

**Argosy University San Francisco Bay Area**  
**MALADAPTIVE BEHAVIOR AND PSYCHOPATHOLOGY**  
**SYLLABUS**  
**Course # PC6005**

**FALL I, 2006 (9/5/06 – 10/25/06)**

**Instructor: Clifford Kusaj, Psy.D.**

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**Office Hours:** By special arrangement only

**Class Meets:** Saturday – Sunday 9/16/06 and 9/17/06 and  
Saturday - Sunday 10/14/06 and 10/15/06

**Online Component:** Approximately one hour during each week of the term

**Required Texts (2):**

**1. Abnormal Psychology: Clinical Perspectives on Psychological Disorders, Updated, 4th Edition.**

Authors: Richard P. Halgin, and Susan Krauss Whitbourne

Publisher: McGraw-Hill Higher Education.

ISBN: 0-07-297643-8, © 2005

**2. Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision: DSM-IV-TR**

Publisher: American Psychiatric Association

ISBN: 0-89042-024-6 or 0-89042-025-4, © 2000

**Course Description:**

This class is an introductory graduate course in psychopathology, which may be alternately referred to as “abnormal psychology” or “maladaptive behavior.” Instruction will primarily focus on the accurate diagnosis of mental disorders and developing an adequate understanding of the differences between them. Those disorders that are most likely to be seen in clinical, counseling, and forensic settings will be highlighted. Related topics include history of diagnosis, ethical issues and socio-cultural factors in diagnosis, controversies in the field, and professional application of diagnostic knowledge.

**Course Objectives:**

Upon completion of this course students should be able to:

- Recognize the signs and symptoms of mental disorders and other forms of psychological and behavioral dysfunction.
- Understand and use the DSM-IV-TR nosological system for the classification and diagnosis of mental disorders.
- Consider the complex factors that contribute to psychological and behavioral dysfunction, including biological, developmental, psychodynamic and socio-cultural issues.
- Develop assessment/treatment case conceptualizations for common psychological disorders.

## Methods of Instruction

This course will be delivered in a **blended format**, including in class lecture and discussion, video, and role-plays combined with online instruction. In addition to the two required weekends on campus, students are required to participate online via Embanet-Interlearn at <http://online.argosyu.edu> on a weekly basis during the entire term of the course. This course begins online the week of 9/5/06, meets on the weekends of 9/16/06 – 9/17/06 and 10/14/06 – 10/15/06, and concludes on 10/25/06.

## Reading and Lecture Schedule:

There are two required texts for this class; both are listed above. Below are approximate guidelines for which text chapters correspond to the teaching outline. It is understood that, given the weekend format of the class, almost all of your preparations will be done in the weeks preceding the first and second weekends. Ultimately, it is your responsibility to choose a reading and study schedule that works for you. In the strictest sense, because there is only one exam at the end of the class, you are not “responsible” for knowing all the material until then, but you will be expected to participate in a thoughtful way throughout. Suggested reading schedules are included below. You may be asked to do some supplemental reading and discussion for the online component of the class

### Lectures, topics, and corresponding reading for first weekend:

Saturday 9/16/06 -

Introductions, Class Outline, The DSM Diagnostic System, History and Theories of Abnormality, Assessment, Disorders of Childhood, Cognitive Disorders (Sleep Disorders, Delirium, Dementia and Amnesic Disorders)

*(Abnormal Psychology, Chapters 1, 2, 4; DSM pp 1-38)*

*(Abnormal Psychology, Chapters 3, 11, 12 and corresponding DSM chapters)*

Sunday 9/17/06 -

Anxiety Disorders, Mood Disorders, Adjustment Disorders, Other Conditions that May be a Focus of Clinical Attention

*(Abnormal Psychology, Chapters 5, 8 and corresponding DSM chapters)*

### Lectures, topics, and corresponding reading for second weekend:

Saturday 10/14/06 -

Psychotic Disorders (Schizophrenia), Personality Disorders. Case Presentations.

*(Abnormal Psychology, Chapters 9-10 and corresponding DSM chapters).*

Sunday 10/15/06- Dissociative Disorders, Sexual Disorders, Gender Identity Disorders, Impulse-Control Disorders, Eating Disorders, Somatoform Disorders, Substance-Related Disorders, Legal and Ethical Issues. Case Presentations.

Psychopathology Topic Paper Due. Final Exam.

*(Abnormal Psychology, Chapters 6, 13, 14, 15 and corresponding DSM chapters)*

**Course Requirements:**

Your performance will be evaluated in four ways: a written assignment, a verbal presentation, a final exam, and class participation. Because all the assignments are due at the end of the last class meeting, and the final exam will be on that day, it is suggested that you complete most or all of your work before the last weekend.

**Psychopathology Topic Paper, 80 points (due no later than last class).**

You will choose *one* psychological disorder and write a brief (approximately 5 doublespaced pages) paper addressing the following topics:

1. What is the etiology of this disorder? In other words, what genetic, biological, psychological or social factors cause or contribute to the development of the disorder in an individual?
2. According to current research, what treatment options or interventions are considered best for treating people with this disorder?
3. What are likely comorbid disorders and key differential diagnoses?

Your paper should include at least two references other than your textbooks. These should be books, articles or periodicals. You *may* include additional references, including websites, but at least two must be as described. Your paper will be graded on following the instructions, writing clarity, and level of applied thoughtfulness.

**Case Presentation, 60 points (presented to class during second weekend)**

You will be asked to present a mock clinical case to the class. The format of this presentation will be a verbal discussion of a person, including identifying information, presenting problem, identifying information, history, mental status and multiaxial diagnosis. You will also write a brief report outlining the case. For your subject, you may choose a character from a well-known movie or book, or a famous historical or cultural personality. The purpose of this assignment is to expose you to the kind of critical thinking about a person that is a necessity in understanding psychopathology, and familiarize you with the DSM system of diagnosis

**Attendance and Participation, 55 points (0-5 points per class meeting; 0-5 points per week for each week of online participation)**

Because this is a high-intensity class occurring over two long weekends, attendance is critical. You are expected to attend all classes. If you are absent even once, your ability to synthesize the material will be undermined. Unless special arrangements are made ahead of time with the instructor, your final grade will be negatively impacted by any absences. You will earn up to 5 points a day for attending and participating in a meaningful way on the four class meetings.

In addition, you will earn up to 5 points per week (35 points total) for your participation in the online component of the class. The 7 weekly topics are listed below (the order in which they occur may change during the semester). You are required to log on each week and participate in the online component. Responses to weekly postings are due before the date of the next posting or class meeting, without exception (late entries will not be accepted). In most cases, the online component will involve case conceptualization. I will also facilitate a general posting each week to afford students the ability to pose questions

about course content and expectations. This is the primary means by which I will communicate with students in-between class meetings.

Week 1 (Posted 9/5/06): Briefly describe prior experiences you have had assessing and/or treating individuals diagnosed with mental disorders. If you have had none, what are your thoughts about working with this population?

Week 2 (Posted 9/12/06): Case Discussion: Instructor will provide a case study. Discuss possible diagnoses.

(Class Meets on 9/16 and 9/17/06)

Week 3 (Posted 9/19/06): Case Discussion: Instructor will provide a case study. Discuss possible diagnoses.

Week 4 (Posted 9/26/06): Case Discussion: Instructor will provide a case study. Discuss possible diagnoses.

Week 5 (Posted 10/3/06): Exam Review. Each student will develop five multiple-choice (4-choice) items covering material from both weekends of the course. I will selectively draw from your items as I develop final exam questions. Therefore, students who develop the best questions will be rewarded when they see their questions on the final exam.

Week 6 (Posted 10/10/06): Quiz: Study for and take a quiz on the DSM-IV-TR diagnostic system.

(Class Meets on 10/14 and 10/15/06)

Week 7 (Posted 10/17/06): Special Topics, TBA

### **Final Examination, 150 points (given at end of last class meeting)**

There will be only one graded exam in this class, a comprehensive final exam at the end of the final class meeting. The exam may cover all relevant material from your texts, and any material in the instructor's lectures. Some elements of the exam will be open-book; be sure to bring your DSM-IV-TR to class. The exam format will be: 50 multiple-choice questions, 7 brief essay or "short answer" questions, and 1 diagnostic case vignette.

### **Grading:**

Your final course grade will be based on the following:

Psychopathology Paper 80 points (due no later than last class)

Individual Presentation 60 points (presented to class during final weekend)

Attendance and Participation 55 points (0-5 points per class, 0-5 online per week)

Comprehensive Final Exam 150 points (given at end of final weekend)

Total 345 points

Letter grades will be assigned according to a traditional percentage system. Assignments will not be accepted if turned in late.

### **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.

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](http://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.**