

**Argosy University**  
**COURSE SYLLABUS: Summer I 2009**  
*PP7301*  
*Psychopathology II*

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**Faculty Information:**

**Faculty Name:** Alison Steiner, Psy.D.  
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Phone: (510) 217-4763  
**Office Hours:** Tuesdays 3:30-5pm; Thursdays 4-5 pm  
**Short Faculty Bio:** I am a graduate of the Wright Institute. I have a practice with the Berkeley Therapy Institute where I work with individuals, couples and families, conduct psychological assessments and where I also supervise pre-doctoral and postdoctoral graduate students. I am a full time core faculty member of the Clinical Psychology program

**Course description:** A continuation of Psychopathology I (PP7300), this course covers the description, etiology, assessment, emphasizing understanding of more severe psychological disorders. Schizophrenic spectrum disorders, substance abuse disorders, and personality disorders are included. Attention is given to diagnostic interviewing, focusing on the range of diagnoses presented in the course. (Primary focus will be on Axis II disorders and integration of Axis I and Axis II disorders.)

**Course Pre-requisites:** PP7300 Psychopathology I

**Continuing Required Textbooks (from Psychopathology I):**

American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR (Text Revision)* (4<sup>th</sup> ed.). Washington, DC:

American Psychiatric Association. ISBN: 0890420254

First, M. B., Frances, A., & Pincus, H. A. (2002). *DSM-IV-TR Handbook of differential diagnosis*. Washington, DC: American Psychiatric Association. ISBN 1585620548

Sadock, B. & Sadock, V. (2007). *Kaplan and Sadock's Synopsis of Psychiatry* (10th edition). New York: Lippincott Williams & Wilkins.

Zimmerrman, M. (1994). *Interview guide for evaluating DSM-IV psychiatric disorders and the mental status examination*. East Greenwich, RI: Psych Products Press. ISBN: 0963382136

**New Required Textbooks:**

Millon, T., Grossman, S., Millon, C., Meagher, S. & Ramnath, R. (2004). *Personality disorders in modern life* (2<sup>nd</sup> ed.). Hoboken, NJ: John Wiley & Sons. ISBN 0-471-23734-5.

McWilliams, Nancy (1994 ). *Psychoanalytic Diagnosis*. New York, NY: The Guilford Press.

**Technology:** Pentium III CPU/ Windows 98; 128MB RAM, printer; Microsoft Office Acrobat (full version), Microsoft Internet Explorer 5.5 (PC) 5.0 (MAC) or Netscape Navigator 4.08. Norton Antivirus.

**Course length:** 7.5 Weeks

**Contact Hours:** 45 Hours

**Credit Value:** 3.0

**Program Outcomes:**

**Goal 1:** The preparation of professionals who are capable of delivering effective and ethical diagnostic and assessment services to a diverse set of clients.

**Goal 2:** The preparation of professionals who are competent to provide a wide range of effective and ethical therapeutic interventions to a diverse set of clients.

**Goal 3:** To prepare professionals who are able to understand and use the scientific bases of psychology to inform their practice of professional psychology and to evaluate the methods of assessment and intervention they use in practice.

**Course Objectives:** Upon completion of this course, the student will be able to:

1. Demonstrate the ability to use the DSM-IV-TR classification system and nomenclature appropriately for an Axis I and Axis II diagnoses, including the description, etiology, assessment, and understanding of the symptomology.
2. Demonstrate the ability to diagnose a “client” (using case studies or role play) using the DSM-IV-TR multiaxial system appropriately using all five axes.
3. Demonstrate the ability to outline a differential diagnosis for a “client” (using case studies or role play) on Axis I or Axis II.
4. Demonstrate the ability to use appropriate interview techniques to determine an Axis I and/or Axis II diagnosis (including such techniques as a mental status examination, a clinical interview, a suicide, homicide and/or violence assessment, etc.)
5. Demonstrate an understanding of the current theoretical and scientific thinking about psychopathology.
6. Demonstrate an understanding of the contextual issues related to psychopathology (e.g., normal and abnormal behaviors and affective states that impact human performance, cultural, developmental, and relational aspects).
7. Demonstrate the ability to discuss three different perspectives of personality disorders: psychodynamic, interpersonal, and cognitive.

**Assignment Table**

**KEY TO READINGS:**

DSM-IV-TR = American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR (Text Revision)* (4<sup>th</sup> ed.).

First et al. = First, M. B., Frances, A., & Pincus, H. A. (2002). *DSM-IV-TR Handbook of differential diagnosis*.

Sadock = Sadock, B. & Sadock, V. (2007). *Kaplan and Sadock's Synopsis of Psychiatry* (10th edition). New York: Lippincott Williams & Wilkins.

Millon = Millon, T., Grossman, S., Millon, C., Meagher, S. & Ramnath, R. (2004). *Personality disorders in modern life* (2<sup>nd</sup> ed.).

Zimmerman = Zimmerman, M. (1994). *Interview guide for evaluating DSM-IV psychiatric disorders and the mental status examination*.

McWilliams = McWilliams, N. (1994). *Psychoanalytic Diagnosis*.

Class	Topics	Readings	Assignments Due
1.	5/12/09 Orientation to the course and syllabus  Review Psychopathology I Final Examination  Lecture/discussion:  Childhood Disorders	DSM-IV-TR-pp. 39-84 -First et al.-pp. 129-13  DSM-IV-TR-pp. 85-103, 111-130 -First et al.-pp. 134-139 -Sadock pp. 1138-1157; 1158-1169 -Zimmerman-pp. 70-82, 83-85	Check to see if the movie assigned is available to you through your local video rental store or other mode of rental (e.g. online sources). If it is not, you will be assigned a different movie next week. If I don't hear from you that the movie is not available by Class 3, I will assume you are able to complete the assignment.  Sign up for presentations
2.	5/14/09  Childhood Disorders  Intro to Personality Disorders (VID 106 Personality Disorders)	Kaufman et al. : Ch. 3 and Ch. 14 (distributed in class)  Millon: Ch. 1 McWilliams, Ch. 1 Why Diagnose?	

3.	<p>5/19/09                      Personality Disorders: Classical Foundations                       Personality Disorder: Contemporary Perspectives</p>	<p>Millon: Chapter 2                       McWilliams Ch. 3: Developmental Levels of Personality Organization                       (DSM-IV-TR: pp. 685-690; Review Defensive Functioning Scale pp. 807-813)</p>	Presentation #1
4.	<p>5/21/09                      Development of Personality Disorders Assessment and theory of the Personality Disorders; Personality Disorder Not Otherwise Specified                      Defense Mechanisms</p>	<p>Millon: Chapter 3 and 4                      DSM-IV-TR: p. 729                      McWilliams: Ch. 5 and 6</p>	Presentation #2
<p><b><i><u>In the next 9 classes, clips from interviews with real clients diagnosed with personality disorders will be shown to illustrate the various subtypes of each personality disorder as discussed in your Millon et al. textbook. VID 550 <u>DSM-IV Personality Disorders: Subtype 1, Subtype 2 or Subtype 3</u> will be shown.</u></i></b></p>			
5.	<p>5/26/09                      Cluster A Personality Disorders: Paranoid Personality Disorder</p>	<p>Millon: Chapter 13                      DSM-IV-TR: pp. 690-694                      First et al.: p. 203                      Zimmerman: pp. 87-89                      McWilliams Ch. 10</p>	Presentation #3
6.	<p>5/28/09                      Cluster A Personality Disorders: Schizoid Personality Disorder</p>	<p>Millon: Chapter 11                      DSM-IV-TR: pp. 694-697                      First et al.: p. 204                      Zimmerman: pp. 90-91                      McWilliams Ch. 9</p>	Presentation #4
7.	<p>6/2/09                       Cluster A Personality Disorders: Schizotypal Personality Disorder</p>	<p>Millon: Chapter 12                      DSM-IV-TR: pp. 697-701                      First et al.: p. 205-206                      Zimmerman: pp. 92-95</p>	Presentation #5
8.	<p>6/4/09</p>	<p>Millon: Chapter 5</p>	Presentation #6

	Cluster B Personality Disorders: Antisocial Personality Disorder	DSM-IV-TR: pp. 701-706 First et al.: p. 207 Zimmerman: pp. 100-105 McWilliams Ch. 7	
<b>9.</b>	6/9/09  Cluster B Personality Disorders: Borderline Personality Disorder	Millon: Chapter 14 DSM-IV-TR: pp. 706-710 First et al.: p. 208 Zimmerman: pp. 96-99	Presentation #7
<b>10.</b>	6/11/09  Cluster B Personality Disorders: Histrionic Personality Disorder	Millon: Chapter 9 DSM-IV-TR: pp. 711-714 First et al.: p. 209 Zimmerman: pp. 110-112 McWilliams Ch. 14	Presentation #8
<b>11.</b>	6/16/09  Cluster B Personality Disorders: Narcissistic Personality Disorder	Millon: Chapter 10 DSM-IV-TR: pp. 714-717 First et al.: p. 210 Zimmerman: p. 210 McWilliams Ch. 8	Presentation #9
<b>12.</b>	6/18/09 Cluster C Personality Disorders: Avoidant Personality Disorder	Millon: Chapter 6 DSM-IV-TR: pp. 718-721 First et al.: p. 211 Zimmerman: pp. 116-117	<b>Paper Due</b>  Presentation #10
<b>13.</b>	6/23/09	Millon: Chapter 8	Presentation #11

	Cluster C Personality Disorders: Dependent Personality Disorder	DSM-IV-TR: pp. 721-725 First et al.: p. 212 Zimmerman: pp. 117-119	
14.	6/25/09  Cluster C Personality Disorders: Obsessive- Compulsive Personality Disorder	Millon: Chapter 7 DSM-IV-TR: pp. 725-729 First et al.: p. 213 Zimmerman: pp. 113-115 McWilliams Ch. 13	Presentation #12

**Grading Criteria**

*Grading Scale*

<b>A</b>	100 – 93
<b>A-</b>	92 – 90
<b>B+</b>	89 – 88
<b>B</b>	87 – 83
<b>B-</b>	82 – 80
<b>C+</b>	79 – 78
<b>C</b>	77 - 73
<b>C-</b>	72 – 70
<b>F</b>	69 and below

*Grading requirements*

<i>Attendance/professional behavior</i>	<i>20 points</i>
<i>Presentation</i>	<i>30 points</i>
<i>Disorders in Movies Paper: Personality</i>	<i>30 points</i>
<i>Class Participation</i>	<i>20 points</i>
	<i>100 points</i>

**Regular attendance is mandatory.** If you ever find it is impossible to attend a class session, you are expected to inform me. Either email me at [asteiner@argosy.edu](mailto:asteiner@argosy.edu) or leave a voice mail message at (510) 217-4763. ***If you have more than two (2) absences in this course, you will receive no credit grade of F for the semester.*** You are expected to be on time for class. ***More than 2 late arrivals will result in a drop in letter grade for the course.***

**Professional behavior will be expected.** In class, you will demonstrate professional behavior by coming on-time, being prepared for class, and turning in assignments on time. You are also expected to treat your colleagues with respect and professionalism. In addition, you are expected to adhere to the **American Psychological Association 2002 Ethical Principles and Code of Conduct** (available at <http://www.apa.org/ethics/>).

**Active participation in class discussions is expected.** You will be graded on the frequency and quality of your classroom participation in discussions of readings and comments on videotapes and/or activities. I envision this class as a safe place for you to explore the issues related to psychopathology. If at any time you don't feel safe in this class it is your responsibility to let me know either in class or privately.

**Completion of assigned readings** as evidenced in classroom discussion, class presentations, comprehension checks, and written assignments.

**Completion of a Written Assignment: Personality Disorders in Movies.** See instructions for this assignment below. The paper is **Due Class 12.** [No late papers will be accepted!]

**Completion of a Presentation and leading a class discussion (sign up 1<sup>st</sup> day of class)** See instructions below

**Instructions for Assignments:**

**WRITTEN ASSIGNMENT: Personality Disorders in Movies**

You will complete a paper following these specific directions. Your job will be to recognize the signs and symptoms of specific personality disorders using an assigned movie as a stimulus. The paper you write will demonstrate your ability to do a differential diagnosis. Each of you will have a different movie. By the second class, confirm that the movie assigned to you is available to you. The paper is **Due Class 10.** There are no minimum page requirements but please refrain from going past 15 pages.

Directions for the Assignment:

1. Review the movie assigned to you. Focus on the character listed in your assignment.
2. Pick a point in the movie where you think your character would seek or be sent to psychotherapy.
3. Using the character as the "IP" (identified patient), write a paper using the following format (**don't get creative on me; follow the outline**). Be sure to use section headings. This paper should be **double spaced** with all **paragraphs indented**.
4. Focus on using a professional writing style, i.e., appropriate for clinical reports. Be sure to check grammar and spelling.
5. Use person-first language. Do **NOT** follow the example of Millon et al. and call your client "the borderline." She/he is a person with or diagnosed with a borderline personality disorder.
6. List all references used on the last page following APA format. (You don't need to list the movie.)

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**CLIENT:** \_\_\_\_\_

**MOVIE:** \_\_\_\_\_

### **SYNOPSIS OF THE MOVIE**

Write a brief summary of the story of the movie.

### **INTAKE REPORT**

Identifying Information: Describe the client as well as you can given the information provided to you in the movie (e.g., approximate age, sex, ethnicity, religion, marital status, number of children, vocation, brief physical description, and method of referral—how would this client have been referred to you? Self-referred? Court ordered? Other?)

Presenting Problem: Using the story of the movie, determine what you think the presenting problem would have been had this client come to see you in therapy. Include the onset and course, precipitating event(s), and the client's perception and the family's perception if available; explain **why** the client wants or needs treatment **now**.

*For the following four sections, determine what history you do know about this client and complete it as well as you can. Don't make up information; just give what information you learned from the movie.*

Personal and Family History: Organize this into discrete sub-sections or paragraphs including family, sexual, dating or marital, educational (special education? learning disabilities?), military, vocational, drug and alcohol use (abuse), and/or legal history. What sections you use will depend upon the client and only write about the sub-sections where you have information.

Medical History: Include medical, surgical, hospitalizations, previous psychological and/or psychiatric treatment, and psychiatric history of close relatives. If you don't have any information, say so in an appropriate manner.

Diversity Issues: This section is imperative for any client that is from a non-dominant culture. What is their level of acculturation? How long have they and/or their families been in this country? How well do they speak English? Do they know other languages? What is the history of their migration? How do they seem to be handling acculturation? How do they identify themselves?

Ethical and Legal Considerations: What issues might arise in the therapy based upon ethical and/or legal aspects of this "case"? Be specific and if possible, give examples from the movie.

*Obviously this next section will be based upon your observations of the client rather than on interview data. How would you describe her/his mental status during this movie? What fluctuations of mental status did you see in what circumstances; how did mental status change throughout the movie. Thus, you may end up with more than one report of mental status given your observations. This is to be written in a narrative format (not an outline) and organized well.*

**Mental Status Examination:** (general appearance including external appearance, behavior and psychomotor activity, attitude toward the examiner; speech; orientation to person, place, and time; mood and affect; thought content; thought process; perceptions; memory function recent and remote; estimate of intelligence; general fund of information; social judgment; apparent insight; suicide and homicide assessments, signs of abusive situations and substance use or abuse.)

*The next two sections are **the most important sections in the paper**. Your grade will primarily be based upon your ability to complete these sections appropriately. Cite references used appropriately (APA format). Justify your choices with examples from the movie.*

**Diagnostic Impression:** Use DSM-IV codes and nomenclature and present all five axes; however your grade will be based upon your diagnosis on Axis II only. Use the following format for the table presenting the five axes.:

<u>Axis</u>	<u>Code</u>	<u>Diagnosis</u>
I		
II		
III		
IV		
V		

After the above table, you must include a section with your rationale (i.e., criteria met with examples) for each Axis I and Axis II diagnosis; however, I am most interested in the Axis II diagnosis. Indicate which alternative diagnoses were considered in a differential diagnosis and compare and contrast the criteria met or not met. Thus, you will have all five axes and a thorough rationale delineating your reasoning for assigning each part of this diagnosis. Give specific examples from the movie. Do not quote the DSM-IV in your rationale—use your own language and examples from the movie.

**Case Formulation:** (This section will be based upon your textbook, especially Chapter 3, and other references. You must include ALL of the following relevant factors and/or perspectives.) Think about all five axes here. Be able to use these factors to answer the following question: If there is an Axis I disorder, how does the diagnosis on Axis II impact the presentation of Axis I?

**Use the following outline:**

1. Pathogenic biological factors
2. Pathogenic experiential history
3. Sources of pathogenic learning
4. Sociocultural influences

5. The Perspectives: Focus on the Psychodynamic, Interpersonal and Cognitive and use the Biological and Evolutionary-Neurodevelopmental perspectives to enrich your discussion.
- **Psychodynamic**
  - **Interpersonal**
  - **Cognitive**
  - Biological
  - Evolutionary-Neurodevelopmental

Recommendations for Treatment: If you had just completed the intake, what recommendations would you make? What theoretical perspective would you find most helpful in both understanding and treating this “client”? Is there a specific theory you could cite that would help you to articulate your thoughts on this person? What goals would you have? Is there any research available that would suggest an appropriate treatment strategy? This would be a good place to cite an empirical study or two!

Personal Response: If you were this client’s therapist, what would it be like for **YOU** to work with him/her? In other words: How would you anticipate that this client would respond to therapy and in particular to the therapeutic relationship? Given your hypotheses about the client’s response, how would you experience this client? You need to sit back and imagine the client in the room with you. How do you imagine it would be to create a therapeutic relationship with this person given his/her personality? Reflect on how your own issues or experiences might influence your comfort in working with this client.

References: Use at least **five (5) references other than the required texts in this class to assist you in your case formulation and to support your diagnosis and/or treatment choices.** This should include at least one specific theorist with either the Psychodynamic, the Interpersonal or the Cognitive perspectives to illustrate the perspective you find most intriguing when considering this personality disorder (e.g., Kohut—Self Psychology, Beck—CBT, Masterson-Psychodynamic, etc.) **and** empirical research regarding the particular Axis II diagnosis you think best fits your client’s presentation. Be sure to cite all the references you use including texts from the class. **DO NOT USE MENTAL HEALTH WEBSITES AS REFERENCES OR AS RESOURCES FOR YOUR PAPER!**

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**Criteria for evaluation:**

- Professional writing style (grammar, spelling, punctuation, clarity),
- APA format on the References and citations,
- Use of an adequate number of references,
- Organization of your report (Did you follow the outline? Are your paragraphs well organized? Did you follow directions?),
- Ability to give a good rationale for your Axis II diagnosis,
- Well written Mental Status Examination,
- A competent case formulation based on theory and empirical research that supports your diagnosis and/or treatment choices.

Recommended Resources for Completion of Written Assignments:

American Psychological Association. (2005). *Concise rules of APA style* Washington, DC: American Psychological Association. ISBN: 1591472520

Hacker, D. (1999). *A writer's reference* (4<sup>th</sup> ed.). Boston, MA: Bedford/St. Martin's. ISBN 0312401612

Reed, J. G. and Baxter, P. M. (2003). *Library use: A handbook for psychology* (3rd ed.). Washington, DC: American Psychological Association. ISBN 1557989923

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association. ISBN: 1-55798-791-2

Zuckerman, E. L. (2005). *Clinician's thesaurus* (6th ed.). New York: Guilford Publications.

See also the information regarding APA format available in the Argosy University Library.

There is a wonderful list of APA Study Guides at: <http://www.coping.org/write/apastyle.htm>

At this same site (www.coping.org) you will find a template for APA style created by Dr. Messina (how much easier can it get!!!!):

<http://www.coping.org/write/C6432diagnosis/sampleAPA%20paper.doc>

You might also find a number of other documents at this site helpful to you in creating your written assignment. I highly suggest reviewing the syllabus and additional materials created by Dr. Messina. I was very impressed with this site.

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### **PRESENTATION ASSIGNMENT: Personality Disorder Presentation and leading of class discussion**

#### **The following areas must be included in your presentation:**

1. Provide a **handout** for the class. **BE CREATIVE!** Do not include the diagnostic criteria directly from DSM IV-TR—we all read it!
2. **Differential Diagnosis:** Using all your texts, determine what personality disorders and/or clinical disorders that the personality disorder of the week needs to be differentiated from in a differential diagnosis. Compare and contrast the diagnoses to demonstrate just how one would differentiate them. You may suggest interview questions which could assist a person in this task.
3. **Associated Features and Disorders:** Determine what associated features and associated disorders are most typical with the personality disorder of the week. Teach the class about what to look for and why.
4. **Reading integration/ Lead discussion:** prepare to lead the class in a discussion related to the disorder you have chosen and which assists the class to integrate the reading material assigned for class that day. **DO NOT** simply summarize the reading (assume we've all read it). Leading a discussion means preparing interesting questions or points to discuss and facilitating a discussion process with the class. Again, be creative and interesting. (You may choose to ask a classmate to interview you as you role play a client who presents with the disorder, create an exercise that asks the class to work with the different theoretical perspectives covered in the text, research best practices for treating the disorder, etc...)

**The presentation portion of this assignment will be a minimum of 20 minutes and your discussion should take a minimum of 30 minutes. The entire exercise will take 50-60 minutes of class time.**

### **On-Line Resources**

*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 **34,872** full-text journals and **over 38,500** 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 at <http://library.argosy.edu>. 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/>. An overview of the tutorial is available at <http://www.ausfba.com/pdf/InfoLitTutorial.pdf>.

### **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, 5<sup>th</sup> Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5<sup>th</sup> 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](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.

### **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.