

Argosy University-San Francisco Bay Area

MALADAPTIVE BEHAVIOR AND PSYCHOPATHOLOGY

FP6005

Fall Semester, 2006

Wednesday, 9:30AM-12:30PM

9-5-06 to 12-16-06

Thomas L. Rath, Psy.D., MFT

- Program:** M.A. in Forensic Psychology Day Program
Instructor: Thomas L. Rath, Psy.D., MFT
Telephone: (415) 499-7434
Email: trath@co.marin.ca.us
Office Hours: Arranged by appointment
Required texts:
- 1) Abnormal Psychology: Clinical Perspectives on Psychological Disorders, 4th Edition.
Authors: Richard P. Halgin and Susan Krauss Whitbourne.
Publisher: McGraw-Hill, 2005
ISBN: 0072943149
 - 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, co-morbidity, 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.

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.

Pedagogy:

This course will be taught in a weekly classroom setting that includes lecture, video, and student discussion. 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:

- 9-6-06: Chapter 1, History and Research. Chapter 4, Theoretical Perspectives
- 9-13-06: Chapter 2, Classification the Treatment. Chapter 3, Assessment
- 9-20-06: Chapter 5, Articles from instructor, Anxiety Disorders and PTSD,
- 9-27-06: Chapter 8, Mood Disorders
- 10-4-06: Chapter 6, Somatic and Dissociative Disorders
- 10-11-06: Chapter 7, Articles from instructor, Sexual Disorders
- 10-18-06: Chapter 9, Schizophrenia and Psychotic Disorders
- 10-25-06: Chapter 10, Selected chapters from Millon text, Personality Disorders
- 11-1-06: Chapter 10, Selected chapters from Millon text, Personality Disorders
- 11-8-06: Chapter 13, Articles from instructor, Substance Abuse Disorders
- 11-15-06: Chapter 14, Eating Disorders Impulse Control Disorders
- 11-22-06: Chapter 11, Development Related Disorders
- 11-29-06: Chapter 12, Articles from instructor, Cognitive and Age Related Disorders
- 12-6-06: Chapter 15, Ethical and Legal Issues
- 12-13-06: 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

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.

Additionally, Argosy University considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the instructor regarding how much help may be received in completing an assignment, exam or project and what sources may be used.

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 are responsible for maintaining an electronic copy of any work submitted, because 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.

ADA Policy

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programs, activities or services. If you have a disability-related need for accommodations in this class, contact the Campus Director of Student Services at 510-215-0277.

Your instructor is responsible for delivering this curriculum in a format that will ensure the objectives are met and measured. This can be accomplished in a variety of ways depending upon the experience, orientation, technological acumen, emphasis and preferences of the instructor as well as the resources available. Your instructor is also required to ensure that the course Outline include details regarding assignments and method of instruction.