

PSYCHOPATHOLOGY AND MALADAPTIVE BEHAVIOR

FALL 2021

HYBRID: ONLINE (SYNCHRONOUS & ASYNCHRONOUS) AND IN-PERSON

Instructor: Eddie Journey, Ph.D. Candidate, LMHC (he/him/his)
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Office Hours: By Request
Class Hours: Wednesdays, 9:00am to 10:30am

Course Description:

This course is designed to provide an overview of domain of psychopathology using the diagnostic criteria as presented in the APA's Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM V). Students will also explore the relevant theories, tools of assessment, and treatments in preparation for the National Clinical Mental Health Counseling Exam (NCMHCE). This course will also engage contemporary research and critical themes in the field particularly at the intersections of race, gender, culture, and class.

Learning Outcomes:

After successfully completing this course, students will be able to:

- Identify the signs and symptoms of the most common mental illnesses and maladaptive behaviors,
- Understand and use the standard classification system of the DSM-V for the differential diagnosis of mental illness,
- Demonstrate a working knowledge of and proficiency in the basic elements of case management (e.g., intake, case conceptualization, and treatment plan),
- Account for key multicultural differences in the development of clinical planning
—and—
- Critique and evaluate trends and practices of treatment and their underlying theoretical suppositions.

Required Texts:

Maddux, James E., and Barbara A. Winstead. 2020. *Psychopathology: foundations for a contemporary understanding* (Fifth Edition)

American Psychiatric Association. 2017. *Diagnostic and statistical manual of mental disorders: DSM-5*. Arlington, VA: American Psychiatric Association. **(Electronic access available from Library)**

Recommended Texts:

Berzoff, Joan, Laura Melano Flanagan, and Patricia Hertz. 2021. *Inside out and outside in: psychodynamic clinical theory and psychopathology in contemporary multicultural contexts*.

Buser, Steven, and Leonard Cruz. 2014. *DSM-5 insanely simplified: unlocking the spectrums within DSM-5 and ICD 10*.

McWilliams, Nancy. *Psychoanalytic Diagnosis: Understanding Personality Structure in the Clinical Process*. 2nd ed. New York: Guilford Press, 2011

Morrison, James. 2014. *DSM-5 made easy: the clinician's guide to diagnosis*. New York: The Guilford Press.

Course Outline: Subject to change at sole discretion of instructor.

<u>Week #</u>	<u>Review</u>	<u>Reading*</u>	<u>Case Presentation</u>	<u>Evaluations</u>
1	Overview <ul style="list-style-type: none"> Challenges to Conceptualization and Classification History of the DSM 	<ul style="list-style-type: none"> Section I – DSM V Basics Chapter 1 (PFCU) 	X	
2	Neurobiological Perspective <ul style="list-style-type: none"> Brain Structure/Function Neurotransmitters and Biological Bases of Behavior 	<ul style="list-style-type: none"> Neurocognitive Disorders (DSM) Chapter 2 (PFCU) 	X	
3	Issues and Theories of Development <ul style="list-style-type: none"> Psychosexual (Freud) Cognitive Development (Piaget) Psychosocial (Erikson) 	<ul style="list-style-type: none"> Neurodevelopmental Disorders (DSM) Chps. 3, 24 (PFCU) 	X	Closed book quiz
4	Theories of Early Childhood <ul style="list-style-type: none"> Ego Theory/Object Relations Attachment Theory 	<ul style="list-style-type: none"> Disruptive, Impulse-Control, and Conduct Disorders (DSM) Chps. 19, 20 (PFCU) 	X	Open book quiz
5	Anxiety and OCD <ul style="list-style-type: none"> Behaviorism Cognitive Theory 	<ul style="list-style-type: none"> Anxiety Disorders (DSM) Obsessive-Compulsive Disorders (DSM) Chapter 9 (PFCU) 		Closed book quiz.
6	Depressive Disorders and Bipolar and Related Disorders <ul style="list-style-type: none"> Self Psychological Theory Gestalt Theory 	<ul style="list-style-type: none"> Depressive Disorders (DSM) Bipolar and Related Disorders (DSM) Chp. 11 (PFCU) 		Open book quiz
7	Schizophrenia Spectrum and Other Psychotic Disorders <ul style="list-style-type: none"> Understanding and Identifying Defenses 	<ul style="list-style-type: none"> Schizophrenia Spectrum and Other Psychotic Disorders (DSM) Chp. 12 (PFCU) 		Closed book quiz
8	Personality Disorders	<ul style="list-style-type: none"> Personality Disorders (DSM) Chp. 13 (PFCU) 		Open book quiz
9	Sexual Dysfunctions and Paraphilic Disorders	<ul style="list-style-type: none"> Sexual Dysfunctions (DSM) Paraphilic Disorders (DSM) Chp. 14 (PFCU) 		Closed Book Quiz

10	Trauma- and Stressor- Related Trauma Theory Somatic Symptom and Related Disorders	<ul style="list-style-type: none"> • Trauma and Stressor Related Disorders (DSM) • Chapter 10 (PFCU) • Somatic Symptom and Related Disorders (DSM) • Chp. 15 (PFCU) 		Open book quiz
11	Dissociative Disorders	<ul style="list-style-type: none"> • Dissociative Disorders (DSM) • Chp. 16 (PFCU) 		Closed Book Quiz
12	Substance-Related and Addictive Disorders	<ul style="list-style-type: none"> • Substance-Related and Addictive Disorders (DSM) • Chp. 17 (PFCU) 		
13	Eating Disorders and Gender Dysphoria	<ul style="list-style-type: none"> • Feeding and Eating Disorders (DSM) • Gender Dysphoria (DSM) • Chps. 22, 23 (PFCU) 		Final Case Conceptualizations Due

*Although Sleep-Wake Disorders (DSM) and Elimination Disorders (DSM) will not be covered explicitly, students are required to be able to appropriately identify diagnoses for cases presented in these areas.

COURSE METHODOLOGY: This course is a beast. There's no way around it. Any attempt to cover the breadth and depth of the DSM in 13 sessions is at best a valiant effort. In order for a student to be successful, they must be consistent in their readings, diligent in their efforts to memorize, and engaged in the course discussions. The instructor will do his best to unearth tricks and techniques for mastery, but the onus will lie with the student to carve out the time needed to master the material.

That being said, students are encouraged to collaborate in study sessions, develop collective notes through Google Docs, and share mnemonics and tactics for memorization/mastery with their peers. The aim of this course is to prepare students with the knowledge, skills, and abilities needed to pass any diagnostic examination on the first attempt. This will take all of us working together by sharing what works (or doesn't) for us!

COURSE REQUIREMENTS:

Assignments		Grading Scale			
Class Participation:	10%	A	93% or above	C+	77% - 79.99%
Open-book Quizzes:	10%	A-	90% - 92.99%	C	73% - 76.99%
Closed-book Quizzes:	30%	B+	87% - 89.99%	C-	70% - 72.99%
Guess Who? Group Case Presentation:	20%	B	83% - 86.99%	D+	67% - 69.99%
Final Case Conceptualization:	30%	B-	80% - 82.99%	D	60% - 66.99%
Total:	100%	Failing Grade = Lower than 60%			

ACADEMIC POLICIES: All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

ASSIGNMENTS AND LATE WORK: All assignments should be completed, on deadline and as assigned, in order for a student to pass the course. Late papers and other assignments will be accepted without penalty only in extreme and documented situations, such as a death or serious diagnosis in the family, a lengthy illness, or other emergencies. Please plan ahead so that an acute emergency (e.g., brief illness, computer problems, pastoral emergency) does not interfere with submitting the work on time. Unexcused late assignments will be accepted for one week following the due date with a penalty of 10 percentage points for each day the paper is late.

ACADEMIC INTEGRITY: Garrett has a clear policy concerning plagiarism (See the plagiarism policy in the latest G-ETS Academic Handbook). Students are responsible for knowing and observing this policy. All written work will undergo an online plagiarism check. Plagiarism will result in a grade of zero on the assignment and reported to the Academic Dean.

LANGUAGE: In all writing and class discussions, use inclusive language and think critically about language use. Particularly, this course affirms people of all gender expressions and

gender identities. If you prefer to be called a different name than what is on the class roster, please let us know. Feel free to correct us on your preferred gender pronoun.

ACADEMIC ACCOMMODATIONS: Your experience in this class is important to me. Student accommodations for documented conditions should be developed and requested before the beginning of the semester. See the Accessibility, Special Needs, and Disabilities policy and process set out in the Academic Handbook (19-20 Handbook, 12). Such accommodations are developed in consultation with the Registrar.

EXTENSIONS: For master's students, extensions, if granted, are normally for four weeks following the last day of class in spring and fall semesters for the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term (19-20 Handbook, 20).