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 identify various etiology to psychopathology; according to Adlerian dynamics presented upon.

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)

How the First Nine Months Shape the Rest of Your Life (Murphy-Paul, 2010)

Upgrade Your Brain (Spayde, 2010)

3.4 Required websites: none

3.5 Required videos:

A & E Biography – The Carpenters: Harmony and Heartbreak (parts 1-5).

A & E Biography: Jeffrey Dahmer (Part 1-2).

A & E Biography: Ted Kaczynski: The Unibomber

Anna Nicole Smith: Early Years

Anna Nicole Smith: A Rising Star.


Stone Phillips/Jeffrey Dahmer Interview: Segment 1 (parts 1-6).

Stone Phillips/Jeffrey Dahmer Interview: Segment 2 (part 4-6)

4. Competencies and Learning Outcomes

Students in this course learn:

( ) 8710.6400 coding

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)

Course Outline

5.1 Week 1: Unit 1 (Monday, January 5, 2015)

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

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

Pgs. 43-45 Adlerian Counseling and Psychology
Pgs. 138-143 On Purpose: The inter-relatedness of the Neurosis

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

-Introductions

-Alfred Adler and his early views on neurosis

Video’s (in-class):
Childhood tapes:
  Louder than words (Temperament)
5.2 Week 2: Unit 2 (Monday, January 12)

Unit 2:

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- supportive sites
http://pws.cablespeed.com/~hstein

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
Videos (in-class):
Childhood:
- Land of the Giants (Birth Order/Sex appropriate Roles)
- Early Childhood and Brain Development, Dr. Bruce Perry
- RSA Animate: Empathic Civilisation (to be viewed in class)

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 2 (cont): Units 3 & 4 (Saturday, January 17)

Unit 3

Readings: Note: These readings will be continued to Unit 4
- Ansbacher & Ansbacher (1956), pgs. 299-303, 411-420, 424-427
- Craighead, et al (2013), Ch. 8 pgs 289-314 only; Ch. 9 pgs. 342-349 only, Ch. 10 pgs 370-378 only
- 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 write 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.
Unit 4:

Readings:
(continued readings from unit 3); in addition:
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 write 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.

5.4 Week 3: Unit 5 (Monday, January 26)
(note: No classes Monday January 19\textsuperscript{th} in observance of Martin Luther King Day)

Special Project time: Genograms and Current Articles (presented upon in class)

Articles:

1. How the First Nine Months Shape the Rest of Your Life (Murphy-Paul, 2010)
2. Upgrade Your Brain (Spayde, 2010)

Genograms:
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, Tiger Woods 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.

Video (in class):
Stress, Portrait of a killer (documentary)

**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 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.

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5.5 Week 4: Units 6 & 7 (Saturday, January 31)

Unit 6:
Cont. Readings:
Ansbacher & Ansbacher (1956), pgs. 299-303, 411-420, 424-427
Craighead, etal (2013), (Ch. 8, 9, 10) - previously assigned; Ch. 15 pgs. 557-565 (new)
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 write 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 4 (cont.):

Unit 7

Readings: Ansbacher & Ansbacher (1956), pg.314-318, 314-318; 303-308; 423
Craighed, (2013), pgs. 404-423 (Ch. 11)
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 write 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).

5.7 Week 5: Unit 8 (Monday, February 2)

Readings: Ansbacher & Ansbacher (1956), pgs. 299-308
Craighed, etal (2013), pgs. 112-126; (Ch. 4); pgs. 152-166 (Ch. 5)
Sperry & Carlson (1993), pgs. 167-179; 185-198


Anxiety Disorders – Lars and the Real Girl (2007)

Break-out Groups: Discuss dynamics related to pathology. Each member write 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 pts per member). Review of primary written assignment and expectations.

5.7 Week 5: Unit 9 (Monday, February 9)

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 components 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 Option #1:

Develop an individual paper on the etiology, and contributing dynamics (focus on four (4) dynamics) to the psychopathology of one of the individuals presented in video from the course, or from a pre-approved movie character agreed upon with instructor.

Option #2:

Find three (3) scientific (research based) articles that speak to the two (more “popularized”, e.g. from Time and Experience Life) articles reviewed for Special Project Time in Unit 5.
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.

7.2 Grading

A 90-100 points
B 80-89 points
C 70-79 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.

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 (5 total x 5 points each) 25 points

9.1.2 Special Projects Time papers (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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