1. **Course Designation and Identifier**

   1.1. Adler Graduate School
   1.2. Course number – 504 OL Online
   1.3. Psychopathology
   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 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 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, DSM-5, and Adlerian Psychology.

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

   3.1. Required texts

3.2. Required Articles


3.3. Optional Readings


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

4. Competencies and Learning Outcomes Students in this course learn:

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 the upcoming 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. 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

6.1. Unit 1

6.1.1. Topics

6.1.1.1. Definition of a mental disorder
6.1.1.2. DSM History
6.1.1.3. DSM-5 organization
6.1.1.4. Transdiagnostic approach to psychopathology
6.1.1.5. Diagnosis and treatment planning process
6.1.1.6. Cultural factors

6.1.2. 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)

6.1.3. Knowledge, Awareness, Skills Developed

6.1.3.1. Able to compare and contrast the definition of a mental disorder from DSM-5 and Individual Psychology perspectives
6.1.3.2. Able to compare and contrast Indivudual Psychology and the transdiagnostic approach
6.1.3.3. Aware of the Cultural Formulation Interview from DSM-5
6.1.3.4. Aware of history of the diagnostic and statistical manuals
6.2. Unit 2

6.2.1. Topics

6.2.1.1. Personality Disorders
6.2.1.2. Five Factor Model

6.2.2. 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)

6.2.3. Knowledge, Awareness, Skills Developed

6.2.3.1. Able to identify information that is crucial for DSM-5 diagnosis and case formulation in personality disorder cases
6.2.3.2. Aware of five factor model of personality functioning
6.2.3.3. Able to complete the Five Factor Form
6.2.3.4. Able to identify information that is crucial for a five factor formulation of personality functioning

6.3. Unit 3

6.3.1. Topics

6.3.1.1. Perfectionism
6.3.1.2. Obsessive Compulsive Disorders
6.3.1.3. Feeding and Eating Disorders

6.3.2. Learning Outcomes (competencies 4.1, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10, 4.11, 4.13)

6.3.3. Knowledge, Awareness, Skills Developed

6.3.3.1. Able to define perfectionism
6.3.3.2. Able to compare and contrast perfectionism, Obsessive Compulsive Disorders, and Feeding and Eating Disorders

6.4. Unit 4

6.4.1. Topics

6.4.1.1. Anxiety Disorders
6.4.1.2. Elimination Disorders
6.4.1.3. Purposes of Symptoms

6.4.2. 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)

6.4.3. Knowledge, Awareness, Skills Developed

6.4.3.1. Able to identify information that is crucial for DSM-5 diagnosis and case formulation in Anxiety Disorder and Obsessive Compulsive Disorder cases
6.4.3.2. Able to identify information that is crucial for a five factor formulation of personality functioning in Anxiety Disorder and Obsessive Compulsive Disorder cases
6.5. Unit 5

6.5.1. Topics

6.5.1.1. Depressive Disorders
6.5.1.2. Sleep-Wake Disorders
6.5.1.3. Shame and Guilt
6.5.1.4. Responsibility

6.5.2. 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)

6.5.3. Knowledge, Awareness, Skills Developed

6.5.3.1. Able to compare and contrast the concepts of responsibility, shame, and guilt in DSM-5 and Individual Psychology
6.5.3.2. Able to compare and contrast Anxiety Disorders and Depressive Disorders
6.5.3.3. Aware of distinction between shame and guilt
6.5.3.4. Aware of Individual Psychology concept of responsibility

6.6. Unit 6

6.6.1. Topics

6.6.1.1. Bipolar and related disorders
6.6.1.2. Sexual Dysfunctions
6.6.1.3. Emotion Regulation Processes
6.6.1.4. Safeguards

6.6.2. Learning Outcomes (competencies 4.1, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.12, 4.13)

6.6.3. Knowledge, Awareness, Skills Developed

6.6.3.1. Able to identify information that is crucial for DSM-5 diagnosis and case formulation in guilt, depression, Major Depressive Disorder, and Bipolar Disorder cases
6.6.3.2. Able to identify information that is crucial for a five factor formulation of personality functioning in guilt, depression, Major Depressive Disorder, and Bipolar Disorder cases

6.7. Unit 7

6.7.1. Topics

6.7.1.1. Trauma- and Stressor-Related Disorders
6.7.1.2. Dissociative Disorders
6.7.1.3. Repetitive Negative Thinking
6.7.1.4. Private Logic

6.7.2. 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)

6.7.3. Knowledge, Awareness, Skills Developed
6.7.3.1. Able to compare and contrast emotion regulation strategies in DSM-5 and Individual Psychology
6.7.3.2. Able to compare and contrast repetitive negative thinking, perfectionism, and shame and guilt
6.7.3.3. Aware of Individual Psychology concept of private logic

6.8. Unit 8

6.8.1. Topics

6.8.1.1. Substance-Related and Addictive Disorders
6.8.1.2. Disruptive, Impulse-Control, and Conduct Disorders

6.8.2. 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)

6.8.3. Knowledge, Awareness, Skills Developed

6.8.3.1. Able to identify information that is crucial for DSM-5 diagnosis and case formulation in substance-related, trauma-related, and dissociative cases
6.8.3.2. Able to identify information that is crucial for a five factor formulation of personality functioning in substance-related, trauma-related, and dissociative cases

6.9. Unit 9

6.9.1. Topics

6.9.1.1. Schizophrenia Spectrum Disorders
6.9.1.2. Somatic Symptom and Related Disorders
6.9.1.3. Neurocognition in Schizophrenia

6.9.2. Learning Outcomes (competencies 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.10, 4.11)

6.9.3. Knowledge, Awareness, Skills Developed

6.9.3.1. Able to identify information that is crucial for DSM-5 diagnosis and case formulation in transgender, sexual dysfunction, and schizophrenic cases
6.9.3.2. Able to identify information that is crucial for a five factor formulation of personality functioning in transgender, sexual dysfunction, and schizophrenic cases
6.9.3.3. Able to compare and contrast Somatic Symptom Disorder and Dissociative Identity Disorder
6.9.3.4. Able to discuss psychosis in the five factor model of personality
6.9.3.5. Able to identify DSM-5 diagnostic categories that have repetitive negative thinking in the diagnostic criteria

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

7.1. Assignment Overview

7.1.1. 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.
7.2. 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

7.3. Original Forum Posting Submissions

Original posts are graded on a scale of 0-4 points. Responses posted after the deadline will have two points deducted for every late post. 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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7.4. Peer Responses

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 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; and/or 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.

7.5. Special Project

7.5.1. 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. Complete a five factor form on each case and identify data you would like to have to complete your FFM assessment. 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.

7.5.2. Learning Outcomes

7.5.2.1. Able to assign a DSM-5 diagnosis to case material
7.5.2.2. Able to identify information missing from a case presentation that is necessary to assign a DSM-5 diagnosis
7.5.2.3. Able to utilize the Five Factor Model to assess case material
7.5.2.4. Able to identify information missing from a case presentation that is necessary for a comprehensive assessment of personality using the Five Factor Model
7.5.2.5. Able to identify transdiagnostic processes in a case presentation

7.5.3. Assessment Methods

7.5.3.1. Accuracy of diagnoses assigned
7.5.3.2. Comprehensiveness of supporting case material for diagnoses
7.5.3.3. Accuracy of identification of other possible disorders
7.5.3.4. Clarity of questions that need to be asked in order to assign additional diagnoses
7.5.3.5. Sensitivity to cultural issues in the case presentations
7.5.3.6. Insight into presence of transdiagnostic processes in case presentations
7.5.3.7. Comprehensiveness of supporting case material for transdiagnostic processes
7.5.3.8. Insight into application of Individual Psychology constructs in case presentations
7.5.3.9. Comprehensiveness of supporting case materials for Individual Psychology constructs
7.6. Final course assignment

7.6.1. 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

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

7.6.3. Assessment Methods

7.6.3.1. Insight into similarities and differences in the various papers
7.6.3.2. Clarity of synthesis of various perspectives

7.7. Summary of points

7.7.1. 36 points for unit assigned writing
7.7.2. 18 points for unit peer responses
7.7.3. 30 points for special project
7.7.4. 16 points for paper

8. On-Line Discussions or Activities

8.1. 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.

8.2. guidelines governing on-line discussions

8.2.1. Faculty members monitor discussions and intervene when requested or deemed necessary.
8.2.2. NEVER post to the courseroom content

8.2.2.1. That is known to be illegal,
8.2.2.2. That is potentially harassing, threatening, or embarrassing,
8.2.2.3. That might be offensive and might be received as disrespectful in any way.
8.2.2.4. That is vulgar or sexually explicit

8.2.3. 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.
8.2.4. Students are encouraged to not overuse exclamation marks!!!!!!, CAPITAL LETTERS, or other marks of emotional reaction that may be received as yelling, etc.
8.2.5. 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.
8.2.6. 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.

8.2.7. 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.

8.2.8. 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.

8.2.9. 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)**

9.1. Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience, requiring 30 hours to complete.

9.2. 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.

9.3. SPT specifics for this course are posted on Moodle.

10. **Writing Guidelines including APA Format**


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 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

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 on-line 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 on-line 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.

12. Participation Disclaimer

12.1. Active participation in class discussions/exercises/demonstrations is encouraged.

12.2. 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.

12.3. 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.

12.4. 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

13.1. 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:

13.1.1. 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.
13.1.2. Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
13.1.3. Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
13.1.4. Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one’s own without acknowledgment.

14. Nondiscrimination Clause

14.1. 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)

15.1. 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

16.1. Rocky Garrison, Ph.D., 503-317-4521, rockygarrison@gmail.com