

**MALADAPTIVE BEHAVIOR AND PSYCHOPATHOLOGY  
PC6005  
SYLLABUS**

**M.A. - Counseling Psychology Program FALL II 2011**

**Session I: 10/27-12/17/11**

**Saturday and Sunday –9:15AM - 06:00PM**

**November 12-13<sup>TH</sup> and December 03-04<sup>TH</sup>**

**Instructor: Carlos Molina, Ed.D., LMFT**

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**Argosy Communication:**

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

**Note that the first week of "class" occurs before we actually meet in person, and that there may be one or more online assignments after the final meeting. The official start and end of the semester (Fall II 2010) are 10/27/11 to 12/17/11.**

Please note that all students must attend all person to person on campus weekend classes. Failure to meet any class meeting is subject to a grade of F.

**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. Students may not withdraw from this course after 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 Session I (7.5 week courses): October 09, 2011

Fall Session II (7.5 week courses): December 1, 2011

**Required Texts:**

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders*, 4th ed. Washington, DC

American Psychological Association (2009) *Publication Manual of the American Psychological Association*, 6th ed., American Psychological Association., ISBN # 978-1-4338-0562-2

Richard P Halgin & Susan Krauss Whitbourne (2007). *Abnormal Psychology with MindMap II CD-ROM and PowerWeb*, 5th Edition McGraw-Hill, 2007. ISBN: 0073228729 (hardcover with CDROM)

The Complete Adult Psychotherapy Treatment Planner. By Arthur E. Jongsma Jr., L. Mark Peterson and Timothy J. Bruce (Jun 30, 2006). Fourth Edition. ISBN: 13-978-0-471-76346-8

Robert L. Spitzer, Michael B. First, Miriam Gibbon, Andrew E. Skodol, Janet B.W. Williams (2002). *DSM-IV-TR Casebook: A Learning Companion to the Diagnostic and Statistical Manual of Mental Disorders*, American Psychiatric Publishing

Zuckerman, E.,L. (2010) Clinician's Thesaurus, 7th Edition: The Guide to Conducting Interviews and Writing Psychological Reports (The Clinician's Toolbox). ISBN 978-1606-23-874-5

**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 be primarily focused on the accurate diagnosis of mental disorders and developing an adequate understanding of the differences between them. Related topics include history of diagnosis, ethical issues and socio-cultural factors in diagnosis, controversies in the field, and professional application of diagnostic knowledge.

**Pre-requisite Knowledge or Courses:** Basic computer and word processing skills.

**Teaching methodologies:** this course will be taught at the graduate level utilizing: power point presentation in class, video recordings, lectures, journal articles, small-group experiential exercises.

**Program Outcomes:**

**Outcome # 1: Psychological Theory and Practice**

- Apply theoretical concepts and methodological approaches of psychology to the practice of forensic psychology

**Outcome #2: Legal Theory and Application**

- Apply theories related to the interaction between the criminal and civil legal systems and psychology.

**Outcome # 3: Research and Evaluation**

- Critically evaluate the existing literature and body of knowledge in assessment, evaluation, and research methods in forensic psychology

**Outcome # 4: Leadership, Consultation, and Ethics**

- Use leadership, consultative, and ethical knowledge, skills and attitudes to succeed in the practice of forensic psychology

**Outcome # 5: Interpersonal Effectiveness**

- Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

**Course Objectives:**

Upon completion of this course students should be able to:

Recognize the signs and symptoms of mental illness, and other forms of psychological and behavioral dysfunction.

Understand and use the DSM-IV-TR nosological system for the classification and diagnosis of psychological disorders.

Consider the complex factors that contribute to psychological and behavioral dysfunction, including biological, developmental, psychodynamic and socio-cultural issues.

Obtain a general understanding of the common treatments of major classes of mental illness.

**Reading and Lecture Schedule:**

There are two required texts for this class; both are listed above. You are expected to read the Abnormal Psychology text thoroughly. The DSM-IV-TR should be read selectively, and used as a reference. You must become very familiar with its use; you need not memorize all the details of every diagnosis. 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 are only two written assignments for 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.

- **Instructor will provide journal articles and other reading assignments on line and in class for the online portion of the course.**

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

#### **Saturday 11/12**

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).

*Required reading:*

*Abnormal Psychology, Chapters 1, 2, 3, 4, 5 and corresponding DSM chapters*

Video recording:

Damage: when trauma leads to violence

#### **Sunday 11/13**

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

Video recordings:

Running with Scissors

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

#### **Saturday 12/03**

Psychotic Disorders (Schizophrenia), Personality Disorders, Substance-Related Disorders  
Case Presentations

*Required Readings:*

*Abnormal Psychology, Chapters 6, 7, 8, 9, 10, 11, 12 and corresponding DSM chapters*

#### **Sunday 12/04**

Dissociative Disorders, Sexual Disorders, Gender Identity Disorders, Impulse-Control Disorders, Eating Disorders, Somatoform Disorders, Legal and Ethical Issues

### **Course Requirements:**

Your performance will be evaluated in four ways: a written assignment, a verbal presentation, and class/online participation.

#### **ASSIGNMENT 1: Psychopathology Research/Topic Paper**

**(Due 12/09/11 to instructor via email attachment) NO EXCEPTIONS**

You will choose *one* psychological disorder from the DSM, and write a brief 13 double-spaced pages paper. This is to include 1 cover page, 1 abstract page, 10 pages of content and reference page/s.

You should choose three diagnoses before the first weekend. We will discuss and assign them at that time so no diagnosis is duplicated by students

You must address *all* of the following topics in your paper:

1. What is the etiology of this disorder? In other words, what genetic, biological, psychological and/or sociocultural factors that cause or contribute to the development of the disorder in an individual?
2. According to current research, what are the breadth of treatment options or interventions are considered best for treating people with this disorder?

Your paper should include at least four references other than your textbooks. These should be books and/or peer-reviewed articles or periodicals. You *may* include additional references, including websites, but at least two must be traditional format references.

**ASSIGNMENT 2: Case Presentation. More specific instructions will be provided in class. Presented in class during second weekend and a hard copy of your presentation will be required.**

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, 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. Possible choices will be discussed during the first class weekend.

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.

1. IN-CLASS CASE PRESENTATION (ADDITIONAL DETAILS WILL BE PROVIDED IN CLASS) THE PAPER FOR THIS PRESENTATION AND ORAL PRESENTATION IS DUE AND WILL TAKE PLACE DURING THE SECOND WEEKEND OF CAMPUS MEETING. PAPER FOR THIS PRESENTATION SHOULD FOLLOW GUIDELINES PROVIDED, BE WRITTEN IN APA STYLE AND HANDED TO INSTRUCTOR THE DAY OF YOUR PRESENTATION.

**In-class case presentation/paper:**

Each student will present a clinical case to the class. This case may be a real clinical case that you had or currently have in your caseload (please make sure that you maintain any identifying client's information confidential), if you are a practicing clinician or a "made-up" case if you are not practicing. You will present for 10 to 15 minutes depending on class size in front of the class. Each student is responsible for monitoring his/her own time of presentation and it is encouraged to bring a timer so that you stay within the time frame and avoid "losing the focus of your material." Instructor will stop presentations at the 15 minutes mark. Your presentation needs to be professional, succinct, clinical and well thought out. You will be graded on your professional performance and delivery of your presentation. Your papers should not be more than 14 pages and not less than 10, including cover page and reference list page. No abstract page is required. Paper will be graded on clinical content, composition, punctuation, grammar, and must be written in APA style.

No videos, DVDs, or power points are accepted for this presentation. **You must not read your paper to the class or this will not be considered a presentation. No sample paper will be provided for this assignment. Students who behave in a disruptive/disrespectful manner towards presenters will be asked to step-out**

of the class and his/her grade will be affected. All laptops and other electronic instruments need to be closed during presentations.

Please see the following guidelines that will help you in the write-up for this case.

**Client's Description:** demographic information, any diversity issues (e.g., ethnicity, race, mental health issues).

**Presenting Problem:** in this section you might include: brief history of the problem, what the client is presenting as psychological, social or behavioral issues or symptoms that bring him/her to therapy at the time of intake/assessment. There could be a number of complaints in this section, but make sure that they are congruent with your diagnosis and treatment plan (e.g., comorbid disorders). **This section should not be more than one and a half paragraph. Do not provide irrelevant historical information in this section as it should be focused on presenting problem.**

**Diagnosis:** Full Axis V for client. Please include GAF and make sure that your diagnosis is related to your treatment plan. Additionally, please use the Social and Relational Scales on the DSM-V pgs. 814 and 817.

**Case formulation:** this is where you come up with hypotheses for etiology and symptomology. You may include family of origin issues here (e.g., mental health or substance abuse issues). Essentially this is the section where you state what you think is going on with your client. Please do not provide client's description in this section. This section is for your basic clinical hypotheses. **This should not be longer than two pages.**

**Justification of your treatment modality:** in this section, you will provide a brief description of your chosen therapy and why you have selected it. (e.g., why do you think cognitive behavioral therapy in conjunction with medication is recommended for your client).

**Treatment plan:** please select and create a treatment plan tailored to your client's needs and presenting problem. Your treatment plan needs to have goals and interventions. You need to include goals and interventions for the presenting problem. Please create a grid or box for this section to organize your goals and interventions accordingly. Utilize your treatment planner for this section of your paper.

**Discuss defense mechanisms presented by your client:** for example: minimization, rationalization and how you might deal with this clinical issue.

**Countertransference and transference issues:** discuss any potential positive or negative issues and how you might deal with them.

**Legal and ethical issues:** any potential "red flags" that concern you about this client/case.

**Cross cultural issues:** please focus on any cross cultural issues presented in your case and discuss how you might deal with these issues.

**Referrals:** please provide at least two referral sources for your client in order to fortify your treatment and progress.

Be prepared to answer any clinical questions about your case after your presentation.

### **ATTENDANCE AND 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 10 points per week (80 points total) for your participation in the online component of the class -- eight weekly course modules. You are required to log on each week to fully participate in the online component at [www.myeclassonline.com](http://www.myeclassonline.com)

*A class week begins on Monday and ends on Sunday. Each week there will be lecture, assignment, and discussion group material to address and complete.*

**Note that the first week of "class" occurs before we actually meet in person, and that there may be one or more online assignments after the final meeting. The official start and end of the semester (Fall II 2010) are 10/27/11 to 12/17/11.**

#### **Grading:**

##### **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

F = <70

Coverage of material is marginal;  
presentation is slightly disorganized  
Presentation is **disorganized** and does not  
provide adequate coverage of the topic  
area, or presentation was **not completed** by  
student.

### **Grading**

93-100 A 73-76 C

90-92 A- 70-72 C-

91-89 B+ 69 below F

83-36 B

80-82 B-

77-79 C+

### **Library**

All resources in Argosy University's online collection are available through the Internet. Students can access the online collection by logging into the student portal and clicking on the library link. Library Resources: Argosy University's core online collection features over **48,889 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>.

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.

### **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 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.

**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.**

### **Instructional Contact Hours/Credit**

Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. Instructional engagement activities include lectures, presentations, discussions, group-work, and other activities that would normally occur during class time. Instructional engagement activities may occur in a face-to-face meeting, or in the eclassroom.

In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. Outside work includes preparing for and completing readings and assignments. Such outside work includes, but is not limited to, all research associated with completing assignments, work with others to complete a group project, participation in tutorials, labs, simulations and other electronic activities that are not a part of the instructional engagement, as well as any activities related to preparation for instructional engagement.

At least an equivalent amount of work as required in paragraph above shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.