diagnoses that are met, including quotations from the case presentations which demonstrate the presence of the disorder, as well as all 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. Identify information from the Cultural Formulation Interview that is present and missing from the cases. Discuss specific evidence in the case presentations that is relevant to the transdiagnostic processes and the Individual Psychology constructs that have been discussed in class. Due 11.19.12

8.5.1 Learning Outcomes

8.5.1.1 Able to assign a DSM-5 diagnosis to case material
8.5.1.2 Able to identify information missing from a case presentation that is necessary to assign a DSM-5 diagnosis
8.5.1.3 Able to identify transdiagnostic processes in case presentation

8.5.2 Assessment Methods

8.5.2.1 Accuracy of diagnoses assigned
8.5.2.2 Comprehensiveness of supporting case material for diagnoses
8.5.2.3 Accuracy of identification of other possible disorders
8.5.2.4 Clarity of questions that need to be asked in order to assign additional diagnoses
8.5.2.5 Sensitivity to cultural issues in the case presentations
8.5.2.6 Insight into presence of transdiagnostic processes in case presentations
8.5.2.7 Comprehensiveness of supporting case material for transdiagnostic processes
8.5.2.8 Insight into application of Individual Psychology constructs in case presentations
8.5.2.9 Comprehensiveness of supporting case materials for Individual Psychology constructs

8.6 Final course assignment: A 5 to 10 page paper on a diagnostic category or a transdiagnostic process. Identify several research or theoretical articles that are relevant to the chosen topic and discuss areas where these papers agree and disagree. Topics for this paper are proposed in Unit 4 and finalized by unit 7. Due 11.19.12

8.6.1 Learning Outcome: Awareness of several different perspectives on a specific diagnosis or transdiagnostic process

8.6.2 Assessment Methods

8.6.2.1 Insight into similarities and differences in the various papers
8.6.2.2 Clarity of synthesis of various perspectives

8.7 Summary of points

8.7.1 36 points for unit assigned writing
8.7.2 18 points for unit peer responses
8.7.3 30 points for special project
8.7.4 16 points for paper
9. **On-Line Discussions or Activities**

On-line 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 on-line discussions:

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

9.2 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

9.3 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.

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

9.5 On-line 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 on-line 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.

9.6 During on-line 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.

9.7 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.

9.8 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.

9.9 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.
10. **Writing Guidelines including APA Format**

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).

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).

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

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.

11. **Attendance and Participation Policy**

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.

2. You are expected to attend all the course learning activities. In the AGS asynchronous on-line courses, you attend the class by complying with posting and other submission deadlines.

3. In this course you will have two deadlines per week during the five weeks of coursework. For each unit your course instructor will post several discussion questions or topics. You are to choose one question from the list for your response, making sure that you complete 5 C & C questions, 2 WEW questions from the Dziegielewski test and 2 WEW questions from the Adler casebook. The questions will appear in Moodle each Monday morning for the five weeks of coursework. You will have until Wednesday 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.

4. Your original response will be at least 350 words. 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.

5. You will then have until Friday night (11:59 PM CST) for the first unit of the week and Sunday night (11:59 PM CST) for the second unit of the week to respond to one of your classmates’ postings for each unit. You should respond to a classmate who has answered a different question than the one which you answered. These peer responses have to be substantive. In these responses, you will bring another aspect to the discussion, find additional scholarly support for your classmate’s position, reply to a group of your classmates by comparing or contrasting their
stated positions, or integrate your classmates’ observations into your original position. In sum, an ideal peer response will bring the discussion to an advanced level and will parallel what you might observe in a live scholarly debate. 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.

6. 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.

7. 12.7 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. Not complying with posting deadlines or not posting at all will be counted as a missed class.

13. Participation Disclaimer

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.

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.

14. 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.
15. **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.

16. **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.

17. **Instructor Contact Information**

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503-317-4521
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7.27.12