1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 514
1.3 Psychodynamics of Psychopathology
1.4 Three (3) credits
1.5 Prerequisites:

2. Course Description

This course offers an in-depth examination of psychopathology from an Adlerian perspective. The course leads students through an Adlerian-based understanding of the development of those mental disorders most frequently diagnosed, e.g. depression and anxiety. The course outcome is for students to gain those skills necessary to diagnose various forms of pathology while maintaining an Adlerian based understanding of their etiology.

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

3.1 Required texts:


3-Ring binder of noted individual readings to be addressed and assigned within the course room.

3.2 Optional texts:

3.3 Required articles:

Related biographical online articles TBA (see individual units)

3.4 Required websites:

http://en.wikipedia.org/wiki/Anna_Nicole_Smith

Related genogram websites TBA

3.5 Required videos:


AE Biography – the Carpenters: Harmony and Heartbreak (part 1). Available at: http://www.youtube.com/watch?v=UVj_29UGZyE&feature=related

AE Biography – the Carpenters: Harmony and Heartbreak (part 2). Available at: http://www.youtube.com/watch?v=igYwkuLqExw&feature=related

AE Biography – the Carpenters: Harmony and Heartbreak (part 3). Available at: http://www.youtube.com/watch?v=Y5xzKwUMwww

AE Biography – the Carpenters: Harmony and Heartbreak (part 4). Available at: http://www.youtube.com/watch?v=CUhkCdZrkCk

AE Biography – the Carpenters: Harmony and Heartbreak (part 5). Available at: http://www.youtube.com/watch?v=JKOFnsKcA1g&feature=related


http://www.biography.com/video.do?name=deathiversary&bcpid=1827871200&bclid=1745181307&bctid=1715682211
Anna Nicole Smith: A Rising Star. Available at: 
http://www.biography.com/video.do?name=deathiversary&bcpid=1827871200&bclid=1745181307&bctid=1715682211

Stone Phillips/Jeffrey Dahmer Interview: Segment 1 (part 1 of 6). Available at: 
http://www.youtube.com/watch?v=q6vTehQ7KIU

Stone Phillips/Jeffrey Dahmer Interview: Segment 1 (part 2 of 6). Available at: 
http://www.youtube.com/watch?v=Wc4rlaSl2DY&feature=related

Stone Phillips/Jeffrey Dahmer Interview: Segment 1 (part 3 of 6). Available at: 
http://www.youtube.com/watch?v=PkvyRlaHuKE&feature=related

Stone Phillips/Jeffrey Dahmer Interview: Segment 2 (part 4 of 6). Available at: 
http://www.youtube.com/watch?v=xHLStx4cD9c&feature=related

Stone Phillips/Jeffrey Dahmer Interview: Segment 2 (part 5 of 6). Available at: 
http://www.youtube.com/watch?v=itRTYekX58A&feature=related

Stone Phillips/Jeffrey Dahmer Interview: Segment 2 (part 6 of 6). Available at: 
http://www.youtube.com/watch?v=EuqMANVWSRs&feature=related

A & E Biography: Jeffrey Dahmer (Part 1). Available at: 
http://www.youtube.com/watch?v=N3szsOUF-o8

A & E Biography: Jeffrey Dahmer (Part 2). Available at: 
http://www.youtube.com/watch?v=M12v8qtGQxo&feature=related

Ted Kaczynski: The Unibomber Special on 20/20, part 1. Available at: 
http://www.youtube.com/watch?v=SIuU6VqOaCQ&feature=related

Ted Kaczynski: The Unibomber Special on 20/20, part 2. Available at: 
http://www.youtube.com/watch?v=6RwidzoCiB8&feature=related

Ted Kaczynski: The Unibomber Special on 20/20, part 3. Available at: 
http://www.youtube.com/watch?v=9TeK8nvgl7s

Ted Kaczynski: The Unibomber Special on 20/20, part 4. Available at: 
http://www.youtube.com/watch?v=Oz3TZrNhyR4&feature=related

Ted Kaczynski: The Unibomber Special on 20/20, part 5. Available at: 
http://www.youtube.com/watch?v=xYWJTMoWOGc&feature=related

Ted Kaczynski: The Unibomber Special on 20/20, part 6. Available at: 
http://www.youtube.com/watch?v=PzEC4GRQ5Qg&feature=related
4. **Competencies and Learning Outcomes**

**Students in this course learn:**

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4.1 The Adlerian theory about the various factors that contribute, individually and together, to the development of psychopathology in children, adolescents, and adults, viewed by Adlerian psychology as distortion in thinking and reasoning.

4.2 The Adlerian perspective to human growth and development and the variables that contribute to a healthy and productive lifestyle characterized by productivity, vibrant relationships, and strong social interest. (A6)

4.3 The Adlerian view of the etiology of neuroses and mental disorders, taking in particular a holistic, psychosocial point of view. (E1)

4.4 The interaction of psychological distress, hesitation in the face of challenges, and the demands of social living; each concept viewed as essential to the understanding of the Adlerian view of psychopathology. (E4)

4.5 Specific examination of certain, more frequently, diagnosed neuroses and mental illnesses and their onset in children, adolescents, and adults, i.e. anxiety, depression and eating disorders. (F1)

5. **Course Outline**

5.1 **Week 1: Unit 1 (Thursday, July 12)**

Readings: Sperry (1993), pgs. 3-7

Ansbacher & Ansbacher (1956), pg.22-30; 101-125; 143-145; 239-256; 281-298; 366-382

3-Ring Binder (articles):
- The Structure of Neurosis
- Basic difference Between Individual Psychology and Psychoanalysis
- Child's Inner Life and Sense of Community
- What is Neurosis

Supportive site:
http://pws.cablespeed.com/~hstein

- Introductions
- Alfred Adler and his early views on neurosis

5.2 Week 2: Units 2 (Thursday July 19)

Readings:
- Ansbacher & Ansbacher (1956), pgs. 22-30; 101-125; 143-145; 239-256; 281-298; 366-382
- Craighead pgs. (TBA)
- Sperry & Carlson (1993), pgs. 599-610 (Ch. 19)

3-ring binder (articles):
- Nature vs. Nurture article
- The Problem of Distance
- Life-Lie and Responsibility in Neurosis and Psychosis: A Contribution to Melancholia
- Melancholia and Paranoia

Optional- support sites
http://pws.cablespeed.com/~lstein

Investigation of essential Adlerian concepts related to an understanding of psychopathology and the role these concepts may play in the etiology of different neurosis.

Inferiority feelings
Compensation and overcompensation
Social interest
Striving for significance
Felt minus/perceived plus
Cognitive schema
Birth order
The Creative Self
Organ inferiority
Family atmosphere
Parenting styles
Pampered and Neglected child
Striving for perfection
Useless side of life (wasting behavior)
Hesitating attitude (“yes, but…”)
Life tasks
Safeguarding

Video: RSA Animate: Empathic Civilization
Optional- supportive sites:
www.adlerian.us/homepage.htm
www.adlerian.us/c-map1.htm
www.adlerian.us/c-map2.htm
www.adlerian.us/c-map3.htm
www.adlerian.us/q-a-4.htm#topic14
www.adlerian.us/q-a-4.htm#topic15

5.3  Week 3: Unit 3 (Thursday, July 26)

Unit 3 Readings:  Note: These readings will be continued to Unit 4

Ansbacher & Ansbacher (1956), pgs. 299-303, 411-420, 424-427
Craighead, etal (2008), pgs.  279-366 (ch. 8,9,10)
Sperry & Carlson (1993), pgs. 121-148; 429-446

Video: Stone Phillips interviews – Sgmts 1 & 2 (pts 1-6) (To be viewed in class)

The Adlerian view of psychopathology (etiology and symptomology) in terms of the following disorders:

The Affective (or Mood) Disorders
Psychosexual Disorders/Paraphilias

-The Case of Jeffrey Dahmer

Break-out Groups: Discuss dynamics related to pathology. Each member writes a 1-2 page synopsis of discussion, e.g. dynamics discussed and relation to pathology. You may choose one or two specific dynamics. This synopsis of the group’s discussion should be turned in beginning of next class session. 5 points to each.

5.4  Week 3 (continued): Units 4 and 5 (Saturday July 28)

Unit 4: Readings:
(continued readings from unit 3); in addition:
Craighead, etal (2008), pgs. 435-453, 467-476
Sperry & Carlson (1993), pgs. 567-575

Video: AE Biography – Carpenters: Harmony and Heartbreak (pts. 1-6). To be viewed in class.
The Adlerian view of psychopathology (etiology and symptomology) in terms of the following disorder:

**Eating Disorders:** Anorexia Nervosa and Bulimia Nervosa

-The Case of Karen Carpenter

**Break-out Groups:** Discuss dynamics related to pathology. Each member writes a 1-2 page synopsis of discussion, e.g. dynamics discussed and relation to pathology. You may choose one or two specific dynamics. This synopsis of the group’s discussion should be turned in beginning of next class session. 5 points.

Special Project time: Unit 5 Genograms and Current Articles

Possible additional online readings:

http://en.wikipedia.org/wiki/Anna_Nicole_Smith

Misc. genogram/biography websites to assist with genogram.

Possible videos (to be viewed in class):

Anna Nicole Smith: The Early Years.
Anna Nicole Smith: A Rising Star.

**Special Projects Time (in class)/Break out groups (5 points total):**

Genograms:

Create the Genogram of Anna Nicole Smith, or that of a member in your break out group(s) (5 points each). To be completed in class (breaking into groups) – including relevance of and use of Genogram in understanding dynamics involved in pathology and its development.

Current Articles:

In your break out groups, read and discuss the two (2) current articles presented and their relationship to the etiology of pathology, and the dynamics we have been discussing and presented upon in Week 2.

**Special Projects Time (outside of class) - Individual (15 points total):**

Present three (3) individual, brief responsive and/or reflective papers re
the in class project time, e.g. **BOTH** readings and Genogram. Each should respond to each of the three in-class projects from your break-out groups.

The papers should be 2-3 pages in length. They do not need to have a title page, but do include references. **Each** paper is worth 5 points (total 15 points). These papers will be due by final class date, Saturday, August 11, 2012.

5.5   Week 4:  Unit 6 (Thursday, August 2, 2012)

    Cont. Readings:
    Ansbacher & Ansbacher (1956), pgs. 299-303, 411-420, 424-427  
    Craighead, etal (2008), pgs. 279-366 (ch. 8,9,10); pgs 495-512  
    Sperry & Carlson (1993), pgs. 121-148; 429-446; 387-399

The Adlerian view of psychopathology (etiology and symptomology) in terms of the following disorders:

Unit 6: **Substance Abuse Disorders**

– The Case of Betty Ford

**Break-out Groups**: Discuss dynamics related to pathology. Each member writes a 1-2 page synopsis of discussion, e.g. dynamics discussed and relation to pathology. You may choose one or two specific dynamics. This synopsis of the groups discussion should be turned in beginning of next class session (5 points to each member).

5.6   Week 5: Unit 7  (Thursday, August 9, 2012)

    Unit 7

    Readings: Ansbacher & Ansbacher (1956),pg.314-318, 314-318;303-308;423  
    Craighead, (2008), pgs. 402-420 (Ch. 11) and pgs.  (Ch. 14)  
    Sperry & Carlson (1993), pgs. 25-49

    Video: Ted Kaczynski: The Unibomber Special on 20/20, parts 1-6
    To be viewed in class

The Adlerian view of psychopathology (etiology and symptomology) in terms of the following disorders.
Schizophrenia – The Case of Ted Kaczynski

Break-out Groups: Discuss dynamics related to pathology. Each member writes a 1-2 page synopsis of discussion, e.g. dynamics discussed and relation to pathology. You may choose one or two specific dynamics. This synopsis of the group’s discussion should be turned in beginning of next class session (5 points to each).

5.7 Week 5 (continued): Unit 8 and 9  (Sunday, February 5, 2012)

Unit 8: Readings:  Ansbacher & Ansbacher (1956), pgs. 299-308
Craighead, etal (2008), pgs. 78-95; (Ch. 3); pgs. 198-223 (Ch. 6)
Sperry & Carlson (1993), pgs. 167-179;185-198

Video/Movie: Lars and the Real Girl (2007) by Craig Gillespie

Anxiety Disorders – Lars and the Real Girl (2007)

Break-out Groups: Discuss dynamics related to pathology. Each member writes a 1-2 page synopsis of discussion, e.g. dynamics discussed and relation to pathology. You may choose one or two specific dynamics. This synopsis of the group’s discussion should be turned in beginning of next class session (5 pts per member).

NOTE: Sum. Sess. 2012 will NOT be doing this Break-out.

Unit 9:

Review of primary written assignment and expectations.

Course wrap-up

In-class examination (32 points) consisting of four essay questions for completion.

6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. 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.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment.
7. Primary Written Assignment

7.1 Develop an individual paper on the etiology, and contributing dynamics to the psychopathology of one of the individuals presented in video from through the course, or from a pre-approved movie agreed upon with instructor. This paper should not exceed eight (8-10) pages, including title and reference pages. Do not include an abstract. Format: typed on 8 ½ x 11 inch white paper with one-inch margins. Pages need to be numbered. Grammar and spelling checked carefully.

Papers are due two weeks from the final class (for full credit) at 4:30 p.m.

This paper should be in APA format and include a minimum of 3-5 references.

8. Writing Guidelines including APA Format

8.1 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).

8.2 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).

8.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.

8.4 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.

9. Assessment Plan

9.1.1 In-class, Break-out group discussions (4 total x 5 points each) 20 points

9.1.2 Group Special Projects Time (in-class) (5 points)

Individual Special Projects Time (outside class) (3 total x 5 points each) 15 points
9.1.3 Individual paper (28 points)

9.1.4 In-class exam (essay) (32 points)

10. **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.

11. **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.

12. **Instructor Contact Information**

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