

Argosy University-San Francisco Bay Area

MALADAPTIVE BEHAVIOR AND PSYCHOPATHOLOGY
PC6005

Fall Semester, 2007

Weekend/blended class: November 10 & 11; December 8 & 9

Program: MA in Counseling Psychology

Instructor: Nina Ghiselli, Psy.D.

Telephone: (510) 538-4222

Email: drghiselli@yahoo.com

Office Hours: Arranged by appointment

Required texts (*please bring all texts to class*):

1) 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)

2) Disordered Personality,

3rd Edition.

Publisher: Rapid Psychler Press., 2005

ISBN: 1894328094

3) The Mental Status Exam Explained

2nd Edition

Publisher: Rapid Psychler Press, 2005

1894328256

4) You will also be expected to read background information from an abnormal psychology book that is less than 5 years old. If you need to purchase one, the following text is recommended:

Abnormal Psychology: Clinical Perspectives on Psychological Disorders, 5th Edition.

Authors: Richard P. Halgin and Susan Krauss Whitbourne.

Publisher: McGraw-Hill, 2007

ISBN: 0073133965

Recommended:

1) Movies and Mental Illness, 1st edition.

Publisher: Hogrefe & Huber Publishing (2005)

ISBN: 0889372926

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 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.
- 4) Understand the various biological, social, developmental, cultural, and psychodynamic factors that contribute to maladaptive behavior and 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.

Calendar and reading (AP=Abnormal Psych text; DSM=DSM; unless otherwise specified):

November 10, 2007

- Understanding Abnormality: AP: Chapter 1
- Classification and Treatment Plans: AP: Chapter 2; DSM: 1-37
- Assessment: AP: Chapter 3
- The Mental Status Exam: Read The Mental Status Exam: Explained (entire book)
- Theoretical Perspectives: Chapter 4
- Anxiety Disorders: DSM: 429-484; AP: Chapter 5
- Dissociative Disorders: DSM: 519-533; AP: Chapter 6
- Sexual Disorders: DSM: 535-582; AP: Chapter 7

November 11, 2007

- Disorders of infancy, childhood, or adolescence: DSM: 39-134; AP: Chapter 11
- Delirium, Dementia and Other Cognitive Disorders: DSM: 135-190; AP: Chapter 12
- Schizophrenia and Other Psychotic Disorders: DSM: 297-343; Chapter 9

November 19, 2007: Post at least 1 of your Medical assessments on the web for comments from your peers.

November 26, 2007: Post 1 of your Medical assessments on the web for comments from your peers.

December 8, 2007

- **Hand in 2 assessments for Medical. Please bring a hard copy to share in small groups**
- Mood Disorders: DSM: p. 345-428; AP: Chapter 8
- Eating Disorders: DSM: p. 583-596; Chapter 14
- Personality Disorders: DSM: 685-730; Disordered Personalities
- **Student Presentations**

December 9, 2007

- Substance Abuse Disorders: DSM: p. 191-296; AP: Chapter 14
- Other disorders: Adjustment, sleep, factious disorders
- **Student Presentations**

Due December 15: Two assessments for Medical due by e-mail. Email to DrGhiselli@yahoo.com.

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. Citations are included and abide by APA formatting.

B = 80 – 89: Presentation is well organized and provides adequate coverage of the topic area. Most citations are included and abide by APA formatting.

C = 70 – 79: Coverage of material is marginal; presentation is slightly disorganized. Minimal visual aids.

F = <70: Presentation is disorganized and does not provide adequate coverage of the topic area, or presentation was not completed by student.

For additional information on quizzes, tests and the Medical assessment, please see additionally information.

Grades will be based on:

In class presentation: 25%

Medical report (6): 50%

- 2 posted on the bulletin board as a show and tell
- 2 turned into class on December 8, 2007
- 2 turned in December 15

- See instructions for the guidelines and categories.

Attendance and participation: 25%

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.