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 texts:

3.2 Required Articles


Optional Readings


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

5. Course Overview

5.1 All AGS courses are 7 weeks long (5 weeks of coursework plus two weeks for completing final assignments) and comprise 9 learning units (weekend days count as 2 sessions). You should expect to spend approximately 135 hours on all course-related activities. Your instructor will be actively available for all class activities and individual consultations for the duration of the coursework and as needed until final papers grades are submitted.
6. **Course Outline**
<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topic(s)</th>
<th>Reading</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>April 7</td>
<td>Introduction to Course History of DSM Overview of DSM-5 Introduction to Diagnostic Process</td>
<td>DSM-5 = p. xli – 29 CO = Chapter 1 Stein = p. 339-341 Adler, 1935a, 1935b</td>
<td>Class participation Interactive discussion</td>
</tr>
<tr>
<td>4</td>
<td>April 21</td>
<td>Trauma and Stress-Related Disorders Disorders of Feeding and Eating Cultural Formulation Private Logic</td>
<td>DSM-5 = p. 265-290; 329-354 CO = Chapters 6 and 7 Dreikurs, 1973 Piedmont, 2012</td>
<td>Class participation Interactive discussion In class activity</td>
</tr>
<tr>
<td>5</td>
<td>April 28</td>
<td>Substance Use Somatic Symptom and Rel Disorders Sexual Dysfunctions Gender Dysphoria Paraphilic Disorders</td>
<td>DSM-5 = p. 309-328; 423-460; 481-590 CO = Chapter 8 Andreassen, 2013 Kotov, et al., 2010 Wilt &amp; Revelle, 2009</td>
<td>Short Response #2 Due Date: May 7</td>
</tr>
<tr>
<td>#</td>
<td>Date</td>
<td>Topic</td>
<td>DSM-5 References</td>
<td>Class participation</td>
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</table>
| 6  | May 5        | Personality Disorders                                              | DSM-5 = p. 645-684  
CO = Chapter 9  
Stein = p. 38 | Class participation  
Interactive discussion  
In class activity |
| 7  | May 10 AM    | Schizophrenia Spectrum Disorders  
Dissociative Disorders                                                | DSM-5 = p. 87-122; 291-308  
CO = Chapters 11 & 12  
Edmundson et al., 2011  
Mesholam-Gately, et al., 2009 | Class participation  
Interactive discussion  
In class activity |
| 8  | May 10 PM    | Neurodevelopmental Disorders  
Disruptive, Impulse-control, and Conduct Disorders  
Neurocognitive Disorders                                                | DSM-5 = p. 31-86; 461-480; 591-640  
Aldao, et al., 2010  
Nolen-Hoeckema, 2012 | Class participation  
Interactive discussion  
In class activity |
| 9  | May 12       | Marital, Family, Relational Other Mental Disorders  
Medication-Induced Movement Disorders  
Other Conditions that May be a Focus of Clinical Attention            | DSM-5 = 707-730; 783-808                                                     | Class participation  
Interactive discussion  
In class activity |
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>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class attendance and ACTIVE participation</td>
<td>Each Session</td>
<td>5 per session for 45 total</td>
</tr>
<tr>
<td>Short Response Paper #1</td>
<td>April 23, 2014</td>
<td>15</td>
</tr>
<tr>
<td>Short Response Paper #2</td>
<td>May 7, 2014</td>
<td>15</td>
</tr>
<tr>
<td>Special Project Diagnostic Assessment</td>
<td>May 17, 2014</td>
<td>25</td>
</tr>
<tr>
<td>Final Project</td>
<td>May 25, 2014</td>
<td>50</td>
</tr>
</tbody>
</table>

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

- **A** 180-200 points
- **B** 160-179 points
- **C** 140-159 points
- **R** Retake- Needs more time or instruction to master the requirements of the class
- **NC** Quality of work or participation falls below minimum expectations, including:
  - Not attending class.
  - Not properly notifying registrar of a withdrawal
  - Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)
  - Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

### 7.3 Class Attendance and ACTIVE participation criteria.

Students are expected to attend all class sessions. Please see section 11 of this syllabus for specific criteria.

### 7.4 Short Response Papers

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

Short Response Paper #1: The student will answer **one** of the following questions.

1. Compare and contrast the definition of mental disorder in DSM-5 and the Individual Psychology Perspective.
2. Compare and contrast Perfectionism and Obsessive-Compulsive Disorders
3. Compare and contrast perfectionism and Feeding and Eating Disorders

Although you will likely find that you have field experience in the discussed topics, please remember that the most convincing position is the one **supported by** the most current and relevant research. You will find these sources in peer-reviewed journals. Use APA style and format requirements in referencing sources. Due Date is April 23, 2014.
Short Response Paper #2: The student will provide a case evaluation using one of the following cases:

1. Stein, Woman 27 (p. 6)
2. Stein, Man 53 (p. 60)
3. Barlow & Brown, Case 1 (pp. 1-15)
4. Barlow & Brown, Case 5 (pp. 59-73)

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

When you are reviewing Adler’s cases in the Stein text, pay attention to what information might be missing that would assist you to make a DSM-5 diagnosis. When you are reviewing the cases in Barlow and Brown, pay attention to what information might be missing that would allow you to update the case from DSM-IV-TR to DSM-5 criteria. In both cases, describe what information you already have and what more would you need to generate a case formulation (i.e., diagnosis and potential rule out diagnoses) and initial treatment plan. Due Date is May 7, 2014.

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

7.5 SPT Description, timeline (deadline), and assessment

The project for this course is to conduct an interview using the cultural formulation interview, level 1 symptom questionnaire, any of the level 2 measures that seem appropriate, and any clinical inquiry needed to arrive at a diagnostic impression, assessment of functional abilities using WHO-DAS domains, and Individual Psychology case formulation. Your subject can be honest about their conditions or can choose to role-play a fictitious character. Written report is due May 17, 2014.

**Criteria for SPT:** Similar to the short response papers, be sure your Special Project Paper has a cover page, is properly formatted according to APA 6th Edition Publication Manual standards. In addition, use APA writing style guidelines for your writing (i.e., scholarly language, concise and clear, free of grammar and mechanic errors, proper citations, etc.) Include a reference page only if references are used. **No more than 5 pages of text.** This paper will be in the format of a report or DA (diagnostic assessment). You will present a small description of the presenting problem, history of the problem, current situation, family history, social/work/school adjustment, your diagnostic impression, and initial treatment plan. All papers will be submitted electronically in a .doc or .docx format.
7.6 Final course assignment(s), timeline (deadline), and assessment

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

**Criteria for the Final Assignment**: Similar to the SPT Project, be sure your Final Assessment Paper has a cover page, is properly formatted according to APA 6th Edition Publication Manual standards. In addition, use APA writing style guidelines for your writing (i.e., scholarly language, concise and clear, free of grammar and mechanic errors, proper citations, etc.) Include a reference page. Similar to your SPT Paper, create a DA (diagnostic assessment) which will become the appendix to this paper. For the main portion of your paper, please begin by providing a short overview to your case. Then, in the body of the paper, describe your clinical assessment of the six domains from WHO-DAS, identify information from the Cultural Formulation Interview that are present and missing from the case. Discuss specific evidence in the case presentation that is relevant to the transdiagnostic processes and the Individual Psychology constructs that have been discussed in class. Be sure to provide a summary or conclusion. When citing the case relevant information, you do not need to include a citation. If supporting materials are used, the materials must be properly cited. All papers will be submitted electronically in a .doc or .docx format. The final assignment will be due on May 25, 2014.

8. **Online Discussions or Activities**

There is no expectation of online discussion or activities for this course.

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 at least 30 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 listed in section 7 above.

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

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

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**

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

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

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

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

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

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

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

12. **Participation Disclaimer**

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, inform the instructor during the first week of class. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. In most cases formal documentation or diagnosis of a disability is not required. Please note: Formal documentation or diagnosis of a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

16. **Instructor Contact Information**

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