1. **Course Designation and Identifier**

   1.1 Adler Graduate School  
   1.2 Course number 504-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:


   **this is an e-book**

   3.2 Optional: none

   3.3 Other Notes:
1) 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.
2) The instructor will post references to various online resources throughout the course.

4. **Competencies and Learning Outcomes**

Students in this course will:

4.1 Gain a basic knowledge of Psychopathology and case applications
4.2 Make comparisons of Adlerian psychology and abnormal psychology (10 a,d,e)
4.3 Define abnormal behavior (7h)
4.4 Examine the history of the abnormal psychology and the use of the DSM III, III-R, IV-TR and the upcoming V (5d; 7a)
4.5 Learn to examine human behavior from a multidisciplinary perspective (7h,i)
4.6 Develop familiarity and a working knowledge of the DSM-IV-TR and DSM-V (5d)
4.7 Learn methods, approaches, and basic skills of the diagnosis of mental disorders (multi-axial assessment process) (7h)
4.8 Gain knowledge and insight into several key types of abnormal behaviors (mental disorders) including disorders related to sexuality, schizophrenic disorders, paranoid disorders, psychotic disorders, adjustment disorders, and personality disorders.(5d)
4.9 Compare the Adlerian system with the DSM-IV-TR approach to mental health (5d)
4.10 Learn how to make a differential diagnosis of various disorders (5d)
4.11 Develop skills necessary to practice a holistic approach to assessment
4.12 Review current issues in abnormal psychology, ethical consideration in assessment, and the influence of the media (5h; 7a)
4.13 Review 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 between 90 and 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 may 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 in both your substantial posts and your peer response posts.

6. **Course Outline**

<table>
<thead>
<tr>
<th>Unit Number</th>
<th>Unit Topic</th>
<th>Learning Outcomes</th>
<th>Knowledge, awareness, &amp; skills in applications</th>
<th>Reading and other sources</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Course overview</td>
<td>4.1, 4.3, 4.4</td>
<td></td>
<td><strong>Dziegielewski text:</strong> Ch 1, Ch 2 pgs 23 (starting with Diagnosis and Assessment) thru pg 53; Chapter 3 pgs 54-70 and 77-98 (skip Defense Mechanisms on Pg 70 and goes to bottom of pg 77); Other sources in Moodle</td>
<td>Postings</td>
</tr>
<tr>
<td>2.</td>
<td>Normal vs. abnormal behavior, Structure of DSM,</td>
<td>4.4, 4.5, 4.6, 4.7, 4.9</td>
<td></td>
<td><strong>Dziegielewski text:</strong> Chapter 4; Other sources in Moodle</td>
<td>Postings</td>
</tr>
<tr>
<td></td>
<td>what’s new in DSM-5</td>
<td>4.2, 4.8, 4.10, 4.11</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|---|-----------------|--------|-----------------
| 3. | Anxiety Disorders | | Dziegielewski text: Chapter 10 (skim over assessments for OCD and PTSD, focus on treatment planning and how they were created based on case information) Oltmanns, et al. text: Chapter 1, 2, 3, & 5 Other info in Moodle |
| 4. | Mood disorders | 4.2, 4.8, 4.10, 4.11 | Dziegielewski: Ch 9 Oltmanns, et al: Chapter 6, 7 Other info in Moodle |
| 5. | Schizophrenia, psychotic disorders | 4.2, 4.8, 4.10, 4.11 | Dziegielewski: Ch 8 Oltmanns et al: 9, 10 |
| 6. | Personality disorders | 4.2, 4.8, 4.10, 4.11 | Dziegielewski: Ch 13, Oltmanns, et al: Chapter 18, 19, 20 Other info in Moodle |
| 7. | Childhood diagnoses, eating disorders | 4.2, 4.8, 4.10, 4.11 | Dziegielewski: Ch5, Ch 6 Oltmanns, et al: Chapter 21,22, 15, 16 Other info in Moodle |
| 8. | Substance abuse, sexual disorders | 4.2, 4.8, 4.10, 4.11 | Dziegielewski: Ch 12, 7 Oltmanns, et al: Chapter 11, 12, 13, Other info in Moodle |

Special Project Time (SPT) | Analysis of characters in book/movie | All | SPT rubric |
---|---|---|---
Case Study Paper | Paper discussing case study | all | Case Study rubric |

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

7.1 Assignment Overview

Credit is given to students who successfully meet all of the requirements at the level of proficiency acceptable to the instructor. The evaluation is based on the following:

a) Participation on Moodle that is timely and substantial (54 points)
b) Case study discussion using the DSM-IV-TR and multi-axial diagnosis (16 points) due anytime week 6

c) Special Project due by last day of the course, diagnosing a case based on a book or movie character, identifying signs, symptoms, diagnostic criteria, and comparing both the Adlerian and cultural conceptualization with the DSM-IV-TR. (30 points)

More information on all of these assignments will be posted on moodle when the course begins, as well as the specific weekly topics you will be discussing.

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

7.4 Original Forum Posting Submissions

Original 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>
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<tbody>
<tr>
<td>4</td>
<td>Excellent</td>
<td>Comments a) are accurate and relevant; b) demonstrate original thinking; c) use appropriate scholarly support in APA format; 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,</td>
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and make a good contribution to our understanding of the issue being discussed. References and in-text citations follow APA format

<table>
<thead>
<tr>
<th>2</th>
<th>Average</th>
<th>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. Some problems with APA format</th>
</tr>
</thead>
<tbody>
<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>
</tr>
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</table>

7.5 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 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.

7.6 Case Discussion Paper

Due anytime during week 6. In this paper you will choose a single case from the 4 provided and develop the most appropriate multi-axial diagnosis for the case. The paper should include a discussion of relevant information from the case with support from sources you’ve read over the first 5 weeks. There should be evidence of a logical decision making process that helped you reach your decision about the most appropriate diagnosis. You may use your texts as well as any of the supplemental materials or other research articles. (16 points)

7.7 SPT – Application of Learning
The SPT is an 8-12 page project where you will select a character from a book or movie and provide a multi-axial diagnosis and scholarly discussion of what you believe the mental health concern is and how it affects the character. The paper should be in APA format, and contain academic references. You will want to describe the criteria met, research on the disorder, any relevant information about the character (family background, demographics, chemical dependency concerns, etc) and an overview of what research says about the diagnosis. Discussion of an Adlerian conceptualization compared to the DSM-IV-TR method of understanding disorders should be included. You may want to include a section about your reaction to the character and whether or not you believe he/she depicts mental illness in a positive or negative light. The goal is not to get a diagnosis right, it is to demonstrate that you have a basic understanding of how to identify a diagnosis and what you think about the process. When citing a book character, use the author’s name as the reference and when citing a movie character, use the director’s name as the reference. (30 points)

8. 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:

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 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
8.6 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.

8.7 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. 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 30 hours to complete.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students may construct a SPT experience unique to their chosen disciplines. 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 on-line 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

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 sets of 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 2 weeks in advance for the five weeks of coursework. You will have until Tuesday night (11:59 PM CST) for the first question and Thursday or 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). 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, 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.

11.6 You can post your peer responses at any time between Monday and Wednesday (for discussion topic One) and between Thursday 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 students 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**

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 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 the 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**

Susan Belangee, Ph.D., LPC, NCC, ACS
Online Faculty Member
susanbelangee@aol.com (preferred method of communication is email)
(678)570-5809 (cell)

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