

# Adler Graduate School

1550 East 78<sup>th</sup> Street  
Richfield, Minnesota

## AGS Course 514 - Residential

### Psychodynamics of Psychopathology

#### 1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 514
- 1.3 Psychodynamics of Psychopathology
- 1.4 Three (3) credits
- 1.5 Prerequisites:

#### 2. Course Description

This course offers an in-depth examination of psychopathology from an Adlerian perspective. The course leads students through an Adlerian-based understanding of the development of those mental disorders most frequently diagnosed, e.g. depression and anxiety. The course outcome is for students to gain those skills necessary to diagnose various forms of pathology while maintaining an Adlerian based understanding of their etiology.

#### 3. Texts, Materials, and Resources (required and optional)

##### 3.1 Required texts:

Ansbacher, H., & Ansbacher, R. (Eds) (1956). *The Individual Psychology of Alfred Adler*. Harper Perennial. ISBN 0-061-131154-5.

Craighead, W., Miklowitz, D., & Craighead, L. (Eds) (2008). *Psychopathology: history, diagnosis, and empirical foundations*. Wiley & Sons. ISBN 978-0-471-76861-6.

3-Ring binder of noted individual readings to be addressed and assigned within the course room.

3.2 Optional texts:

Sperry, L., & Carlson, J. (1993). *Psychopathology and psychotherapy from diagnosis to treatment*. Accelerated Development. ISBN 1-55959-032-7.

3.3 Required articles:

Related biographical online articles TBA (see individual units)

3.4 Required websites:

[http://en.wikipedia.org/wiki/Anna\\_Nicole\\_Smith](http://en.wikipedia.org/wiki/Anna_Nicole_Smith)

Related genogram websites TBA

3.5 Required videos:

Lars and the Real Girl (2007). Directed by Craig Gillespie. Sidney Kimmel Entertainment.

AE Biography – the Carpenters: Harmony and Heartbreak (part 1). Available at: [http://www.youtube.com/watch?v=UVj\\_29UGZyE&feature=related](http://www.youtube.com/watch?v=UVj_29UGZyE&feature=related)

AE Biography – the Carpenters: Harmony and Heartbreak (part 2). Available at: <http://www.youtube.com/watch?v=igYwkuLqExw&feature=related>

AE Biography – the Carpenters: Harmony and Heartbreak (part 3). Available at: <http://www.youtube.com/watch?v=Y5xzKwUMwww>

AE Biography – the Carpenters: Harmony and Heartbreak (part 4). Available at: <http://www.youtube.com/watch?v=CUhkCdZrkCk>

AE Biography – the Carpenters: Harmony and Heartbreak (part 5). Available at: <http://www.youtube.com/watch?v=JKOFnsKcAlg&feature=related>

Anna Nicole Smith. Available at:

<http://video.msn.com/video.aspx?mkt=en-au&brand=ninems&vid=49a2ad7a-844e-47e8-b57c-38d9dce883d7>

Anna Nicole Smith: Early Years. Available at:

<http://video.google.com/videosearch?q=anna%20nicole%20smith%20biography&rls=com.microsoft:en-us&oe=UTF-8&startIndex=&startPage=1&rlz=&um=1&ie=UTF-8&sa=N&hl=en&tab=wv#>

Anna Nicole Smith: The Life of – The Early Years. Available at:  
<http://www.biography.com/video.do?name=actors&bcpid=1740037431&bclid=1799109408&bctid=1715682211>

<http://www.biography.com/video.do?name=deathiversary&bcpid=1827871200&bclid=1745181307&bctid=1715682211>

Anna Nicole Smith: A Rising Star. Available at:  
<http://www.biography.com/video.do?name=deathiversary&bcpid=1827871200&bclid=1745181307&bctid=1715682211>

Stone Phillips/Jeffrey Dahmer Interview: Segment 1 (part 1 of 6). Available at:  
<http://www.youtube.com/watch?v=q6vTehQ7KIU>

Stone Phillips/Jeffrey Dahmer Interview: Segment 1 (part 2 of 6). Available at:  
<http://www.youtube.com/watch?v=Wc4rlaSI2DY&feature=related>

Stone Phillips/Jeffrey Dahmer Interview: Segment 1 (part 3 of 6). Available at:  
<http://www.youtube.com/watch?v=PkvYRlaHuKE&feature=related>

Stone Phillips/Jeffrey Dahmer Interview: Segment 2 (part 4 of 6). Available at:  
<http://www.youtube.com/watch?v=xHLStx4cD9c&feature=related>

Stone Phillips/Jeffrey Dahmer Interview: Segment 2 (part 5 of 6). Available at:  
<http://www.youtube.com/watch?v=itRTYekX58A&feature=related>

Stone Phillips/Jeffrey Dahmer Interview: Segment 2 (part 6 of 6). Available at:  
<http://www.youtube.com/watch?v=EuqMANVWSRs&feature=related>

Ted Kaczynski: The Unibomber Special on 20/20, part 1. Available at:  
<http://www.youtube.com/watch?v=SIuU6VqOaCQ&feature=related>

Ted Kaczynski: The Unibomber Special on 20/20, part 2. Available at:  
<http://www.youtube.com/watch?v=6RwidzoCiB8&feature=related>

Ted Kaczynski: The Unibomber Special on 20/20, part 3. Available at:  
<http://www.youtube.com/watch?v=9TeK8nvg17s>

Ted Kaczynski: The Unibomber Special on 20/20, part 4. Available at:  
<http://www.youtube.com/watch?v=Oz3TZrNhyR4&feature=related>

Ted Kaczynski: The Unibomber Special on 20/20, part 5. Available at:  
<http://www.youtube.com/watch?v=xYWJTMoWOGc&feature=related>

Ted Kaczynski: The Unibomber Special on 20/20, part 6. Available at:  
<http://www.youtube.com/watch?v=PzEC4GRQ5Qg&feature=related>

#### 4. Competencies and Learning Outcomes

Students in this course learn:

( ) 8710.6400 coding

- 4.1 The Adlerian theory about the various factors that contribute, individually and together, to the development of psychopathology in children, adolescents, and adults, viewed by Adlerian psychology as distortion in thinking and reasoning.
- 4.2 The Adlerian perspective to human growth and development and the variables that contribute to a healthy and productive lifestyle characterized by productivity, vibrant relationships, and strong social interest. (A6)
- 4.3 The Adlerian view of the etiology of neuroses and mental disorders, taking in particular a holistic, psychosocial point of view. (E1)
- 4.4 The interaction of psychological distress, hesitation in the face of challenges, and the demands of social living; each concept viewed as essential to the understanding of the Adlerian view of psychopathology. (E4)
- 4.5 Specific examination of certain, more frequently, diagnosed neuroses and mental illnesses and their onset in children, adolescents, and adults, i.e. anxiety, depression and eating disorders. (F1)

## Course Outline

### 5.1 Week 1: Unit 1 (Tuesday, July 6)

Readings: Sperry (1993), pgs. 3-7  
Ansbacher & Ansbacher (1956), pg. 241  
<http://home.att.net/~Adlerian/basic.htm>

-Introductions  
-Alfred Adler and his early views on neurosis

### 5.2 Week 2: Unit 2 (Tuesday, July 13<sup>th</sup>)

Readings: Ansbacher & Ansbacher (1956), pgs. 22-30; 101-125; 143-145; 239-256; 281-298; 366-382  
Craighead pgs. (TBA)  
Sperry & Carlson (1993), pgs. 599-610 (Ch. 19)

Investigation of essential Adlerian concepts related to an understanding of psychopathology and the role these concepts may play in the etiology of different neurosis.

Inferiority feelings  
Compensation and overcompensation  
Social interest  
Striving for significance  
Felt minus/perceived plus  
Cognitive schema  
Birth order  
The Creative Self  
Organ inferiority  
Family atmosphere  
Parenting styles  
Pampered and Neglected child  
Striving for perfection  
Useless side of life (wasting behavior)  
Hesitating attitude (“yes, but...”)  
Life tasks

Optional- supportive sites:

<http://home.att.net/~Adlerian/homepage.htm>  
<http://home.att.net/~Adlerian/c-map1.htm>  
<http://home.att.net/~Adlerian/c-map2.htm>  
<http://home.att.net/~Adlerian/c-map3.htm>  
<http://home.att.net/~Adlerian/q-a-4.htm#topic15>  
<http://home.att.net/~Adlerian/q-a-4.htm#topic15>

5.3 Week 3: Units 3 and 4 (Saturday, July 17<sup>th</sup>)

Unit 3:

Readings: Note: These readings will be continued to Week 4  
Ansbacher & Ansbacher (1956), pgs. 299-303,411-420, 424-427  
Craighead, etal (2008), pgs. 279-366 (ch. 8,9,10)  
Sperry & Carlson (1993), pgs. 121-148; 429-446

Video: Stone Phillips interviews – Sgmts 1 & 2 (pts 1-6)

To be viewed in class

The Adlerian view of psychopathology (etiology and symptomology) in terms of the following disorders:

**The Affective (or Mood ) Disorders  
Psychosexual Disorders/Paraphilias**

-The Case of Jeffrey Dahmer

Unit 4:

Readings: Craighead, etal (2008), pgs. 435-453,467-476  
Sperry & Carlson (1993), pgs. 567-575

Video: AE Biography – Carpenters:Harmony and Heartbreak (pts. 1-6).  
To be viewed in class

The Adlerian view of psychopathology (etiology and symptomology) in terms of the following disorder:

**Eating Disorders: Anorexia Nervosa and Bulimia Nervosa**

-The Case of Karen Carpenter

5.4 Week 4: Unit 5 (Tuesday, July 20<sup>th</sup>)

Cont. Readings:

Ansbacher & Ansbacher (1956), pgs. 299-303,411-420, 424-427  
Craighead, etal (2008), pgs. 279-366 (ch. 8,9,10); pgs 495-512  
Sperry & Carlson (1993), pgs. 121-148; 429-446; 387-399

Additional online readings:

[http://en.wikipedia.org/wiki/Anna\\_Nicole\\_Smith](http://en.wikipedia.org/wiki/Anna_Nicole_Smith)

Miscellaneous genogram/biography websites to assist with creation of genogram.

Videos (to be viewed in class):

Anna Nicole Smith: The Early Years.

Anna Nicole Smith: A Rising Star.

**Special Projects Time:** Create the Genogram of Anna Nicole Smith. (15 points). To be completed in class (breaking into groups)

The Adlerian view of psychopathology (etiology and symptomology) in terms of the following disorders:

**The Affective (or Mood ) Disorders** (continuation)  
**Substance Abuse Disorders**

-The Case of Anna Nicole Smith

5.5 Week 5: Units 6 and 7 (Saturday, July 24)

Readings: Ansbacher & Ansbacher (1956),pg.314-318, 314-318;303-308;423  
Craighead, etal (2008), pgs. 402-420 (Ch. 11) and pgs. (Ch. 14)  
Sperry & Carlson (1993), pgs. 25-49

Video: Ted Kaczynski: The Unibomber Special on 20/20, parts 1-6.  
To be viewed in class

The Adlerian view of psychopathology (etiology and symptomology) in terms of the following disorders:

**Substance Abuse Disorders** – The Case of Betty Ford  
**Schizophrenia** – The Case of Ted Kaczynski

5.6 Week 5: Unit 8 (Tuesday, July 27<sup>th</sup>)

Readings: Ansbacher & Ansbacher (1956), pgs. 299-308  
Craighead, etal (2008), pgs. 78-95; 115-134 (ch. 3 and 4)  
Sperry & Carlson (1993), pgs. 167-179;185-198

Video/Movie: Lars and the Real Girl (2007) by Craig Gillespie (with Ryan Gosling)

**Anxiety Disorders** – Lars and the Real Girl (2007)

5.7 Week 6: Unit 9 (Tuesday, August 3)

In-class examination (40 points) consisting of four essay questions for completion.

Review of primary written assignment and expectations.

Course wrap-up

6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT generally focuses on either (a) an experiential exercise paired with a short, 2 page integrative writing component or (b) a research exercise and a short, 2 page integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment.

## 7. Primary Written Assignment

- 7.1 Develop an individual paper on the etiology, and contributing dynamics to the psychopathology of one of the individuals presented in video from through the course. This paper should not exceed eight (8) pages, including title and reference pages. Do not include an abstract. Format: typed on 8 ½ x 11 inch white paper with one-inch margins. Pages need to be numbered. Grammar and spelling checked carefully.

Papers are due by Tuesday, August 17<sup>th</sup> (for full credit) at 4:30 p.m.

Consider such variables as medial history (physical and psychological), family constellation, birth order, description of early childhood parents' parenting style, family atmosphere, early recollections, cognitive schema, courage, means of hesitating, safeguarding, symptoms, degree of social interest, and the individual's approach to the three great problems of life.

This paper should be in APA format

## 8. Writing Guidelines including APA Format

- 8.1 All written assignments in courses at the Adler Graduate School, including those submitted in on-line courses, must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6<sup>th</sup> edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).
- 8.2 Strict APA publication rules in Online Peer Discussions might prove difficult, if not impossible, to maintain. Following the "letter" of the Manual (i.e., not using "I", or passive voice, keeping proper margins, or complying with headings requirements) may be either difficult or counterproductive in forums such as peer discussions. However, it is still important to adhere to the "spirit" of the APA Manual (i.e., grammar, orderly presentation of ideas, reducing bias in language, and presenting scholarly statements and arguments).
- 8.3 Prior to submitting a response, please proofread carefully. Grammar and spelling errors may make your response difficult for other students to appreciate.
- 8.4 Please keep in mind that, while the Internet offers a lot of exciting and up-to-date information, not all Internet sources are considered scholarly. For example, Wikipedia is not an academically peer-reviewed source. Rather, it is an "anybody-reviewed" source and, therefore, can't be used in presenting your argument in AGS classes-related tasks.

9. Assessment Plan

9.1.1 Score on in-class group genogram: Special Projects Time (SPT) ( 15 points)

9.1.2 Individual paper (45 points)

9.3 In-class exam (essay) ( 40 points)

10. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

11. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with you. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student's expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

12. Instructor Contact Information

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