

Argosy University-San Francisco Bay Area

MALADAPTIVE BEHAVIOR AND PSYCHOPATHOLOGY

FP6005

Fall Semester, 2007

Wednesday, 9:30AM-12:30PM

9-5-07 to 12-12-07

Thomas L. Rath, Psy.D., MFT

- Program:** Forensic Psychology Day Program
Instructor: Thomas L. Rath, Psy.D., MFT
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Email: dr.thomas.rath@gmail.com
Office Hours: Arranged by appointment
Required texts:
- 1) Abnormal Psychology: Clinical Perspectives on Psychological Disorders, 5th Edition.
Authors: Richard P. Halgin and Susan Krauss Whitbourne.
Publisher: McGraw-Hill, 2007
ISBN: 0073133965
 - 2) Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision: DSM-IV-TR.
Publisher: American Psychiatric Association, 2000
ISBN: 0-89042-024-6 (hardcover) or 0-89042-025-4 (soft cover)
 - 3) Various Professional Journal Articles supplied by instructor.
- Recommended text:** 1) Disorders of Personality, DSM-IV and Beyond, 2nd Edition.
Publisher: John Wiley & Sons, Inc., 1996
ISBN: 047101186X

Course Description:

This is an introductory graduate course in abnormal psychology, psychopathology, and maladaptive behavior. Disorders will be examined for etiology, symptomatology, and prognosis. Particular attention will be given to differential diagnostic considerations, comorbidity, and the use of DSM-IV. The prevalence of various disorders in the forensic setting will be discussed, along with cultural and ethical/legal considerations. An introduction to assessment procedures and general treatment methods will be addressed.

Final Date to Drop the Class:

To receive a "W" grade a student must officially drop this class by the date listed below that corresponds to this course's term and length (indicated by bold type). Students may not withdraw from this course after the date this date. If a student chooses to discontinue course work after the final drop date, the student may receive an "F" grade for the course.

Fall Full Term (15 week courses): November 12, 2007

Fall First Session (7 ½ week courses): October 8, 2007

Fall Second Session (7 ½ week courses): November 29, 2007

Course Objectives:

Upon completion of this course students should be able to:

- 1) Have an understanding of the symptoms, etiology, and diagnostic criteria for major Axis I and Axis II disorders.
- 2) Demonstrate familiarity and facility in using the DSM-IV-TR.
- 3) Understand differential diagnostic criteria and co-morbidity, especially in the forensic setting.
- 4) Understand the various biological, social, developmental, cultural, and psychodynamic factors that contribute to maladaptive behavior and psychopathology.

Program Outcomes: Master of Arts in Forensic Psychology

Program Outcome One:

Students will demonstrate knowledge of the theoretical concepts and methodological approaches to the psychological bases of behavior as it relates to the practice and application of forensic psychology.

Program Outcome Two:

A. Students will be able to distinguish and utilize the underlying theories guiding the interface between the legal system and psychology.

B. Students will be able to establish and analyze the interaction between psychology and the law in all major aspects of criminal and civil justice system.

Program Outcome Three:

Students will demonstrate the ability to critically evaluate the existing literature and body of knowledge in assessment, evaluation and research methods in forensic psychology.

Program Outcome Four:

Students will use leadership, consultative, and ethical knowledge, skills and attitudes that will allow them to succeed as a part of a professional team, capable of expanding the role of psychologists within society.

Pedagogy:

This course will be taught in a weekly classroom setting that includes lecture, video, and student discussion. Specific client cases will be discussed, when appropriate, to elucidate clinical concepts.

Students are required to complete the readings assigned for that week prior to the class period. Students should bring their copy of the DSM-IV-TR to each class. Attendance for each class is mandatory.

Students will write three short papers. Two papers will address Axis I disorders and one will address an Axis II disorder. Papers will include a vignette describing the context and symptoms of the disorder, assessment strategy, differential diagnostic considerations, and five-axis diagnosis. There will also be one comprehensive, multiple choice and short answer final-exam.

Calendar:

- 9-5-07: Chapter 1, History and Research. Chapter 4, Theoretical Perspectives
- 9-12-07: Chapter 2, Classification the Treatment. Chapter 3, Assessment
- 9-19-07: Chapter 5, Articles from instructor, Anxiety Disorders and PTSD,
- 9-26-07: Chapter 8, Mood Disorders
- 10-3-07: Chapter 6, Somatic and Dissociative Disorders
- 10-10-07: Chapter 7, Articles from instructor, Sexual Disorders
- 10-17-07: Chapter 9, Schizophrenia and Psychotic Disorders
- 10-24-07: Chapter 10, Selected chapters from Millon text, Personality Disorders
- 10-31-07: Chapter 10, Selected chapters from Millon text, Personality Disorders
- 11-7-07: Chapter 13, Articles from instructor, Substance Abuse Disorders
- 11-14-07: Chapter 14, Eating Disorders Impulse Control Disorders
- 11-21-07: Chapter 11, Development Related Disorders
- 11-28-07: Chapter 12, Articles from instructor, Cognitive and Age Related Disorders
- 12-5-07: Chapter 15, Ethical and Legal Issues
- 12-12-07: Final Exam

Student Performance Evaluation Criteria and Procedures

Criteria for Class Participation

Grade	
A = 90+	Student actively participated in discussions in >80% of class sessions; nearly all comments were thought provoking and incorporated material from the assigned readings
B = 80 – 89	Student actively participated in discussions in >80% of class sessions; most of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in >70% of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <70% of class sessions; comments/questions did not demonstrate an understanding of course topics, or student did not participate in class discussions.

Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides excellent coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides adequate coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

Criteria for Paper

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides excellent coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is adequate
C = 70 – 79	Insufficient number of references provided AND limited coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of plagiarism , or paper not submitted

Grading

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
69 below	F

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at <http://library.argosy.edu/misc/onlinedblist.html>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.