

Adler Graduate School

Richfield, Minnesota

AGS Course 504

Abnormal Psychology and DSM-IV-TR

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number **504**
- 1.3 **Abnormal Psychology and DSM-IV-TR**
- 1.4 Three (3) credits
- 1.5 Prerequisites: **None**

2. Course Description

The course covers the development, symptoms, and patterns of maladjusted behavior. Students are introduced to DSM-IV-TR categorization and classification of psychiatric phenomena. The goals of the course are for students to look at psychopathological behavior from a multidisciplinary framework in order to better understand deviant behavior as well as human behavior in general. The second major goal is to learn how to **apply this multi-axial diagnostic assessment process to cases.**

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

3.1 Required texts:

American Psychiatric Association. (2000). Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR), 4th ed. Text Revision. Washington, D.C: APA

Dziegielewski, S. F. (2002). DSM-IV-TR in Action. New York, Wiley & Sons

Meyer, R.G. (2006). Case studies in abnormal behavior, 7th edition. Boston: Pearson-A+B.

4. Competencies and Learning Outcomes

Students in this course learn:

- 4.1 Gain a basic knowledge of psychopathology and case application (competencies met 7h)
- 4.2 Define what is abnormal behavior (competencies met 3c);
- 4.3 Examine the history of abnormal psychology and the use of the DSM III, III-R, & IV-TR (competencies met 5d)
- 4.4 Gain knowledge of several key types of abnormal behaviors (mental disorders) including disorders related to sexuality, schizophrenic disorders, paranoid disorders, psychotic disorders, neurotic disorders, adjustment disorders, and personality disorders (competencies met 5d);

- 4.5 Learn about personality development and variations in types of personalities (competencies met 3b)
- 4.6 Learn to examine human behavior from a multidisciplinary and cross-cultural perspective (competencies met 2b);
- 4.7 Become familiar with the DSM-IV-TR (Diagnostic and Statistical Manual of Mental Disorders – Text Revision) (competencies met 5d)
- 4.8 Learn how to do differential diagnosis of various disorders (competencies met 5d)
- 4.9 Make some comparison of Adlerian psychology with abnormal psychology. Compare the Adlerian system with current nomenclature of the DSM-IV-TR system (competencies met 10e)
- 4.10 Learn methods and skills of diagnosis of mental disorders - multi-axial assessment process (competencies met 5d)
- 4.10 Practice a "holistic reading approach" to the content of the course
- 4.12 Become reacquainted with contemporary(including ethical) issues in abnormal psychology

5. Course Outline

5.1 Unit One

Orientation to the course, clarifying course goals
 Review of the text, DSM-IV-TR; DSM IV TR in Action and Case Studies
 Definitions
 Spectrum of normal/abnormal

5.2 Unit Two

Causes of abnormal behavior
 Spectrum of normal/abnormal
 Levels of normalcy
 Classifying issues

5.3 Unit Three

Historical background: evolution of multi-perspectives; supernatural perspectives
 Socio-cultural perspectives
 Toward multidisciplinary approach
 Personality development and adjustment determinants

5.4 Unit Four

Motivation
 Adjustive demands and stress
 Psychological factors and physical illness
 Neurosis, anxiety, somatoform, and dissociative disorders

Affective disorders

5.5 Unit Five

Personality disorders and crime

5.6 Unit Six

Schizophrenia and paranoia

5.7 Unit Seven

Sexual dysfunctions and variants

5.8 Unit Eight

Behavior disorders of childhood and adolescence
Issues of prevention

5.9 Unit Nine

Exam

There will be no specific reading assignments for each class. However, students will need to be reading required textbooks and articles throughout the course in order to be able to successfully complete the course, including special project activities and final exam.

6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience, requiring no more than 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short 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. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association).

8. Assessment/Evaluation Procedures

8.1 Credit is given to the students who successfully meet all of the requirements at the level of proficiency acceptable to the instructor. The evaluation is based on the following:

- Instructor observation (15 points) (Attendance and participation)
- SPT case presentation in class with a fellow student - using DSM-IV-TR - multi-axial system (35 points)
- Exam (100 questions, in-class, open book exam) -50 points. The class is graded on a curve, starting from the high score for the class)
- Final paper - due 2 weeks after the class (50 points). Diagnose a case, identifying signs, symptoms, and diagnosis criteria, comparing Adlerian conceptualization with DSM-IV-TR

8.2 Guideline for In Class presentation with co-presenters

- 1) Maximum points (35)
- 2) Goal is to diagnose the case by identifying key biophysical, psychological, social and environmental signs and symptoms.
- 3) Complete all information on the multi-axial system.
- 4) Write out a narrative summary of your team's diagnosis of the client.
- 5) Provide typed written copies of your report for each member of the class.
- 6) Create a master treatment plan based on whatever information that you have.
- 7) Take 10 -15 minutes to report to the class your diagnostic process.

The presentation will be assessed based on content (thorough, comprehensive, clear), handout materials (useful, selective, organized), and presentation (directness, style, resourcefulness)

8.3 Guideline for diagnosis of a case

Length: 6-8 pages, 50 points maximum.

- 1) Use the 5 Axes to diagnose Stan (Use appendix for diagnostic label)
 - Axis I Clinical Psychiatric Syndrome(s) and other conditions
 - Axis II Personality Disorders (adults) and Specific Developmental Disorders (children and adolescents)
 - Axis III Physical Disorders
 - Axis IV Severity of Psychosocial Stressors
 - Axis V Highest Level of Adaptive Functioning During Past Year
- 2) Write out in detail the specific information (symptoms and signs) from the case that you used to determine the 5 level axes of the diagnosis
- 3) Identify your reality, possibility, and value assumptions that are related to how you made your diagnosis of the case. Also, give the nature of the cause, and how you "know" what it is that you purport to know about this case
- 4) Assess the case using the Adlerian principles. Cite the specific principles and document how you analyze the specifics

8.4 Special Project Time

The special project time for this class is to do the Holistic Reading Plan of the two texts over and above the chapters which are focused upon in class. The student will design their own plan for studying all the material in the two paperback texts. Each student will write a 4 to 6 page paper to describe their plan and any learning which they derived from the process. The purpose of this assignment is to gain a

broad overview of the content of the DSM IV TR. The assignment will be due at the last session of class.

8.5 Grading:

A	180-200 points
B	160-179 points
C	140-159 points

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed.

We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. 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.

14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should 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 the student. 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.

15. Instructor Contact Information

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