2013

COUN 760-01 Personality and Abnormal Behavior

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XAVIER UNIVERSITY

COURSE TITLE: Personality and Abnormal Behavior
SEMESTER: Fall 2012
COURSE NUMBER: COUN 760-01
CREDIT HOURS: 3 graduate hours
DAY & TIME: Saturdays, 8:30 a.m. to noon (8/25, 9/8, 9/15, 9/29, 11/3, 11/10); Saturday, 8:30 a.m. to 4:30 p.m: 10/6

LOCATION OF CLASS: Hailstones 2

INSTRUCTOR: Dr. Brent Richardson, LPCC-S
OFFICE LOCATION/PHONE: Hailstones 208 / (513) 745-4294
E-MAIL ADDRESS: richardb@xavier.edu
OFFICE HOURS: By appointment

COURSE DESCRIPTION:
A study of the dynamics of the disturbed personality, symptoms, causes, treatment of psychoneuroses, psychoses, and abnormal personalities. Emphasis is placed on psychopathological conditions related to children, adolescents, young and middle-life adults, and the aged.

COURSE OBJECTIVES:
This course addresses the CACREP core curriculum areas of Assessment, Professional Identity, Human Growth/Development, and Helping Relationships. Code key (G = Eight Common Core Areas; C=Clinical Mental Health Standards). At the completion of this course, the successful student will demonstrate:

1. an understanding of the potential strengths and pitfalls of the diagnostic process (CC2, CG2, CK1-4, CL1-3)
   - Assessment occurs through class discussions and small group activities, midterm and final exams, clinical team vignettes, and paper.
2. knowledge regarding diagnostic interviews (G5b,c; CC2, CG1-2, CK1,2,4)
   - Assessment occurs through class discussions and small group activities, midterm and final exams, clinical team vignettes, and paper.
3. an understanding of the historical conceptions of abnormal psychology and the counseling profession (G1a, G3b, f)
   - Assessment occurs through midterm and final exam.
4. an ability to utilize a multidimensional approach for conceptualizing abnormal psychology (G3b,d; CC8)
   - Assessment occurs through class discussions and small group activities, midterm and final exams, clinical team vignettes, and paper.
5. an understanding of the theories of learning and personality development (G3b)
   - Assessment occurs through class discussions and small group activities, midterm and final exams, clinical team vignettes, and paper.
6. an understanding of diagnosing and treating various personality, dissociative, and psychotic disorders, and disorders first diagnosed in childhood (G3b,d, G7g; CK1,2,4, CL1-3)
   - Assessment occurs through class discussions and small group activities, midterm and final exams, clinical team vignettes, and paper.
7. an understanding of importance of family, social networks, and community system in the treatment of mental and emotional disorders (CC8)
   • Assessment occurs through class discussions and small group activities, midterm and final exams, clinical team vignettes, and paper.
8. knowledge regarding legal and ethical issues related to diagnosis and treatment of mental disorders (G1j, CC2)
   • Assessment occurs through class discussions and small group activities, midterm and final exams, clinical team vignettes, and paper.

REQUIRED TEXTS:

RECOMMENDED TEXT (This text is helpful in writing case study for COUN 763 and for preparing for clinical vignettes on licensure exam) - can be ordered online:

ADDITIONAL READINGS (to be sent via email):

DSM 5:
   http://www.dsm5.org/Pages/Default.aspx
   You should review each section that corresponds to DSM areas discussed in class. Remember, the DSM 5 schedule to come out in 2013 will include significant changes.

Understanding and Using the DSM (Read by 9/8):
   1. Is there Gender Bias in the DSM? (Halgin, Editor)
   2. Gender and Diagnosis: Struggles and Suggestions for Counselors (Eriksen and Kress)
   3. The Diagnostic Strengths Manual (Saleebey)

Attention Deficit Disorder (Read by 9/8)
   1. Is Diagnosing of ADD Creating New Social Inequities? (Griggins)
   2. A New View of ADD chart (Hartmann) – print and bring to class
   3. 10 Guiding Principles for Raising a Child with ADHD (Barkley)

Personality Disorders (Read by 9/15):
   1. NYT Expert on Mental Illness Reveals Her Own Fight

Schizophrenia: (Read by 10/6):
   1. Welcome Silence: My Triumph Over Schizophrenia (North)
   2. Is Schizophrenia a Biological Disorder? (Andreasen and Sanua)
   3. Myth: Schizophrenia is Forever (Information Series #3)
INSTRUCTIONAL METHODS AND ACTIVITIES:

- Interactive lecture
- Videos depicting various diagnoses
- Small group discussion
- Class debates
- Clinical teams conceptualizing diagnoses/cases and working on project.

ASSIGNMENTS/EXAMINATIONS:

1. Class Attendance and Participation

   Since much of the learning in this course occurs in the context of discussion, demonstrations, and experiential activities, you are expected to be present for ALL classes. Class members missing more than one class will be required to do an additional assignment which will be determined on an individual basis. Missing more than two classes may result in a failing grade. **Class will begin at 8:30 a.m. Promptness is expected and appreciated.**

   Factors used to assess your grade include attendance, participation in class exercises, discussions and case presentations, staying current on assigned readings, and preparedness for class debates.

2. Midterm Exam (tentatively scheduled for 9/29)

3. Final Exam (tentatively scheduled for 11/10)

   The exams will be based on readings, handouts, and lectures. The exams will consist of multiple choice, short answer, and brief essay questions. For the final exam, you may also be required to analyze brief cases and make a diagnosis using the DSM-IV-TR.

4. Clinical Team Vignettes (to be distributed or sent via email):

   You will divide yourselves into “clinical teams” made up of 3 to 4 people. You will remain with the same clinical team throughout the semester. Your team will be given 15 written vignettes on the first day of class. You will reach a consensus on the “best” diagnoses for each vignette and include supporting criteria and one differential consideration. Partial credit may be rewarded for those “incorrect” answers that are “close” and/or well supported by your criteria. **NOTE:** Some of these vignettes have been used in previous classes. Discussing these vignettes with previous students or attempting to locate the original source is considered cheating and counterproductive. **Answers including supporting criteria and at least one differential consideration should be emailed to instructor by one member of your team by noon on Friday the day before we discuss the vignettes as a class.**

5. Clinical Team Paper (due 11/3; can be submitted electronically to Richardb@xavier.edu or brought to class on 11/3. All papers should be 2 to 3 pages, double-spaced (not counting title page and reference page).

   **Option 1:**
   Go to DSM5.org website and write a critical assessment of proposed changes for one or more of the following areas:
   1. Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence.
2. Personality Disorders
3. Dissociative Disorders
4. Schizophrenia and Other Psychotic Disorders
5. Mood Disorders (discussed in COUN 763)
6. Anxiety Disorders (discussed in COUN 763)

Your paper should include a thoughtful evaluation of the proposed revisions. Each member of your team will be expected to contribute equitably. You should plan at least an hour to sit together and review the website before starting your paper.

Option 2:
As a clinical team, critically evaluate one of the areas listed in Option 1 in terms of gender and culture. Write a paper outlining changes that would minimize gender and/or cultural bias in the DSM-V. Use references to support your recommendations.

Option 3:
As a clinical team, pretend you were the jury in the Andrea Yates cases. Write a summary recommendation for the judge. Use references to support your position. If you cannot reach a consensus, you can write two papers making separate arguments.

Option 4:
Complete another paper or project that is professionally relevant for you and approved by the instructor.

Please note that this class only meets eight times. Thus, more “out of class” work is expected. While some of the teamwork on the vignettes and paper can be completed via email, phone, etc., it is highly recommended that you schedule regular times to meet as a team.

PERFORMANCE EVALUATION CRITERIA AND PROCEDURES:
Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Class Participation and Attendance</td>
<td>10%</td>
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<tr>
<td>Diagnosis Vignettes</td>
<td>15%</td>
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<tr>
<td>Paper</td>
<td>15%</td>
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<tr>
<td>Midterm Exam</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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Xavier University Graduate Grading Scale:

100 - 93 = A  
92 - 90 = A-  
89 - 88 = B+  
87 - 83 = B  
82 - 80 = B-  
79 - 78 = C+  
77 - 73 = C  
72 - 70 = C-  
<70 = F
AMERICANS WITH DISABILITIES ACT
Xavier University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings facilities and events, and are not discriminated against on the basis of disability. Any student who feels s/he may need an accommodation based on the impact of a documented disability (e.g.: sensory, learning, psychological, medical, mobility) should contact Cassandra Jones at jonesc20@xavier.edu or 513-745-3280 at the Learning Assistance Center located on the Fifth Floor of the Conaton Learning Commons, Room 514, to coordinate reasonable accommodations.

SCHEDULE OF ASSIGNMENTS & EXAMS:
EDCO 760 - Personality and Abnormal Behavior

CACREP Objectives:

DAY | Course | Notes
---|---|---
1 | Course Overview and Introductions | G1abfh, G5bc, G7g,
8/25 | Introduction to DSM-IV | CC2, CG2, CK1-4, CL1-3
Assessing Psychological Disorders/Clinical Interviewing
Assignment: Read Chapters 1 - 3 in Ab. Psychology Text.
Read Introduction and pages 1-37 in DSM-IV-TR.
Read Articles 1 – 5 from Electronic Reserves.
Read Chapters in both texts related to disorders first diagnosed in infancy, childhood, or adolescence.
Read Personality Disorders Chapters in both texts.

Clinical Team Vignettes 1 – 4 due on 9/7.

2 | What is a Multidimensional Integrative Approach? | G3abd; CC2,8, CH4,
9/8 | Disorders First Diagnosed in Childhood | CK1-5, CL1-3
Discuss Vignettes 1 - 4.
Brief Overview of Historical Conceptions of Abnormal Psychology

Clinical Team Vignettes 5 - 7 due on 9/14.

3 | Personality Disorders | G1h, G3abcd, CC6, CH3,
9/15 | Borderline P.D. & Sexual Abuse | CK1-5, CL1-3
Discuss Vignettes 5 – 7.
Assignment: Study for Midterm Exam
Read Dissociative Disorder Chapters in both texts.

4 | Midterm Exam | See Days 1-3
9/29 | Dissociative Disorders |
Assignment: Read Psychotic Disorders Chapters in both texts. Read articles on Schizophrenia in Electronic Reserves. **Clinical Team Vignettes 8 - 11 due on 10/5.**

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Pages</th>
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<tbody>
<tr>
<td>5</td>
<td>Dissociative Disorders (Continued)</td>
<td>G5bc, G3df; CC2,6,8,</td>
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<td>10/6 a.m.</td>
<td>Discuss Vignettes 8 – 11.</td>
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<td>Assignment: Read Chapters on Delirium, Dementia and Cognitive Disorder in texts.</td>
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<td>6</td>
<td>Schizophrenia and other psychotic disorders (continued)</td>
<td>G5bc, G3df; CC2,6,8,</td>
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<td>10/6 p.m.</td>
<td>Assignment: Read Chapter 14 in AP Text.</td>
<td>CG2, CK1-5, CL1-3</td>
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<td>Prepare to take an INFORMED position on next week’s debate.</td>
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<td><strong>Clinical Team Vignettes 12 - 15 due on 11/2.</strong></td>
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<td><strong>Paper due by 11/3.</strong></td>
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<td>7</td>
<td>Discuss Vignettes 12 - 15.</td>
<td>G7g; CK1-5; CL1-3</td>
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<td>11/3</td>
<td>Legal and Ethical Issues</td>
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<td><strong>Class Debate: Should the insanity defense be maintained?</strong> As a jury member, what would you have recommended for Andrea Yates? Use the internet to access details about this case. Review for final exam. <strong>Assignment:</strong> Study for final exam.</td>
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<td>8</td>
<td>Final Exam</td>
<td>See Days 5-7</td>
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<tr>
<td>11/10</td>
<td>Sharing of Key Points from Clinical Team Papers</td>
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<td>Course Evaluations</td>
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<td>Assignment: Read Anxiety-Related Disorder Chapters in both texts</td>
<td>(if you are enrolled in COUN 763).</td>
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**Please turn all pagers and cell phones to “vibrate” while in class.**