

**MALADAPTIVE BEHAVIOR AND PSYCHOPATHOLOGY  
FP6005**

**SYLLABUS  
M.A. - Counseling Psychology Program  
SPRING II 2010**

**Saturday and Sunday –9:15AM - 6:00PM  
March 13-14 and April 10-11**

**Instructor:** Neil Ross  
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**Required Texts:**

Kring, Ann M., Johnson, Sheri L., Davison, Gerald C. Neale, John. (2009) *Abnormal Psychology*. (11e) Wiley. ISBN: 978-0-470-38008-6

*[Read Chapters 1 & 2 before the first class meetin]*

American Psychiatric Association. (2000) *Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision: DSM-IV-TR*. Washington, D.C. ISBN: 0-89042-024-6 or 0-89042-025-4.

*[Read history and introductory chapters (to page 38) before first class meeting.]*

**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.

**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 exams 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

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

#### **Saturday 3/13:**

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, 4; DSM pp 1-38)*

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

**Sunday 3/14:**

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

*Required reading:*

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

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

**Saturday 4/10:**

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

**Maybe some case presentations.**

*Required Readings:*

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

**Sunday 4/11:**

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

Final Exam Review

**Case Presentations**

**Psychopathology Topic Paper Due: 4/27/09**

**Second Exam Due: 4/27/09**

*Required Readings:*

*Abnormal Psychology, Chapters 6, 13, 14, 15 and corresponding DSM chapter*

## **Course Requirements:**

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

### **ASSIGNMENT 1: Psychopathology Research/Topic Paper (100 points)**

**(Due 4/27/09 to instructor via email attachment)**

You will choose a famous contemporary historical figure from any area of human experience who manifests a psychological disorder from the DSM and who was any type of offender (even unknown offenses) or a victim of violence, and write a brief (approximately 10 double-spaced pages) paper.

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

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

1. Who is the person and her/his history? What is the etiology of the disorder at issue? 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 is the breadth of treatment options or interventions are considered best for treating people with this disorder? How might their personality responded to the treatment and what would have been different for the person?

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 (80 points)**

**(Presented in class during second weekend (most on Sunday))**

You will be asked to present a mock clinical case presentation to the class about your famous personality. The format of this presentation will be a verbal discussion of the person, including identifying information, presenting problem, psychosocial history, mental status and multiaxial diagnosis. You will also write a brief report outlining the case.

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 (40 points)**

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 a day for attending and participating in a meaningful way during the four class meetings.

### **ONLINE INSTRUCTION (80 points)**

In addition, 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 (Spring II 2009) are 3/4/09 to 4/24/09.**

**Students will be expected to engage themselves actively in the course Discussion Group in terms of posts, comments, critique, and thoughtfulness. "Nice job" or "I agree with you" are not active participation!**

*Self-revelation is exciting and elucidating in the course (online and in class) but students ALWAYS have the prerogative of sharing only what they wish to share.*

### **Two Examinations (150 points each)**

There will be two take-home, short essay examinations distributed Week 3 and Wee7 for which you will have ten days to complete and return to the instructor. You will usually have a choice of questions to address.

### **Grading:**

#### **Criteria for Class Participation**

Grade	
A = 90+	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>nearly all</b> comments were <b>thought provoking and incorporated material from the assigned readings</b>
B = 80 – 89	Student actively participated in discussions in <b>&gt;80%</b> of class sessions; <b>most</b> of the comments were thought provoking and incorporated material from the assigned readings
C = 70 – 79	Student participated in discussions in <b>&gt;70%</b> of class sessions; comments/questions demonstrate a surface level understanding of course topics
F = <70	Student participated in <b>&lt;70%</b> of class sessions; comments/questions did not demonstrate an understanding of course topics, or <b>student did not</b>

**participate** in class discussions.

### Criteria for Class Presentation

Grade	
A = 90+	Presentation is well organized and provides <b>excellent</b> coverage of the topic area; informative visual aids provided to the instructor and classmates
B = 80 – 89	Presentation is well organized and provides <b>adequate</b> coverage of the topic area
C = 70 – 79	Coverage of material is marginal; presentation is slightly disorganized
F = <70	Presentation is <b>disorganized</b> and does not provide adequate coverage of the topic area, or presentation was <b>not completed</b> by student.

### Criteria for Papers

Grade	
A = 90+	Paper is in appropriate APA format, well thought out and provides <b>excellent</b> coverage of material
B = 80 – 89	Paper is well thought out, but is missing one component of APA format OR coverage of material is <b>adequate</b>
C = 70 – 79	Insufficient number of references provided AND <b>limited</b> coverage
F = <70	Paper is disorganized AND coverage is not adequate AND does not conform to APA format, or there is evidence of <b>plagiarism</b> , or paper not submitted

### Grading

93-100	A	70-72	C-
90-92	A-	69 below	F
91-89	B+		
83-36	B		
80-82	B-		
77-79	C+		

### **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.

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.**

### **Additional Recommended Reading:**

These are books related to psychopathology or forensics that I have personally found helpful. None are required for this class, but you may be interested in purchasing or examining them as an aide in this class and/or your degree program.

DSM-IV-TR Casebook: A Learning Companion to the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision. Robert L. Spitzer (Editor), Miriam Gibbon (Editor), Andrew E. Skodol (Editor), Janet B. W. Williams (Editor), Michael B. First (Editor), Mariam Gibbon. American Psychiatric Pr; 4th edition (January 2002) ISBN: 1585620599  
*Vignettes give prose examples for hundreds of difficult diagnostic situations.*

Essential Psychopathology and Its Treatment. Jerrold S. Maxmen and Nicholas G. Ward. W.W. Norton & Company. ISBN: 0393701735.  
*The perfect companion for the DSM -- discussions about all the diagnoses in DSM-IV.*

### **University Policies**

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