

Argosy University San Francisco Bay Area  
Department of Counseling Psychology  
M.A. Program in Counseling Psychology  
Syllabus  
Course Title  
Psychopathology and Maladaptive Behavior Course PC6005  
Fall 1 and Fall 2 Semester 2009

Instructor: Dr. Russell A. Chapman, Ph.D.

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Office Hours: Tuesdays 11 AM-12:30 PM and Mondays 12 AM-2 PM

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.

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 11, 2009

Fall Session II (7.5 week courses): December 2, 2009

Fall Full Term (15 week courses): November 14, 2009

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*, 6<sup>th</sup> ed., American Psychological Association., ISBN # 978-1-4338-0562-2

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

Nancy McWilliams (1994). *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process*, Guilford Publications.

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.

### Program Outcomes: Master of Arts in Counseling Psychology

#### **Program Outcome One: Professional Practice**

##### **Competency 1: Assessment and Skills**

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

##### **Competency 2: Theory**

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

##### **Competency 3: Writing**

Employ media and technology when presenting counseling information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

#### **Program Outcome Two: Research**

**Competency 1:** Analyze research, and translate research findings for improvement of counseling services using statistics and program evaluation methods.

#### **Program Outcome Three: Interpersonal Effectiveness and Professional Development**

**Competency 1:** Students will develop positive relationship skills that promote personal and professional development via effective communication, encouragement, empathy, respect for others, self-awareness, and other-awareness.

- a. Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.
- b. Analyze the importance of effective nonverbal communication skills in interpersonal relationships.
- c. Solicit and utilize feedback to build and maintain interpersonal relationships.

#### **Program Outcome Four: Ethics**

**Competency 1:** Using the American Counseling Association's Standards of Practice /or the American Psychological Association's Ethical Code, as well as, and local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

#### **Program Outcome Five: Diversity**

##### **Competency 1: Multicultural Skills**

Provide assessment, counseling, and consultation services in work with clients by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

**Competency 2: Multicultural Awareness**

Examine personal values and biases, reflect on beliefs, and understand how they impact work with clients and interpersonal relationships with other students and faculty.

**Competency 3: Multicultural Knowledge**

Identify and assess the complexity and multidimensionality of cultural/diversity theories and issues in the field of counseling psychology while working with clients and interpersonal relationships with other students and faculty.

Course Objectives:

Upon completion of this course students should be able to:

1. Recognize the signs and symptoms of mental illness, and other forms of psychological and behavioral dysfunction.
2. Understand and use the DSM-IV-TR nosological system for the classification and diagnosis of psychological disorders.
3. Consider the complex factors that contribute to psychological and behavioral dysfunction, including biological, developmental, psychodynamic and socio-cultural issues.
4. Obtain a general understanding of the common treatments of major classes of mental illness.

Methods of Instruction:

This course will be blended delivery. The traditional meetings are September 19<sup>th</sup> and 20<sup>th</sup> (Fall 1) and October 17<sup>th</sup> and 18<sup>th</sup> (Fall 1) and November 14<sup>th</sup> and 15<sup>th</sup> (Fall 2) and December 12<sup>th</sup> and 13<sup>th</sup> (Fall 2). The remaining of the course will be delivered online through Argosy University course management system.

The online portion of the course begins October 23<sup>rd</sup> and ends December 15<sup>th</sup>. The traditional face-to-face meeting will include lecture, class discussion, role-play exercises, videos and student-group lead presentations. The online delivery will include online quizzes & discussion threads.

Content Areas:

Introduction and Overview of Psychopathology and the DSM; what is psychopathology? Etiology/Diagnosis/Treatment, Infant, Childhood & Adolescence Disorders, Substance Related Disorders and Schizophrenia, Psychotic Disorders, Mood Disorders, Anxiety Disorders, Primary and Secondary Defense Mechanisms, Sexual and Gender Identity Disorders, and Personality Disorders.

## Course Calendar: Fall II 2008

October 23<sup>rd</sup> – October 26<sup>th</sup>: Course Overview/What is Psychopathology?

Etiology/Diagnosis/Treatment/Online Introductions (Readings: DSM pages 1-38, DSM Casebook pages xi-xiii & Appendix C & D & Psychoanalytic Diagnosis Pages 1-18 and pages 19-38.)

October 27<sup>th</sup>-November 2<sup>nd</sup>: Etiology/Diagnosis/Treatment (DSM Casebook pages 387-418 & 1-76)/ Infant, Childhood & Adolescence Disorders (Readings: DSM pages 39-134, DSM Casebook pages 309-386 & Psychoanalytic Diagnosis Pages 40-66.DSM Casebook pages 1-76

November 3<sup>rd</sup>-November 9<sup>th</sup>: Substance Related Disorders and Psychotic Disorders (Readings: DSM pages 191-297, DSM Casebook pages 77-242 & Psychoanalytic Diagnosis Pages 67-95.

November 8<sup>th</sup> and 9<sup>th</sup>: First Face-to-Face Meeting (Infant, Childhood & Adolescence Disorders, Substance Related Disorders, Psychotic Disorders, & Mood Disorders)

November 10<sup>th</sup>-November 16<sup>th</sup>: Mood Disorders and Primary and Secondary Defense Mechanisms (Readings: DSM pages 345-484, DSM Casebook pages 155- 242 & Psychoanalytic Diagnosis Pages 96-144.)

November 17<sup>th</sup>-November 23<sup>rd</sup>: Anxiety Disorders, Primary and Secondary Defense Mechanisms (Readings: DSM pages 345-484, DSM Casebook pages 243-308 & Psychoanalytic Diagnosis Pages 96-144.)

November 24<sup>th</sup>-November 30<sup>th</sup>: Sexual and Gender Identity Disorders ( Readings: DSM pages 535-582-484 & 685-730, DSM Casebook pages 243-308 & Psychoanalytic Diagnosis Pages 151-204.)

December 1<sup>st</sup>-December 7<sup>th</sup>: Personality Disorders (Readings: DSM pages 685-730, DSM Casebook pages 479-542 & Psychoanalytic Diagnosis Pages 189-256.) (Readings: DSM pages 685-730, DSM Casebook pages 479-542 & Psychoanalytic Diagnosis Pages 227-278.)

December 8<sup>th</sup>-December 14<sup>th</sup>: Personality Disorders (Readings: DSM pages 685-730, DSM Casebook pages ?? & Psychoanalytic Diagnosis Pages 279-322.) (Readings: DSM pages 685-730, & Psychoanalytic Diagnosis Pages 322-347.)

December 13<sup>th</sup> and 14<sup>th</sup>: Second Face-to-Face (Anxiety Disorders, Primary and Secondary Defense Mechanisms, Sexual and Gender Identity Disorders, Personality Disorders and presentations.)

### Attendance:

All students are required to attend the course site weekly and all fact-to-face meetings. It is the professor's experience that to maximize the student learning she or he needs to attend the class site at least times a week. You will put about five to six hours into the course a week not including weekly reading. I will keep track of student attendance through the course site and if you do not attend each week than you cannot receive an "A" in the course.

### Course Requirements:

The course requirements are weekly discussion board questions (DBQ's), case formulations/analysis, DSM Quizzes, and a final group paper/presentation on a case formulation.

### Weekly DBQ's:

There will be weekly DBQ's on the discussion board (DB) for all students to answer. There will be 2 questions given from the course information covered in a particular week of the course. Students are required to post their answers to the questions by the Wednesday of the given week and have up until the Sunday of the same week to respond to another two classmates posting. There are rubrics give on each individual week/module in the course. The rubric indicates how the DBQ's are graded. Student responses or replies are calculated into the students over all

module grades for any particular DBQ. A thoughtful comment is defined as posing questions to a classmate for her or his response, communicating something significant you learned from a classmate's posting, or adding an additional "perspective" of how you "perceive" the information given by the fellow student's posting. These DBQ's are graded on the student's thoughtfulness and mindfulness in the given answer and reply. There are "actual" right answers for each question, but there can be a "subjective" twist given by students when they are asked to "apply" their answer to real life circumstances. All answers are to follow APA writing style/format (Especially paraphrasing and quoting). All answers must be each student's original work and not a copy from another student's work. If there is evidence of copying, then the professor will assign a "0%" for that individual assignment. There may or may not be a relationship between weekly DBQ's and the weekly quizzes.

#### Posting DBQ's:

Students are highly encouraged to type all the DBQ answers out in Microsoft word processing and save them as an individual file on their home computer. Then up-load their answers to the discussion board (DB) by attachment and by "copy/paste" directly into the DB. This allows your instructor to view the assignments both ways and trouble shoots a lot of technological issues. Students who choose to type their answers "directly" into the DB may lose their information, if they lose their connection to the course site, thus, causing a lot of pain, frustration, and time consuming work for the student.

#### Case Formulations/Analysis:

Case studies are designed to be a collaborative project in this course. I encourage all students to meet both face-to-face in and outside the classroom, as well as online means, such as e-mail and online chatting to communicate with each other. These cases will either come from the instructor or the *DSM-IV-TR Casebook: A Learning Companion to the Diagnostic and Statistical Manual of Mental Disorders*. You are encouraged to be in groups of 4 to 5, but I do allow groups with more or less depending on the circumstances. I also allow "groups-of-one." However, any student requesting to be in a group-of-one must realize that she or he will be expected to do the same level of work/performance as a group of five. The due dates are stated in the weekly schedule of this document. All case studies must be typed and the length will be relative depending on the disorder (s). However, you should be looking at a relative length of 8-12, double spaced pages per case study. The case studies will include the following materials: (1) Background Information/Psychosocial History, (2) Presenting Problems of the Client, (3) Ethical Issues, (4) DSM Diagnosis and Global Assessment including the symptomology manifested by the client and why you have interpreted in this diagnostic manner, i.e., all supportive reasoning for diagnosis from either the case study itself, DSM IV-TR, or more importantly your own interpretations and reasoning skills from the course materials, (5) Transference and or Counter Transference issues between you and this respective client, and (6) Treatment and ideal prognosis of the case as a whole (please included integral counseling treatments). **The final paper must be in APA format. If a paper is not in APA format, there will be an automatic letter grade deduction from the final grade of the paper. Students will need to hire a proof reader or editor for the final paper to make sure the paper meets graduate level writing ability.** This means at minimum you must have the correct title page, abstract page, level headings, paraphrasing, headers and footers, and reference page. If you need help with this requirement, please see your instructor. There will be two (2) case studies complete throughout the semester. It is mandatory that these case studies be posted in the appropriate place on the course site for all to review and comment. It is mandatory that these papers be turned in online in a Microsoft word document or "text-rich" file format.

Case 1 Due Date: November 9<sup>th</sup>, 2008

Case 2 Due Date: November 30<sup>th</sup>, 2008

### Weekly DSM Quizzes:

DSM quizzes will be on the readings. The questions will be multiple choice and true/false format. There will be a quiz for each module. (Lists of quizzes are provided below and please pay attention to the due dates for each quiz.) The quizzes will be between 25-50 questions and will be graded upon completion. There is no time limit on the quizzes and you download each individual quiz from the shared documents section of the course site. Students are allowed to use their course materials while taking the quiz. Students may not turn in quizzes after the due date and all quizzes are turned into the professor via e-mail attachment ([rchapman@argosy.edu](mailto:rchapman@argosy.edu)) on the due date stated below. Students should do the best they can to answer the questions.

Quiz 1 (DSM Introduction) Due Date: October 26<sup>th</sup>, 2008

Quiz 2 (Infant, Childhood & Adolescence Disorders) Due Date: November 2<sup>nd</sup>, 2008

Quiz 3 (Substance Related Disorders and Psychotic Disorders) Due Date: November 9<sup>th</sup>, 2008

Quiz 4 (Mood Disorders & Anxiety Disorders) Due Date: November 23<sup>rd</sup>, 2008

Quiz 5 (Sexual and Gender Identity Disorders) Due Date: November 30<sup>th</sup>, 2008

Quiz 6 (Personality Disorders) Due Date: December 14<sup>th</sup>, 2008

Final Paper/Presentation Guidelines: Below is a list of movies that can be used for your final paper. You may also use a real case that you have seen or are currently seeing. It is required to follow the case study format like the ones that we have been doing in class. Be sure to include the defense mechanisms that the client is using, with specific examples from the film, case, etc. Also include a global assessment, treatment plan, goals of treatment, etc., as we have discussed in class for the different diagnostic categories. Below there are specific categories I wish you to address in this paper and it would be appropriate to use these categories as level headings for APA style writing. Eight (8) to twelve (12) pages, double spaced and in APA format as stated above. **The final paper must be in APA format. If a paper is not in APA format, there will be an automatic letter grade deduction from the final grade of the paper. Students will need to hire a proof reader or editor for the final paper to make sure the paper meets graduate level writing ability.** It is mandatory that these case studies be posted in the appropriate place on the course site for all to review and comment. It is mandatory that these papers be turned in online in a Microsoft word document or "text-rich" file format. As part of this requirement learners are expected to present their papers "informally" in the last two class sessions. The actual informal presentation could be a discussion format or could be implemented by more traditional means such as, using the "black board or overhead" or by technological means such as power point. If the student chooses a more technological delivery, then it is the student's responsibility to reserve and bring to class the technology she or he requires. Presentation will be due on **December 14<sup>th</sup> from 12-5 PM (Times may change) in our second face-to-face meeting.**

Mystic River

Death of a Salesman

The Glass Menagerie

Cat on a Hot Tin Roof

The Piano

Carrington

Body Heat

Sheltering Sky

Duet For One

Angel At My Table

Five Easy Pieces

This Boy's Life

The Apostle

The Dresser

Carrington

Sophie's Choice

Mean Streets

Dangerous Liaisons

House of Games

Fatal Attraction

Freeway

The Ice Storm

Great Gatsby	The Secretary
The Professional	Wings of a Dove
Breathless	Breaking The Waves
Caught	Dangerous Liaisons
Aviator	Hilary and Jackie
Last Seduction	Mutiny on the Bounty
The Grifters	The Talented Mr. Ripley
Hustle and Flow	Crash
Assassination Tango	Secret Window
Othello (Kenneth Brannah version)	
Streetcar Named Desire (Jessica Lange version)	

I am open to suggestions as to other films. Please ask me if there is a film that you would like to use that is not on this list.

Paper Format:

Background Information and History:

Name – first name only  
Age & Sex  
Sexual orientation/cultural issues  
Current living situation  
Fee and financial arrangements  
Medical history - especially psychotropic medication and drugs of abuse (past or present)  
Family of origin information, childhood events, themes, patterns  
Relationship history  
Previous therapy  
Other support systems

Presenting Problem:

Reasons client sought therapy with you  
Why is this a problem for the client at this point in time?  
Background to problem, if not stated above  
Specific goals

Ethical Issues:

Suicide attempts, child and/or partner abuse (past/present), danger to self or others, etc.  
Therapist skills and knowledge re: treatment of above symptoms

Diagnosis:

Use the DSM IV-TR  
General level of functioning: psychotic, neurotic, borderline?  
What is the client's level of ego strength  
What are the primary defense mechanisms used?

Transference/Countertransference Issues:

Describe how it feels to sit in the room with this client: somatically and affectively.  
When do you have difficulties maintaining empathy for this client?  
When do you have difficulties maintaining boundaries with this client?  
What issues are evoked for you by this client?

### Treatment Strategies:

How have you conceptualized the short and long term needs of the client?

Describe the treatment goals according to those needs.

Are single or multiple models of therapy being used?

Which models? Describe the relevance of each model(s) application with this particular client.

What other reasons are there to utilize this (these) particular model(s)?

Interventions and/or treatment strategies employed?

Describe how the interventions relate to the model(s) used.

How has the focus of your interventions changed as a result of any of the above strategies?

Describe how you are responding to resistances and transference in the relationship.

### Prognosis:

Given the limitations (if any) of your work setting, how would you assess the client's present move toward 'health'?

How would you define 'health' in this case?

What future behaviors do you expect to observe as indicators of improved mental health?

### The Weekly Routine:

All students should go through the following weekly routine to have success in this course:

1. Read all assigned reading (s).
2. Answer 2 DBQ's on Monday, Tuesday or Wednesday of each week. These answers should be original and individualized by each student.
3. Reply to 2 classmates posting by every Sunday evening of each week.
4. Complete and submit answers for each quiz by the stated Sunday evening of each week. Quizzes are submitted by e-mail attachment at [rchapman@argosy.edu](mailto:rchapman@argosy.edu) to the professor.
5. Work progressively within your groups on the case studies and turn them in by the designated due date in the syllabus.

### Course Grading:

Grades are determined on a points scale at the end of the semester. Below is the final point scale which will determine your final grade. However, they will be "weekly" grades recorded in an instructor grade book to allow you to view your performance along the semester. Grading is progressive throughout the semester and final grade posting dates are indicated in the course calendar.

1. 900-1000 Points = A
2. 800-899 Points = B
3. 700-799 Points = C
4. 0-699 Points = F

### **Library**

*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 nearly 21,000 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>. 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. 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/>

### **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.