

**Abnormal Psychology:
Diagnosis & Treatment Planning in Counseling
COUN7702.91/PSYC 6633.91
Fairleigh Dickinson University
Fall 2008**

Instructor:

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Office hours: Mondays, 7:00-8:00 p.m. & by appointment

Office: Room 233 NAB

Meeting Day and Time:

Mondays, September 8 through December 8

Final Exam date: December 15

All classes meet 8:10 to 10:45 p.m.

Class Meeting Room:

102, New Academic Building

Assigned texts:

Comer, R. J. (2006). *Abnormal psychology (6th edition)*. NY: Worth.

(note: bundled with student CD and *Case Studies in Abnormal Psychology*)

[ISBN: 0-716-77936-6]

American Psychiatric Association (2004). *Desk reference to the diagnostic criteria from DSM-IV-TR*. Washington, DC: Author. [ISBN: 0-890-42027-0]

Relevant and helpful web sites:

FDU library

<http://library.fdu.edu/>

Student web site for textbook (Worth Publishing)

<http://bcs.worthpublishers.com/comerabpsych6e/>

American Psychological Association (APA) & APA Div17 (Counseling Psychology)

www.apa.org & www.div17.org/

also see: <http://www.apa.org/students/> (for students) &

www.apa.org/earlycareer/ (early career psychologists)

American Counseling Association (ACA)

<http://www.counseling.org/>

Course Description:

This course is designed to communicate and teach the basic concepts and theories of abnormal psychology with an emphasis on diagnosis and assessment. Students will consider the different ways of understanding normal and abnormal behavior and will be encouraged to consider contextual and individual-level factors that shape understandings and interpretations of behavior. Students will learn the diagnostic criteria of the most prevalent psychiatric disorders as specified by the American Psychiatric Association (DSM-TR).

Course Objectives:

1. Gain understanding of variation in meanings of normal and abnormal behavior.
2. Become familiar with historical and current perspectives of abnormal psychology.
3. Learn the diagnostic criteria for common psychiatric disorders.
4. Use diagnostic language to communicate case information.
5. Assign diagnosis based on manifestation of symptoms and behaviors.
6. Gain consistency in identifying and labeling syndromes and profiles of behaviors despite variation in symptom presentation.
7. Apply theoretical understanding the development, process and treatment of specific disorders.
8. Continue professional development toward career objectives.
9. Increase awareness of the strengths-based, developmental approach to counseling through study of abnormal psychology.
10. Integrate an understanding of models of abnormal behavior and diagnosis into core knowledge.

CACREP Standards:

1. Provide an understanding of professional roles, functions, and relationships with other human service providers. (CACREP. K1b)
2. Provide an understanding of public and private policy processes including the role of the professional counselor in advocating on behalf of the profession. (CACREP. K1f)
3. Provide an understanding of advocacy processes needed to address institutional and social

barriers that impede access, equity, and success for clients. (CACREP. K1g)

4. Provide an understanding of ethical standards of the ACA and related entities, and applications of ethical and legal considerations in professional counseling. (CACREP. K1h)

5. Provide an understanding of multicultural and pluralistic trends including characteristics and concerns between and within diverse groups nationally and internationally. (CACREP.K2a)

6. Provide an understanding of individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups. (CACREP.K2c)

7. Provide an understanding of counselors' roles in social justices, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. (CACREP.K2d)

8. Provide an understanding of ethical and legal considerations. (CACREP.K2f)

9. Provide an understanding of theories of learning and personality development. (CACREP.K3b)

10. Provide an understanding of strategies for facilitating optimum development over the life span. (CACREP. K3d)

11. Provide an understanding of ethical and legal considerations. (CACREP. K3e)

12. Provide an understanding of ethical and legal considerations. (CACREP K5g)

13. Provide an understanding of age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations. (CACREP. K7f)

14. Provide an understanding of strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. (CACREP. K7g)

15. Provide an understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status. (CACREP K7h)

16. Provide an understanding of ethical and legal considerations. (CACREP K7i)

17. Provide an understanding of research to improve counseling effectiveness. (CACREP. K8e)

18. Provide an understanding of effective strategies for promoting client understanding of and access to community resources; principles and models of biopsychosocial assessment, case conceptualization, theories of human development and concepts of normalcy and

psychopathology leading to diagnoses and appropriate counseling plans. (CACREP. IIKC3)

19. Provide an understanding of knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the *Diagnostic and Statistical Manual*. (CACREP. IIKC5)

Academic Integrity Policy:

Students enrolled at Fairleigh Dickinson University are expected to maintain the highest standards of academic honesty. Students have the responsibility to each other to make known the existence of academic dishonesty to their course instructor, and then, if necessary, the department chair, or the academic dean of their college. Course instructors have the added responsibility to state in advance in their syllabi any special policies and procedures concerning examinations and other academic exercises specific to their courses. Students should request this information if not distributed by the instructor.

Academic dishonesty includes, but is not necessarily limited to, the following:

1. *Cheating*—Giving or receiving unauthorized assistance in any academic exercise or examination. Using or attempting to use any unauthorized materials, information, or study aids in an examination or academic exercise.
2. *Plagiarism*—Representing the ideas or language of others as one's own.
3. *Falsification*—Falsifying or inventing any information, data, or citation in an academic exercise.
4. *Multiple Submission*—Submitting substantial portions of any academic exercise more than once for credit without the prior authorization and approval of the current instructor.
5. *Complicity*—Facilitating any of the above actions or performing work that another student then presents as his or her assignment.
6. *Interference*—Interfering with the ability of a student to perform his or her assignments.

Sanctions: Any student found guilty of academic dishonesty will, for the first offense, receive one or a combination of the following penalties:

1. *No credit (0) or Failure for the academic exercise*
2. *Reduced grade* for the course
3. *A Failure in the Course* that is identified on the student's permanent record card as permanent and cannot be removed.

4. Recommendation for *Academic Probation* to the dean's office.

In cases of interference and complicity, when the student is not registered in the affected course, the incident may be recorded on the student's permanent record card. In any case, the incident and penalty will be recorded in the student's file maintained in the campus office of Enrollment Services.

For a second offense of academic dishonesty, a student will be subject to any combination of the above sanctions, and, with concurrence of the academic dean, one of the following:

1. *Suspension* from the University for one year. Readmission will be contingent upon the approval of the academic dean.
2. *Dismissal* from the university.

Procedure: When a faculty member believes that a student has committed an act of academic dishonesty, the faculty member will discuss the incident with the student as soon as possible. If after the conference, the faculty member has determined that an act of academic dishonesty occurred, the faculty member will impose appropriate sanctions as listed above. The faculty member must notify the student in writing of the imposed sanctions and of the Appeal Procedure for Academic Integrity violations. All letters notifying the student of the sanctions and appeals' outcomes should be sent CERTIFIED MAIL with return receipt. The faculty member will submit copies of notice to his or her department chair, the chair of the department of the student's major, the academic dean, and the campus office for Enrollment Services. The student may submit a written appeal to the department chair within fourteen (14) days of the receipt of the notification of the imposed sanctions. Failure to make an appeal within this 14-day time period shall constitute a waiver of the appeal right. Upon completion of the appeal process, the academic dean will notify the campus director of Enrollment Services of the final disposition of the matter and the sanctions to be imposed, if any.

Appeals Process: Students who are charged with academic dishonesty by an instructor may appeal in writing to the chair of the department in which the alleged incident took place and the chair will act as mediator. The sanction imposed by the faculty member may be dismissed, modified, or upheld through the mediation process. The department chair, within ten (10) working days, will notify the student in writing of the outcome of the mediation process, with copies to the instructor, academic dean, and campus director of Enrollment Services. If it is determined that academic dishonesty did not take place, the student's grade cannot be based on the assumption of such dishonesty. Within ten (10) working days of the department chair's notification, the student may submit a written appeal to the academic dean of the college in which the alleged dishonesty took place. The academic dean shall establish a five-person hearing committee consisting of a faculty member at large from the college, the academic dean, the campus dean of students, a faculty member from the department of the student's major, and a student from the college in which the alleged dishonesty took place selected by the campus dean of students. The hearing will be chaired and convened by the academic dean of the college. The committee can uphold, modify, or dismiss the outcome of the departmental mediation process.

The academic dean will notify the student of the committee's decision within five (5) working days of the hearing. For a second offense of academic dishonesty, the academic dean can suspend or dismiss the student.

For a sanction of suspension or dismissal imposed by the academic dean, the student may file a written appeal to the Provost within ten (10) working days of receiving the notification of the dean's decision. The Provost, or his or her designee, shall review the case within ten (10) working days of the receipt of the appeal. The Provost shall make the **final decision**, using any appropriate resources to assist in deciding the appeal. The Provost shall then notify all parties in writing of his or her final decision within five (5) working days after the review process.

<http://view.fdu.edu/default.aspx?id=211> last accessed on January 24, 2008

Course Calendar

Lecture #	Date	Topic	Comer Text Chapter	DSM-IV-TR Pages	Case Study CD
1.	Sept. 8	Introduction Models of Abnormality “Skills Axis”			
2.	15	Multi-axial Diagnosis Assessment & Treatment Culture & Diagnosis	4	37-49	--
3.	22	Stress Disorders; Adjustment Disorders DQ: PTSD	6	218-222 285-286	1 PTSD
4.	29	Anxiety Disorders DQ: GAD	5	209-218 222-227	2 Panic Disorder
5.	Oct. 6	Mood Disorders Suicide DQ: MDD	8 & 10	167-208	4 & 5 MDD & Bipolar Disorder
6.	13	Substance Disorders DQ: Alcohol Abuse	12	105-152	10 Alcohol Dependence & Marital Distress
7.	20	Eating Disorders; Sleep Disorders; & Sexual & Gender Identity Disorders DQ: Anorexia Nervosa	11 13	245-280	11 Sexual Dysfunction: Male Erectile Disorder
8.	27	Midterm Exam			
9.	Nov. 3	Somatoform, Factitious, & Dissociative Disorders DQ: Dissociative Identity Disorder	7		6 Hypochondriasis
10.	10	Schizophrenia & other psychotic disorders DQ: Schizophrenia	14	153-165	12 Schizophrenia
11.	17	Personality Disorders; Other Conditions/ Focus of Clinical Attention; & Additional Codes DQ: Narcissistic Personality Disorder	16	287-316	13 Borderline Personality Disorder

Course calendar cont'd

12.	24	Disorders of Childhood and Adolescence DQ: AD/HD	17	51-82	16 AD/HD
13.	Dec. 1	Disorders of Childhood and Adolescence (cont'd); & <i>Review for Final Exam</i>	--	--	17 Conduct Disorder
14.	8	Disorders of Aging and Cognition DQ: Dementia ***Case study due***	18	83-98	--
15.	15	Final exam			

“DQ” = Diagnosis specified for Diagnostic Quiz

Assignments:

1. **Diagnostic Criteria Quizzes (100 points).** Over the course of the semester, students are required to take 10 in-class quizzes based on the diagnostic criteria for a specified disorder; disorders are designated on the course calendar. Students have the potential to earn 10 points on each of 10 quizzes.
2. **Case Report Presentation (50 points).** A 21st century, dot-com philanthropist devotes herself to prioritizing mental health. One of her goals is to provide and connect any individual in need to appropriate mental health services. Working with an Executive Board all dedicated to this same mission, they brought together best practices, nearly unlimited resources, and expert mental health practitioners to design a state of the art mental health facility. The student plays the role of Intake Coordinator. The Intake Coordinator’s job is to assess clients interested in receiving the best treatment program that will maximize his or her potential to progress toward his or her desired treatment goals.

Students will present their cases to the class as part of a panel (of other Intake Coordinators) presenting to the panel of Treatment Staff (the class) who determine the initial treatment goals based on the intake assessment. The Panel of Treatment Staff will ask questions about each case seeking information that brings clarity to assessment and proposed diagnosis.

A handout (**Handout: Case Report Presentation**) will be provided giving students guidelines and providing a grading rubric for the case presentation.

3. **Mid-term exam (100 points).** The mid-term exam will cover course material from lectures 1-7 as well as material assigned per the course calendar. The mid-term exam is designed to be comprehensive in its assessment of student knowledge of diagnostic and assessment criteria of disorders covered in lecture. Exam questions will be written in a variety of formats including, but not limited to multiple choice, short-answer, fill-in-the-blank, vignette comprehension and interpretation. Exams will take place in class and will last the allotted instructional period. Students will be permitted to refer to course texts, lecture notes, and ancillary materials during the course of the exam.

4. **Written Case Study (50 points).** The Written Case Study assignment is intended to develop student skill in analyzing, synthesizing, and evaluating psychological counseling theories and to further the development of skill in writing a scholarly psychology report. The assignment is to write an illustrative case study to demonstrate in-depth understanding of a specific disorder as it may present itself within an individual in a specific context, at a specific time in the individual's life span. The Written Case Study should reflect an expansion of the Case Presentation assignment. However, a more in-depth understanding of the "client" should be demonstrated in the Written Case Study. Compared to the perspective of the Intake Coordinator required for the Case Presentation, students will shift their point-of-view to that of the Lead, Treating Counselor.

Written case studies are due no later than May 6, 2008. Guidelines and a grading rubric to provide students with additional guidelines for this assignment will be distributed in class (**Handout: Written Case Study**).

5. **Final Exam (100 points).** The final exam will cover course material covered in lectures 9-14 and material assigned per the course calendar. In the same format as the mid-term exam, the final exam is designed to be comprehensive in its assessment of student knowledge of diagnostic and assessment criteria of disorders covered in lecture. Exam questions will be written in a variety of formats including, but not limited to multiple choice, short-answer, fill-in-the-blank, vignette comprehension and interpretation. Exams will take place in class and will last the allotted instructional period. Students will be permitted to refer to course texts, lecture notes, and ancillary materials during the course of the exam.

Distribution of points:

Weekly quizzes	100 points
Case report presentation	50 points
Case study	50 points
Mid-term exam	100 points
Final exam	100 points
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Total possible points	400 points

Breakdown of points necessary to qualify for specified letter grades:

A	100-93	400-372
A-	92-90	371-360
B+	89-87	359-348
B	86-83	347-332
B-	82-80	331-320
C+	79-77	319-308
C	76-73	307-292
C-	72-70	291-280
D	69-60	279-240
F	59 and below	239 and fewer points

Important note: All assignments are due on the date indicated on the course calendar. No make-up quizzes nor exams will be allowed. Case Study presentations and Case Study Reports are due on the date assigned; for each 24 hour-period the written material is late, the assignment will lose 5 points.