Adler Graduate School
Richfield, MN
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.

   This course meets on-campus and on-line. Please see the schedule included in this syllabus for these dates.

3. **Texts, Materials and Resources**

   3.1 Required materials:

   1) American Psychiatric Association: *DSM-5 (Diagnostic and Statistical Manual of Mental Disorders), 5th ed*. Washington, D.C.: Author. (DSM)(also available on-line, but recommend you buy)
   2) American Psychiatric Association: *DSM-IV-TR (Diagnostic and Statistical Manual of Mental Disorders), 4th ed., Text Revision*. Washington, D.C.: Author. BUY USED OR BORROW – This is just used to reference material.

4. **Competencies and Learning Outcomes**

   Students in this course learn about or are able to do:
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>
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<tbody>
<tr>
<td>1</td>
<td>4/6</td>
<td>Introduction to Course History of DSM Overview of DSM-5 Introduction to Diagnostic Process Changes from DSM-IV-TR to DSM-5</td>
<td>DSM-5 = p. xli – 29 CO = Chapter 1</td>
<td>Class participation Interactive discussion</td>
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<tr>
<td>2</td>
<td>4/11AM</td>
<td>Transdiagnostic Model Review WHODAS 2.0 Other Conditions that May be a Focus of Clinical Attention Neurodevelopmental Disorders</td>
<td>DSM-5 = p. 31-86; p. 715-727</td>
<td>Class participation Interactive discussion In class activity</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>DSM Edition</td>
<td>Class Participation</td>
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<td>3</td>
<td>4/11</td>
<td>Schizophrenia Spectrum Disorders, Bipolar Disorders, Depressive Disorders</td>
<td>DSM-5 = 87-188</td>
<td>Short Response #1 Due Date: APRIL 13 (before class)</td>
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<td></td>
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<td>CO = Chapters 2, 10, 11, 12</td>
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<tr>
<td>4</td>
<td>4/13</td>
<td>Anxiety Disorders, Obsessive-Compulsive Disorder, Trauma and Stress-Related Disorders</td>
<td>MOODLE and VOICETHREAD DSM-5 = p. 189-290</td>
<td>Class participation Interactive discussion In class activity</td>
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<td>CO = Chapter 3, 4, 5, 6</td>
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<tr>
<td>5</td>
<td>4/20</td>
<td>Dissociative Disorders, Somatic Symptom and Related Disorders</td>
<td>MOODLE and VOICETHREAD DSM-5 = p. 291-328</td>
<td>Short Response #2 Due Date: April 25 (before class)</td>
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<td>CO = Chapter 3, 4, 5, 6</td>
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<td>6</td>
<td>4/25AM</td>
<td>Disorders of Feeding and Eating Elimination Disorders, Sleep-Wake Disorders</td>
<td>DSM-5 = p. 329-422; 749-759</td>
<td>Class participation Interactive discussion In class activity</td>
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<td>CO = Chapter 7</td>
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<td>4/25PM</td>
<td>Sexual Dysfunctions, Gender Dysphoria, Personality Disorders, 5 Factor Model</td>
<td>DSM-5 = p. 423-460; 645-684</td>
<td>Class participation Interactive discussion In class activity</td>
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<td>CO = Chapter 9</td>
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<td>7</td>
<td>4/27</td>
<td>Disruptive, Impulse control, and Conduct Disorders, Substance-Related and Addictive Disorders, Neurocognitive Disorders</td>
<td>MOODLE and VOICETHREAD DSM-5 = p. 461-644;</td>
<td>Outline for SPT due for review with peers and instructor Class participation Interactive discussion In class activity</td>
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<td>CO = Chapter 8</td>
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<td>8</td>
<td>5/4</td>
<td>Paraphilic Disorders, Other Mental Disorders, Medication-Induced Movement Disorders</td>
<td>DSM-5 = p. 685-714</td>
<td>Class participation Interactive discussion In class activity</td>
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<td>CO = Chapter 9</td>
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7. **Assessment/Evaluation Procedures**

7.1 **Assignment Overview**

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Class attendance and <strong>ACTIVE</strong> participation</td>
<td>Each Session</td>
<td>45 (5 per session)</td>
</tr>
<tr>
<td>Short Response Paper #1</td>
<td>April 13, 2015</td>
<td>15</td>
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<tr>
<td>Short Response Paper #2</td>
<td>April 25, 2015</td>
<td>15</td>
</tr>
<tr>
<td>Special Project Diagnostic Assessment</td>
<td>May 9, 2015</td>
<td>25</td>
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<tr>
<td>Final Project</td>
<td>May 25, 2015</td>
<td>50</td>
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<tr>
<td><strong>TOTAL</strong></td>
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<td><strong>150 Points</strong></td>
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7.2 **Grading:** [Based on total points for the class]

- A  135-150 points
- B  120-134 points
- C  105-119 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.
  - Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 10 below)

7.3 **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 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.** All papers will be submitted electronically in a .doc or .docx format. No .pdf documents please.

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.
Short Response Paper #1 (15 points): Students will provide a written paper on the following topic:

- Compare and contrast the definition of mental disorder in DSM-5 and the Individual Psychology Perspective.

7.4 Short Response Paper #2 (15 points): You will write 1 critique (template provided) of current (2006-2015) peer-reviewed journal article on a DSM 5 disorder. Critiques will stay between 2 and 3 pages. They must include the following: Purpose of the Study; Major Concepts; Methods and Assessments; Major Findings; Future Direction and Research

8 Special Project Time (25 points)

8.1 Special Project Time (SPT) allows students the opportunity to integrate course materials and critical thinking. SPT is meant to be a self-contained experience requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.

8.2 Choose a specific DSM-V disorder.

- Introduce the DSM V disorder with the criteria in a written format – do not include bullet points.
- Describe the etiology of this disorder from a theoretical perspective. How does this disorder come to be, how is the pathology maintained
- How is the disorder viewed from a mental health vs mental illness perspective.
- Finally describe the research for current treatments for this disorder.

8.3 You will use correct APA format to write a research paper. It is required that you use at least 4 empirically based, published journal articles to be referenced. **You may not use information obtained from websites and/or the Internet in place of published empirical research studies.** Papers should stay between 4-5 pages (excluding reference and title page)

8.4 Be sure your SPT 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 conclusion to your paper and finally a reference page.

9 Final Project (50 points)

9.1 The student will provide one in depth DSM 5 case evaluation using one of the following cases:

- Barlow & Brown, Case 1 (pp. 1-15)
- Barlow & Brown, Case 4 (pp. 44-58)
- Barlow & Brown, Case 5 (pp. 59-73)

9.2 In reviewing these cases, ask yourself the general question, “What else would I like to know about this case?” 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). Pay
attention to what information might be missing that would allow you to update the case from
DSM-IV-TR to DSM 5 diagnosis.

- Be sure to defend your position of how you updated the case from the DSM-IV-TR to the DSM 5 diagnosis and describe the DSM 5 disorder.
- Be sure to include direct quotations from the case presentation which demonstrate the presence of the disorder.
- Include a paragraph on other conditions to consider (p. 715 in the DSM) when providing the DSM 5 diagnosis.
- Describe your clinical assessment of the six domains from the WHODAS.
- Identify information from the Cultural Formulation Interview that are present and missing from the case.
- Add a full DSM 5 diagnosis at the end of the paper in an Appendix.

9.3 You will use correct APA format to write the your final paper. It is required that you use at
least 4 empirically based, published journal articles to be referenced. You may not use
information obtained from websites and/or the Internet in place of published empirical
research studies. Papers should stay between 4-5 pages (excluding reference and title page).

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

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 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:
- Arriving 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.
- Asking thoughtful questions that will enhance discussion and engage your peers.
- Listening carefully to, supporting, and engaging your peers and instructor in discussion.

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

12.1 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.

12.2 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 available.

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**

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