

Argosy University SF Bay Area

Maladaptive Behavior and Psychopathology (PC 6005)

Instructor	Romana A. Norton, Ph.D.	Phone	510-217-4700 Ext
Office	225	E-mail	Argosy Email to be announced
Office Hours	Mondays, 10:00 -12:00		

Texts:

Butcher, Mineka, & Hooley (2007). *Abnormal Psychology* 13th edition ISBN# 0205459420

Millon (2004). *Personality Disorders in Modern Life*. 2nd edition ISBN# 0471237345

American Psychiatric Press, 2000. *Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR*, 4th Edition. ISBN# 0890420254

Schwartzberg (2000). *Casebook of Psychological Disorders: The Human Face of Emotional Distress*. ISBN#0321011716

Description:

This course focuses on the diagnosis, treatment, and understanding of maladaptive behavior and psychopathology. Psychological disorders will be fully examined in terms of symptomatology, etiology, and assessment through the use of the DSM and Millon's conceptualization of personality disorders. Social and cultural factors that influence the symptomatology, etiology, course, and diagnosis of psychological disorders will also be explored in this course. Students will learn how to use and apply the DSM to case vignettes in preparation for future clinical work.

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:

The primary objective of this course is to introduce students to psychopathology and the DSM-IV-TR. By the end of this course students should be familiar with the following:

1. Etiological theories of maladjustment and psychopathology.
2. The components and diagnostic criteria of Major Axis I and II disorders and other related non-DSM disorders.
3. How to arrive at a five Axis Diagnosis based on case material.
4. How to differentiate between major DSM-IV-TR diagnosis.
5. The various issues involved in the process of diagnosis including cultural, religious belief factors, racial and ethnic factors, clinician bias.
6. Treatment options for major areas of psychopathology.

Program Outcomes: Master of Arts in Counseling Psychology**Program Outcome One: Professional Practice****Competency 1: Assessment and Skills**

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2: Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3: Writing

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Outcome Two: Research

Competency 1: Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

Program Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1: Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal

- relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

Program Outcome Four: Ethics

Competency 1: Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Outcome Five: Diversity

Competency 1: Multicultural Skills

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2: Multicultural Awareness

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

Competency 3: Multicultural Knowledge

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Method of Instruction:

This course will be delivered in a **weekday format** and will include lectures, discussion, media presentations, experiential exercises combined with texts readings. Students are expected to complete all reading assignments before the next scheduled class.

This class will rely heavily on class and group discussion. Students are therefore required to attend all of scheduled classes. Absences will require a doctor's note or similar evidence of emergency.

Requirements:

Review Paper and Oral Presentation. Prepare an academic paper reviewing and summarizing current literature related to a diagnostic category, maladaptive behavior, or an issue or controversy in the field of maladaptive behavior and psychopathology. The paper can address a)

issues regarding diagnosis of a particular disorder or problem, b) examine research about etiological, maintaining or contributing factors of psychopathology, c) review specific treatment or medication efficacy issues.

The paper should be clearly focused and at a minimum accomplish the following: (1) provide a brief introduction to the topic and/or the problem behavior, (2) describe and discuss current literature on the topic, (3) evaluate the treatment of the topic, including the empirical base for any ideas or conclusions, and (4) summarize the overall findings in a coherent manner. **A short proposal of your topic (along with at least 4 references you plan to use) will be due September 24th.** This will help you develop a clear focus. Completed review papers are due no later than **November 19th.** Late papers will be assessed two percentage points everyday until they are submitted.

A brief (10 minute) oral summary of your paper will be presented to the class for discussion. Oral presentations will be scheduled during individual student meetings, mid-semester. The paper must be typed in APA format. A minimum of 8 references must be incorporated into the paper. The body of the paper should be between 8-15 pages long. Students should make a copy of their references for each member of the class and pass this out during oral presentations. Oral Presentations cannot be rescheduled or made up.

(Review Paper = 30%; Presentation = 10%).

Participation: Group Work: Students will be divided into groups. During several class periods, groups will be given a case vignette and asked to complete a 5 axis diagnosis of the case. The group will then present their case and diagnosis to the class for brief discussion. **(Group Work = 20%)**

Exams. Two multiple-choice and short answer exams will be given in this class—a mid-term and a final. **(Exams = 40%)**

Extra Credit Opportunities will be offered to earn extra credit. These opportunities will be made available throughout the semester.

Course Schedule & Readings:

Week #1 (9/10): What is abnormal behavior? Historical and contemporary views

Introductions

Discussion of review papers and group work

Assignments of teams,

Course modifications and changes.

Lecture and discussion

Assignment: Read: Butcher chapter 1&2 (By this class)

Week #2 (9/17): Causes and risk factors for abnormal behavior, Clinical Assessment: Introduction to the DSM and its limitations

Lecture and discussion

Assignment: Read Butcher chapter 3 & 4

Week #3: (9/24) Assessment and the DSM continued. Biopsychosocial perspective.

Group work: Conduct psychosocial assessments

Lecture and discussion

Assignments: Catch up on reading if necessary, Proposals and references due.

Week #4: (10/1) Stress & Adjustment Disorders, Substance Abuse & Dependence

Group work: Discuss and report on a case

Lecture and discussion

Assignments: Read Butcher chapter 5 & 12; Schwartzberg case 1 & 10.

Week #5: (10/8) Anxiety Disorders

Group Work: Discuss and report

Lecture and discussion:

Assignments: Read Butcher chp 6; Schwartzberg case 2.

Week #6: (10/15) Mood Disorders

Group Work: Discuss and report

Lecture and discussion:

Assignments: Butcher chap 7; Schwartzberg case 3 & 4

Week #7: (10/22) Eating Disorders

Film: TBA

Lecture and discussion:

Assignments: Read Butcher chap 9 (stop at obesity); Schwartzberg case 7

Week #8: (10/29) Schizophrenia and other Psychotic Disorders

Film: TBA

Lecture and Discussion

Assignment: Butcher: chap 14; Schwartzberg case 13

Week #9: (11/5)

MidTerm

Week #10: (11/12) Introduction to Personality Disorders: Perspectives, Etiology & Treatment

Group Work: (on psychosis)

Lecture and discussion:

Assignments: Read Millon chaps 1, 2, 3

Week #11: (11/19) Personality Disorders: Dependent & Histrionic

Presentations

Lecture and discussion

Assignments: Read Millon chaps 8 & 9; *Review Papers Due*

Week #12: (11/26) Personality Disorders: Schizoid & Schizotypal

Presentations

Lecture and discussion

Assignments: Read Millon chaps 11 & 12

Week #13: (12/3) Personality Disorders: Antisocial, Narcissistic, and Borderline

Presentations

Lecture and discussion

Assignments: Millon 5, 10, 14; Schwartzberg case 9

Week #14: (12/10)

Final Exam

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 AP A 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 AP A format, or there is evidence of plagiarism. or paper not submitted

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 who serves as the Disability Services Coordinator.

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. Any adjustment to the syllabus will be clearly delineated in the Outline and available for download prior to registration and on the first day of class.