

PSYCHOPATHOLOGY AND MALADAPTIVE BEHAVIOR

FALL 2023

Instructor: Eddie Journey, Ph.D., LMHC (he/him/his)
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Office Hours: By Request
Class Hours: Mondays, 6:30pm to 9:00pm

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, Text Revision (DSM V TR). 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 Goals:

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-TR 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:

Barlow, David H., Vincent Mark Durand, and Stefan G Hofmann. 2023. *Psychopathology : An Integrative Approach to Mental Disorders* Ninth ed. Boston MA: Cengage. [ISBN: 9780357657843, 9780357657850; \$92|Amazon, \$50|VitalSource Rental]

American Psychiatric Association. 2022. *Diagnostic and statistical manual of mental disorders: DSM-5-TR*. Arlington, VA: American Psychiatric Association. **(Electronic access available from Library)**

Recommended Texts:

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>Sess #</u>	<u>Review</u>	<u>Reading*</u>	<u>Case Presentation</u>	<u>Evaluations</u>
1	Overview <ul style="list-style-type: none"> • Introduction to Psychopathology • Clinical Assessment & Diagnosis 	<ul style="list-style-type: none"> • Section I – DSM V Basics • Chapters 2 & 3 (PIAMD) 	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 15 (PIAMD) 	X	
3	Issues and Theories of Development	<ul style="list-style-type: none"> • Neurodevelopmental Disorders (DSM) • Chapter 14 (PIAMD) 	X	
4	Theories of Early Childhood <ul style="list-style-type: none"> • Attachment Theory 	<ul style="list-style-type: none"> • Disruptive, Impulse-Control, and Conduct Disorders (DSM) • Chapter 11 (PIAMD) 	X	
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 5 (PIAMD) 		
6	Depressive Disorders and Bipolar and Related Disorders <ul style="list-style-type: none"> • Self Psychological Theory • Object Relations Theory 	<ul style="list-style-type: none"> • Depressive Disorders (DSM) • Bipolar and Related Disorders (DSM) • Chapter 7 (PIAMD) 		
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) • Chapter 13 (PIAMD) 		
8	Personality Disorders	<ul style="list-style-type: none"> • Personality Disorders (DSM) • Chapter 12 (PIAMD) 		
9	Sexual Dysfunctions and Paraphilic Disorders	<ul style="list-style-type: none"> • Sexual Dysfunctions (DSM) • Paraphilic Disorders (DSM) • Chapter 10 (PIAMD) 		
10	Trauma- and Stressor- Related Trauma Theory	<ul style="list-style-type: none"> • Trauma and Stressor Related Disorders (DSM) 		

	Somatic Symptom and Related Disorders	<ul style="list-style-type: none"> • Chapter 5* (PIAMD) • Somatic Symptom and Related Disorders (DSM) • Chapter 6 (PIAMD) 		
11	Dissociative Disorders	<ul style="list-style-type: none"> • Dissociative Disorders (DSM) • Chapter 6* (PIAMD) 		
12	Substance-Related and Addictive Disorders <ul style="list-style-type: none"> • Theories of Addiction/SA 	<ul style="list-style-type: none"> • Substance-Related and Addictive Disorders (DSM) • Chapter 11* (PIAMD) 		
13	Eating Disorders and Gender Dysphoria	<ul style="list-style-type: none"> • Feeding and Eating Disorders (DSM) • Gender Dysphoria (DSM) • Chapters 8 and 10* (PIAMD) 		Final Case Conceptualizations Due

NOTE: 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:	15%	A	93% or above	C+	77% - 79.99%
Diagnostic Quizzes:	35%	A-	90% - 92.99%	C	73% - 76.99%
		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).