AGS Course 504
Abnormal Psychology & DSM 5

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 Textbooks:


   Required articles:


3.2 Required video


4. Competencies and Learning Outcomes

This course addresses the following 2016 CACREP common core curricular experiences and program area standards: By the end of this course, students will be able to:

• Demonstrate their knowledge of the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) (5.c.2.d).
• Describe several cultural factors (CFI) relevant to clinical mental health counseling (5.c.2.j).
• Incorporate results from a disability assessment (WHODAS) in their conceptualization of the diagnostic assessment of a client (2.F.3.f)
• Analyze a case and 1) provide a possible diagnosis (DSM-5 and ICD-10); 2) discuss possible modes of treatment, appropriate referral sources, and prevention strategies relevant to that diagnosis (5.C.2.b)

5. Course Overview

5.1 Residential courses are 7 weeks in duration (5 weeks of coursework plus two weeks for completing final assignments). 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.

5.2 Your course instructor will respond to your questions or comments within 48 hours (barring unforeseen circumstances). You will be expected to observe the same response time-- replying within 48 hours. During the class, your instructor will post specific office hours on your class webpage.

5.3 Please stay current in the class. Generally, you will be expected to complete reading assignments, engage in class discussions, and participate in experiential activities, per the syllabus.

5.4 Although you will likely find that you have a lot of 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.
## 6. Course Outline

<table>
<thead>
<tr>
<th>Unit</th>
<th>Date</th>
<th>Topic (s)</th>
<th>Reading</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| 1    | 01/02/18     | • Introduction to Course  
• History of DSM  
• Overview of DSM-5  
• Introduction to Diagnostic Process | DSM-5 = p. xli – 29 (Introduction)  
Morrison: Ch. 1-7 | Class participation  
Interactive discussion |
| 2    | 01/09/18     | • Changes from DSM-IV-TR to DSM-5  
• Review WHODAS 2.0  
• Depressive Disorders | DSM 5 chapters covering the disorders and WHODAS 2.0 | Class participation  
Interactive discussion  
In class activity |
| 3    | 01/13/18 (Saturday) | • Basics of Diagnosis  
• Anxiety Disorder  
• Obsessive-Compulsive & Related Disorder  
• Trauma and Stress-Related Disorders  
• Bipolar & Related Disorder | Class participation  
Interactive discussion  
In class activity |
| 4    | 01/16/18     | • Elimination Disorders  
• Feeding and Eating Disorders  
• Cultural Formulation  
• Building Blocks of Diagnosis | Morrison: Ch. 8 – 10  
DSM 5 chapters covering the disorders and Cultural Formulation | Class participation  
Interactive discussion  
In class activity  
Short response due |
| 5    | 01/23/18     | • Personality Disorders  
• Schizophrenia Spectrum & Other Psychotic Disorders  
• Dissociative Disorders | DSM 5 chapters covering the disorders | Class participation  
Interactive discussion  
In class activity |
| 6    | 01/27/18 (Saturday) | • Substance Related and Addictive Disorders  
• Disruptive, Impulse-control, and Conduct Disorders  
• Neurodevelopmental Disorders  
• Neurocognitive Disorders | DSM 5 chapters covering the disorders | Class participation  
Interactive discussion  
In class activity |
| 7    | 01/30/18     | • Somatic Symptom and Related Disorders  
• Sexual Dysfunctions  
• Gender Dysphoria  
• Paraphilic Disorders | DSM 5 chapters covering the disorders | 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>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and ACTIVE participation</td>
<td>10 points</td>
</tr>
<tr>
<td>Short Response Paper</td>
<td>10 points</td>
</tr>
<tr>
<td>Cultural Formulation Interview Assignment</td>
<td>15 points</td>
</tr>
<tr>
<td>Special Project Time</td>
<td>30 points</td>
</tr>
<tr>
<td>Final Project</td>
<td>35 points</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>R</td>
<td>Retake- Needs more time or instruction to master the requirements of the class</td>
</tr>
</tbody>
</table>
| 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 Short Response Papers

Throughout the course, there will be 1 Short Response Papers. The paper is worth 10 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 mechanical 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 concept of mental disorder in DSM-5 and the Individual Psychology Perspective.

7.4 Cultural Formulation Interview Assignment – Student will interview each other and write a 2-4-page reflection paper on their experience as a client and therapist; how the CFI can be an important tool in the diagnosis and treatment planning. All identifiable data must be removed from the form before turning it in. This is only practice; conduct the interviews and hand in final version with your reflection.

8. Special Project Time (30 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 45 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.

Select a special population within the overall diagnosis that they have presented and write a short paper focusing on the particular issues for assessment and treatment of the disorder in that group. Papers must be 4-5 pages (excluding reference and title page), typed, and adhere to APA style. You must use a minimum of 6 peer-reviewed journal articles. A search of the literature MUST include recent journal articles (within the last 10 years), but may also include seminal journal articles that fall outside this timeframe or recent book chapters. Papers will be graded on both content and writing style, and a rubric will be provided in advance for your consideration as you plan and write your paper. Late papers (that is turned in after the start of the class it is due) will be
penalized 10 points for every day it is late. Papers will not be accepted if they are more than 3 days late. An outline of the paper is provided below.

I. Introduction/Statement of Problem (1/2 page): This should include a clear introduction to the area you are focusing on within your paper. Please be specific.

II. A review of the scholarly literature concerning the efficacy of disparate treatment approaches with the problem area (2-3 pages). The primary focus here should be on outcome studies. This part of the paper should not summarize study after study, but instead integrate the findings into a “story” or narrative about what works and what doesn’t, and under what conditions and with whom it works. This section should also identify limitations in the current knowledge; for example, what questions remain and how can research help us learn more about the diagnosis and treatment with the special population.

III. A summary of the literature with regard to any diversity and/or social justice issues (1 page) related to the understanding of the assessment and treatment area.

IV. Conclusions (1/2 page) that summarize the knowledge discussed in the paper.

8.2 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. Papers should stay between 4-5 pages. All papers will be submitted electronically in a .doc or .docx format.

9. Final Project (35 points)

9.1 Based on the motion picture *Perks of Being a Wallflower*, you are required to provide an in-depth review of the case and arrive at a diagnosis.

9.2 In reviewing the case, 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.

- Be sure to describe the DSM 5 disorder.
- Be sure to include direct quotations from the movie 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
- Add a full DSM 5 diagnosis at the end of the paper (F and Z codes).

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 edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

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

10.3 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.) Arriving on time, being prepared for class and being 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 the 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 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

Active participation in class discussions/exercises/demonstrations is expected.

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, 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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