1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course #504
1.3 Abnormal Psychology and DSM-IV-TR
1.4 Three (3) credits

2. Course Description

This course covers the development, symptoms, and patterns of maladjusted behavior. Areas presented include the onset and progression of the neuroses, psychoses, personality disorders, sexual disorders and structural and chemical disorders of the mental processes. Students are introduced to DSM categorization and classification of psychological phenomena. The goals of the course are for students to look at abnormal behavior in a multidisciplinary framework in order to better understand deviant behavior, as well as human behavior in general.

3. Texts, Materials and Resources

3.1 Required Texts:


4. Competencies and Learning Outcomes

4.1 Gain a basic knowledge of the psychopathology and case application. (5d, 7h, 10d, 10c)

4.2 Make a comparison of Adlerian psychology with abnormal psychology. (10a)

4.3 Define what is abnormal behavior.

4.4 Examine the history of abnormal psychology and the use of the DSM III, III – R, and IV – TR. (7a)

4.5 Learn to examine human behavior from a multidisciplinary perspective. (7f)

4.6 Become familiar with the DSM– IV– TR (Diagnostic and Statistical Manual of Mental Disorders- Text Revision. (5d)

4.7 Learn methods and skills of diagnosis of mental disorders – multi-axial assessment process. (5d)

4.8 Gain knowledge of several key types of abnormal behaviors (mental disorders) including disorders related to sexuality, schizophrenic disorders, paranoid disorders, psychotic disorders, neurotic disorders, adjustment disorders, and personality disorders. (5h)

4.9 Compare the Adlerian system with current nomenclature of the DSM-IV- TR system. (10b)

4.10 Learn how to complete a differential diagnosis of various disorders.

4.11 Practice a “holistic reading approach” to the content of the course.

4.12 Become reacquainted with contemporary issues in abnormal psychology. (7i)

5. Course Outline

5.1 Orientation to the course, clarifying course goals-


5.2 Definitions

Spectrum of normal/abnormal

Levels of normalcy

Classifying issues.

5.3 Historical background: evolution of multi-perspectives –

Supernatural perspectives

Socio-cultural perspectives
Toward multidisciplinary approach

5.4 Personality development and adjustment
   Determinants
   Motivation
   Adjustive demands and stress

5.5 Causes of abnormal behavior

5.6 Schizophrenia and paranoia

5.7 Affective disorders

5.8 Neurosis, anxiety, somatoform, sleep, and dissociative disorders

5.9 Behavior disorders of childhood and adolescence

5.10 Psychological factors and physical illness

5.11 Sexual dysfunctions and variants

5.12 Personality disorders and crime

5.13 Disorders of impulse control and eating disorders

5.14 Substance abuse disorders

5.15 Organic disorders and mental retardation

5.16 Issues of prevention, legal issues

5.17 Adjustment disorders and miscellaneous

5.18 Treatment plans and positive mental health

6. Assessment Plan

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

6.2 Instructor observation (15) (Attendance and participation)

6.3 Case presentation in class with a fellow student –using DSM-IV-TR-multi-axial system (35)

6.4 Exam (100 questions, in class, open book exam) (50) (The class is graded on a curve, starting from the high score for the class).
6.5 Final paper—due two weeks after the class (50). Diagnose a case, identifying signs, symptoms, and diagnosis criteria, comparing Adlerian conceptualization with DSM-IV-TR.

There will be an option for 10 extra credit points that will be provided as the class begins.

7 Writing Guidelines including APA Format

7.1 All written assignments in courses at the Adler Graduate School, must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (6th edition), 2010, American Psychological Association. ISBN 1-4338-0561-8).

7.2 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.

8 Attendance and Participation Policy

8.1 It is the AGS attendance policy that students attend at least 80% of the class sessions in order to be eligible for a letter grade.

9 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. All assignments and exercises are subject to change as the course begins and progresses.

10 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.

11. 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.

12. 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.

13. Instructor Contact Information

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Writing requirements: check your SPT paper against these tips before you hand it in.

1. Make your subject and verb match! Do not hand in a paper that states: “The child (singular) has many choices in deciding their (plural) play activity.”

2. It is fine to use either feminine or masculine pronouns, or to switch from paragraph to paragraph. If you start a paragraph with “he” and “him,” use it throughout the paragraph. If you want to be inclusive, use “she” and “her” throughout the next paragraph.

3. Keep the tense the same throughout the paper. Do not hand in a paper that goes from past to present to perfect tense. “Adler had hypothesized that children are subject to the influences of parents who will make a difference in their lives.” Past tense is the smoothest to read. It’s fine to switch tenses if you are talking about something current, but just not within the same sentence.

4. Use “their” (possessive) and “there” (place) correctly. If you have a question, use grammar check.

5. Use “its” (possessive) and “it’s” (contraction for “it is”) correctly.

6. Use commas to separate lists and phrases. Read your sentence out loud and if you pause, it may need a comma.

7. Re-read your sentences aloud to make sure they make sense. If the meaning starts to get fuzzy, try making your sentence into two sentences.

8. Avoid repeating the same word in a sentence. Use a variety of synonyms so that the reader doesn’t get hung up on the repetition.

9. Check your use of “affect” and “effect.”

10. Avoid the use of “different” if you mean “various.” If something is different, it must be compared to something else.

11. Be aware of the difference between “compliment” and “complement.”

12. Avoid starting sentences or phrases with “there are.” Another way of phrasing the sentence will make it flow more smoothly and help you to tighten it up.

13. Watch your preposition use. Don’t use “to” if you mean “of” or “over” if you mean “from.” This is where reading your work out loud can really help.

14. Avoid the use of “do” as a verb. You can find a better word.

15. Take a good final look at your paper to see if spell-check or grammar check is indicating that something needs attention.

16. Consider taking Adler’s writing course if you need help. Not knowing how to write at the graduate level is not a judgment on you. Just take advantage of Adler’s wonderful class to bring your skills up, so your papers reflect graduate level work.
Guideline for In Class
Presentation with Co-Presenters

1) Maximum points (35)

2) Goal is to diagnose the case by identifying key biophysical, psychological, social and environmental signs and symptoms.

3) Complete all information on the multi-axial system.

4) Write out a narrative summary of your team's diagnosis of the client.

5) Provide typed written copies of your report for each member of the class.

6) Create a master treatment plan based on whatever information that you have.

7) Take 10 to 15 min. to report to the class your diagnostic process.
Diagnosis of a Case

(Length: 6-8 typewritten pages, 50 points maximum)

1. Use the five axes to diagnose Stan. (Use appendix for diagnostic label.)
   a. Axis I: Clinical Psychiatric Syndrome(s) and Other Conditions
   b. Axis II: Personality Disorders (adults) and Specific Development Disorders (children and adolescents)
   c. Axis III: Physical Disorders
   d. Axis IV: Severity of Psychosocial Stressors
   e. Axis V: Highest Level of Adaptive Functioning During the Past Year and Current Level of Functioning (GAF)

2. Write out in detail the specific information (symptoms and signs) from the case that you used to determine the five axes of the diagnosis.

3. Identify your reality, possibility, and value assumptions that are related to how you made your diagnosis of this case. Also, give the nature of the cause, and how you “know” what it is that you purport to know about this case.

4. Assess this case using the Adlerian principles. Cite the specific principles and document how you analyze the specifics.
Abnormal Psychology & DSM-IV-TR (#504)

Case Studies in Abnormal Behavior (M)

DSM-IV-TR In Action (D)

Introduction

Introduction and Major Historical Developments (M) (xi)

Concepts of Abnormality (M) (page 1)
  - The DSMs (page 2)
  - Rates of Mental Disorders (2)
    - A Presumably Normal Person Potentially Viewed as Pathological (3)
      - The Case of O.J. Simpson (4)

Theories and Techniques (M) (14)
  - Multiple Theoretical Views on Moderate Anxiety, Depression, and Simple Phobias (14)
    - The Case of Danielle (15)
  - The Various Mental Health Professionals (27)
  - An Overall Perspective on Treatment Change (28)

Section 1

Utilizing the DSM-IV-TR: Assessment, Planning, and Practice Strategy (D)
  - Chapter 1  Getting Started
  - Chapter 2  Basics and Application
  - Chapter 3  Documentation and the Multiaxial Diagnostic Assessment
  - Chapter 4  Applications: Beyond the Diagnostic Assessment

Section 2

Schizophrenia and Psychotic Disorders

Schizophrenia and the Psychotic Disorders (D) Chapter 9

The Schizophrenic and Delusional (or Paranoid) Disorders (M) (86)
  - Undifferentiated Schizophrenia (89)
    - The Case of Sally (89)
  - Paranoid Schizophrenia (96)
The Case of Daniel Paul Schreber (97)
The Case of John Forbes Nash, Jr. (102)

Section 3
Affective Disorders

Mood Disorders: Bipolar Disorders (D) (Chapter 11)
The Affective (or Mood) Disorders and Suicide (M) (104)

Major Depressive Disorder Associated with a Suicide Attempt (105)
The Case of Joseph Westbecker (107)

Bipolar Disorder (Manic-Depressive Psychosis) (122)
The Case of Virginia Woolf (124)

Postpartum Depression (112)
The Case of Brooke Shields (113)

Suicide (117)

Section 4
Anxiety Disorders

Anxiety Disorders: Obsessive-Compulsive Disorder (D) (Chapter 10)

The Anxiety Disorders (M) (31)
The Three Little Boys: Hans, Albert, and Peter (32)
The Case of Little Hans (32)
The Case of Little Albert (33)
The Case of Little Peter (34)

Agoraphobia (M) (35)
The Case of Agnes (36)

Obsessive-Compulsive Disorder (M) (42)
The Case of Bess (44)

Post-Traumatic Stress Disorder (49)
The Case of Paul (50)
Section 5
Dissociative and Sleep Disorders
The Dissociative and Sleep Disorders (M) (58)
   Multiple Personality Disorder (M) (59)
      The Case of Anna O. (60)
   Sleep Disorders (65)
      The Case of Sam (66)
      The Case of Ilse (68)

Section 6
Somatoform Disorders
The Somatoform Disorders (M) (72)
   Somatoform Disorder Subcategories (72)
      The Case of “Alix” (Empress Alexandra Fedorovna) (75)
   Pain Disorder (79)
      The Case of Pam (80)

Section 7
Behavior Disorders of Childhood and Adolescence
Disorders of Childhood and Adolescence (M) (262)
Developmental Language Disorder (M) (264)
   The Case of Delano (265)
Attention Deficit/ Hyperactivity Disorder (M) (269)
   The Case of Matt (271)
Autistic Disorder (274)
   The Case of Temple Grandin (276)
Separation Anxiety Disorder Associated with School Refusal (278)
   The Case of Julie (279)
Oppositional Defiant Disorder (284)
   The Case of Phyllis (285)
School Violence (289)
  The Case of Seung-Hui Cho (290)
Identity Development Crisis or Disorder (294)
  The Case of Mr. E. (295)
Reactive Attachment Disorder (D) (Chapter 5)
Conduct Disorder (D) (Chapter 6)

Section 8
Psychological factors and physical illness

Section 9
Sexual Disorders and Variants
The Psychosexual Disorders (M) (130)
Sexual Addiction (M) (132)
  The Case of William Clinton (133)
Paraphilias (M) (137)
  The Case of Jeffrey Dahmer (138)
Transvestism (M) (147)
Gender Identity Disorder (M) (147)
  The Case of Bruce/Brenda (148)
Sexual Dysfunctions (M) (154)
  The Case of Tim (155)
Female Psychosexual Dysfunction (160)
  The Case of Marilyn Monroe (161)

Section 10
Personality Disorders
Borderline Personality Disorder (D) (Chapter 12)
The Personality Disorders (M) (200)
Personality Types and Their Potential Disorders (M) (201)
The Histrionic Personality Disorder (M) (202)
The Case of Hilde (203)
The Antisocial Personality Disorder (208)
    The Case of Theodore Bundy (209)
The Schizoid Personality Disorder (217)
    The Case of Theodore Kaczynski (218)
Malignant Narcissism (225)
    The Case of Adolf Hitler (226)
    The Case of Joseph Stalin (227)
    The Case of Saddam Hussein (229)

Section 11
Disorders With Violence
Causes of Violence (M) (243)
    The Case of Jack Ruby (244)
Serial Killers (M) (250)
    The Case of Hermann Mudgett (Dr. Henry Holmes) (251)
Family Violence: Physical and Sexual Abuse of Children and Spouse Abuse (254)
    The Case of Charles (255)
    The Case of Abby (257)

Section 12
Disorders of Impulse Control (M) (232)
Pathological Gambling (233)
    The Case of Fyodor Dostoyevsky (234)
Kleptomania (238)
    The Case of Winona Ryder (238)
    The Case of John Lennon (240)

Section 13
Eating Disorders
The Eating Disorders: Anorexia Nervosa and Bulimia Nervosa (M) (185)
Anorexia Nervosa (185)
  The Cases of Karen Carpenter and Christina Ricci (186)
Bulimia Nervosa (192)
  The Case of Princess Diana (193)
Section 14
Substance Abuse
Substance Disorders: Alcoholism (D) (Chapter 7)
The Substance Use Disorders (M) (165)
Alcohol Dependence and Abuse (M) (167)
  The Case of Betty Ford (168)
Prescription Drug Abuse (177)
Polysubstance Dependence (177)
  The Case of Elvis Presley (178)
Nicotine Dependence (181)
  The Case of Dr. S. (182)
Section 15
Organic Disorders and Mental Retardation
Organic Mental Disorders and Mental Retardation (M) (297)
Recovery of Functions Following Removal of Dominant Brain Hemisphere (297)
  The Case of Harry (300)
Parkinson’s Disease (301)
  The Case of Muhammad Ali (302)
Alzheimer’s Disease (304)
  The Case of Ronald Reagan (306)
Mental Retardation (310)
  The Case of Daryl Renard Atkins (311)
Section 16
Legal Issues
Legal Issues and Psychological Practice (M) (314)

Malingering, Factitious Disorder, or True Disorder? (314)

The Case of Marna (317)

Criminal Responsibility, Competency to Stand Trial, and Dangerousness, and a case of Borderline Personality Disorder (M) (321)

The Case of John Hinckley (325)

Section 17

Adjustment Disorders

Section 18

Treatment plans (D) Appendix B

Section 19

Positive Mental Health (M) (332)