ST. BONAVENTURE UNIVERSITY
SCHOOL OF EDUCATION
COUNSELOR EDUCATION PROGRAM

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Semester: Spring, 2017
Office Hours: F, S; Additional Times by Appointment

A. COURSE TITLE: CE 540 Abnormal Psychology

B.REQUIRED TEXTS:
American Psychiatric Association (2013). *Diagnostic and statistical manual of mental Disorders* DSM-V (5th Ed.).

      Washington, D.C.: Author. ISBN-13: 978-0890425558 ISBN-10: 0890425558

Barlow, D. & Durand,V.M. (2016). *Essentials of Abnormal Psychology.* (7th ed.) Belmont, CA: Wadsworth.
ISBN-10: 130509414X | **ISBN-13:** 9781305094147

C. Credit Hours: 3 graduate credits.

D. Approved Course Description:
To acquaint the beginning graduate student with the field of abnormal psychology with emphasis on the definitions and distinctions between the various abnormal disorders, an introduction to the current research in the field, a discussion of the numerous continual controversial issues and a review of the data-based treatment approaches. In addition, this course will assist the graduate student to understand the nature, needs, and problems of individuals at all developmental levels over the life span and to understand the nature, needs, and problems of a multicultural and diverse society.

E. Prerequisites: No prerequisites are required for this counseling class.

F. Program Goals:
Goal #1: Students will be able to demonstrate competency in the use of basic counseling skills to influence human behavior.
Goal #2: Students will acquire the ability to develop an effective counseling treatment plan.
Goal #3: Candidates will demonstrate knowledge in the eight core areas of counseling as established by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Students will engage in in critical thinking, and reflection throughout their work [D1], demonstrate respect for the dignity and worth of all individuals [D5], and create effective learning environments that recognize commonalities while affirming diversity in all its forms[D6].

G. Learning Objectives:

TO PROVIDE THE GRADUATE STUDENT WITH AN UNDERSTANDING OF:	CACREP	PROGRAM GOALS
Theories of normal and abnormal personality development	2F3c	G 2
Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	5C2b.	Goal #2
Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD) e	52Cd.	G1,3
Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	5C2h.	G3
Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders h.	5G2g	G3
Common medications that affect learning, behavior, and mood in children and adolescents	5G2h	G3

Knowledge/Skills/Dispositions: In this course, the School of Education knowledge, skills and dispositions , found in the Appendix, are addressed.

H. FIELD EXPERIENCES: None required. Volunteer work encouraged.

I. COURSE REQUIREMENTS:

CLASS ASSIGNMENTS	CACREP	DUE DATE
PROJECT CHOICE [25% of Grade] Choose ONE project to do: 1. Webinar: Listen to a webinar of your choosing [minimum of 30 minutes] in regard to mental illness/disorders. Please cite the name of the webinar and the URL. 2. Interview: Interview either a person with a mental illness or a family member. Identify the disorder but keep the names of the interviewee confidential. 3. Support Group: Attend a self-help group related to mental illness/disorders. Identify the name of the disorder that the group addresses. 4. Visit an Organization [e.g. Mental Health Association]: Cite the name of the organization and main focus of the work done in this setting. For all of these project choices, write a 2 page reaction paper which includes: a. A brief summary of the experience b. What you learned c. How will you apply it to your counseling d. Text concepts This paper will be graded upon: • Effort Associated with Type of Project Chosen • Clarity & Organization • Thoroughness of Content Covered • Level of analysis; critical thinking • Integration of Class Concepts	2F3;52Cb; 5G2	1/22/17

QUIZZES [25% of Grade] a. There will be 3 quizzes, based on the Barlow & Durand (2016) text. b. These quizzes are open book and take home, but NOT team quizzes. c. A word document of the quizzes is available on Moodle in order that you may review, and even answer, the questions prior to uploading the answers on-line.	2F3c; 5C2b,d,h; 5G2g,h	2/6/17
ADVOCACY PROJECT [25% of Grade] **Advocacy Project: Letter & PSA** As you have been learning, there are enormous stereotypes that abound in regard to people with mental health issues. You will be creating a documentary manual and PSA. 1.Advocacy Letter [upload the advocacy letters to Moodle] a. Each member of the group will write their own letter of advocacy on behalf of the disorder you have chosen. b. Please pick 3 different places to where these letters will be sent. 2.PSA: [post the video to You tube; please include password if used] a.In groups of 3, you will create a 15 minute public service announcement about mental illness. Points that should be covered include: i. Topic: <u>Choose a specific disorder different from the ones discussed in your book analyses</u> ii. Target Audience: Decide what age group, gender, culture you are speaking to iii. Signs & Resources: Be sure to include signs that a lay person can look for and offer professional resources 3.This project will be graded based on the following: i. Coverage of all areas ii. Accuracy of information iii. Informative nature iv. Professional presentation v. Creativity	5C2b; 5G2g	2/5/17
ONLINE ASSIGNMENTS		

BOOK ANALYSIS [25% of Grade}
Page 1: Summary of Person's Disorder: A summary of the person's disorder and issues/functioning [use excerpts from the book]:
• cognitive
• behavioral
• psycho-social
• physical
Risk Factors
Page 2: **Diagnostic Assessment:** Please complete the following 2 areas:
<u>Diagnostic Summary</u>: Based on the information you obtained from the book, assign a diagnosis to the person. Defend your reason for this diagnosis and use excerpts from the book.
<u>Differential Dx:</u> What were related diagnoses you considered and why were they ruled out? Note, a brief introduction to the DSM V may be found at: http://en.wikipedia.org/wiki/DSM-5 and C:\Users\Owner\Desktop\DSM-5 - Ask.com Encyclopedia_files.
Page 3: **Chart**: Please complete the following chart:
DSM V CRITERIA (Examples from Text & DSM V)
ETIOLOGY (Text)
   Biological
   Social
   Psychological
EVIDENCED-BASED INTERVENTIONS -Psychological and Pharmaceutical (Examples from Articles Read that are listed on Page 4)
	2F3c;
	5C2b,d,h;
	5G2g,
		1/29/17

Pages 4: References
Find 5 articles that address evidenced based practices related to the diagnostic category you selected. <u>Must be from 2010 on;</u> list APA style [Integrate in chart as indicated under empirically based-interventions above]
Page 5: Clinical Implications:
    Describe a Theory of Abnormal Personality Development as it applied to the disorder
    In regards to this disorder, what have you learned?
    Discuss your reactions to working with a person with this disorder and how you
    would work with a client/student/consumer with this disorder?
Page 6: Resources: A list of 10 resources pertinent to the topic, including a 1-2 line descriptor of each
5 Community [include address] – where would you refer?
5 Online [include url] - national organizations, information, books
 	
In addition to the CACREP standards, the following areas of the Book Analyses are evaluated:
   •   Clarity & Organization
   •   Thoroughness
   •   Level of Analysis; Critical Thinking
   • Integration of Texts		

DISCUSSION FORUMS a. Every week, students will post a response to scenarios that involve application of text reading to specific examples. b. The scenarios are presented in a separate handout on Moodle. c. **Your responses** to the questions are due **on Thursdays, by 9am**, and your **responses to two peers** are due on **Saturdays, 9am.**	2F3c; 5C2b,d,h; 5G2g,h	1/19-21 2/2-4

 = Core Assignment Evaluating CACREP Standards

J. EVALUATION:
Graduate Grading Policy – School of Education

Grade Value	Indicator
A = 100-95	Demonstrates a superior application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
A- = 90-94	Demonstrates a superior application and connection of knowledge and skills through evaluation and analysis.
B+ = 89-86	Demonstrates a thorough and effective application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
B = 85-80	Demonstrates consistent application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
C = 79-75	Demonstrates an inconsistent level of application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
F = < 75	Fails to demonstrate a basic application and connection of knowledge and skills through analysis and synthesis of research and professional practice.
P	Passing grade for field experience/practicum.
F	Failing grade for field experience/practicum.

Each of the assignments is worth 25% of the grade. However, the final grade may be adjusted, based on class attendance, level of active participation in discussions, and quality of discussion forums.
Half Grade Deduction:
One class day missed /Consistently coming late/leaving early to a campus class/Consistent late assignments
Full Grade Deduction: Missed classes in combination with no notification of the professor
*Exceptions to the above at the discretion of the individual professor.

K. COURSE CALENDAR:

WEEK	TOPIC	B & D CHPTS.	CACREP	DUE DATES
1	• Abnormal Behavior in Historical Context.	1	2F3c	
2	• An Integrative Approach to Psychopathology.	2	52Cb	
3	• Clinical Assessment, Diagnosis, and Research in Psychopathology.	3	52Cd.	Project Choice
4	• Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders.	4	5G2g, 5C2h	
5	• Somatic Symptom and Related Disorders and Dissociative Disorders	5	5G2g, 5C2h	
6	• Mood Disorders and Suicide.	6	5G2g 5C2h	
7	• Physical Disorders and Health Psychology.	7	5G2g 5C2h	Book Report
8	• Eating and Sleep-Wake Disorders	8	5G2 5C2hh	
9	• Sexual Dysfunctions, Paraphilic Disorders, and Gender Dysphoria.	9	5G2g 5C2h	
10	• Substance-Related, Addictive, and Impulse-Control Disorders.	10	5G2g, 5C2h	
11	• Personality Disorders.	11	5G2g 5C2h	Advocacy Project
12	• Schizophrenia Spectrum and Other Psychotic Disorders	12	5G2g 5C2h	
13	• Neurodevelopmental and Neurocognitive Disorders.	13	5G2g 5C2hh	
14	• Mental Health Services: Legal and Ethical Issues.	14	2F3	Quizzes
15	• Wrap Up			

L. ADDITIONAL COURSE INFORMATION:

Conceptual Framework: The School, Clinical Mental Health, and Rehabilitation Counseling program is conceived and developed according to the School of Education conceptual framework, 'A Journey to Excellence'. This course addresses:

> "Competence" (reading assignments, lectures, class discussion, quizzes, book analyses, discussion forums, videos, project choices)
> "Experience" (discussion forums, project choices, videos, class group activities, speakers and videos)
> "Social Justice" (issues of assessment and etiology of disorders among diverse populations discussed; advocacy project, project choices)

School of Education Attendance Policy "Attendance is required and critical for success. It is the student's professional responsibility to attend classes, produce quality work, and adhere to the ethics of the profession. Courses may contain content that cannot be made up if classes are missed. Failure to attend all classes may result in lowered grades or failing the course. Instructors have the responsibility for monitoring attendance and determining the effect of attendance on course grades and will inform students of their specific attendance requirements. For hybrid courses, attendance is essential unless there is an extraordinary reason, which is discussed in advance with the instructor.

Technology. This course fosters the 'technology' of the SBU School of Education through the use of technology

assisted lectures, presentations, and use of web resources.

Diversity. This course fosters the 'diversity' objective of the School of Education via the following activities: involvement in a comprehensive developmental counseling program for all students, lecture presentations on this topic, recognition of diverse learning styles within the classroom, respect for diverse opinions and beliefs shared within course discussions, encouragement of students to interview community counselors with diverse demographics.

Academic Honesty. Academic dishonesty is inconsistent with the moral character expected of students in a university committed to the spiritual and intellectual growth of the whole person, and with the ethics of the teaching profession. It also subverts the academic process by distorting all measurements. It is a serious matter and will be dealt with accordingly. A list of unacceptable practices,, penalties to be assigned, and procedures to be followed in the prosecuting of cases of alleged academic dishonesty may be found in the Student Handbook. Students should familiarize themselves with these very important provisions of the handbook.

ADA Statement. Students with disabilities who believe that they may need accommodation in this class should contact the Disabilities Support Services Office, Doyle Room 26, at 375-2065, as soon as possible to ensure that such accommodations are implemented in a timely fashion. The instructor should also be informed on or before the first day of class.

Method of Instruction: Various educational strategies which foster knowledge development, critical thinking skills, and active learning, and respect diverse learning styles, are utilized: lectures, discussion of required readings, group activities, class presentations and guest speakers.

Syllabus Change. This syllabus may be subject to change.

Hybrid Courses: Hybrid courses on the surface can appear to be much easier than a totally face to face class, especially if the assignments have a range of time within each time period that they can be completed; it may seem like there are 'times off'.. However, a few things to remember:

a. **Deadlines**: Please adhere to all assignment deadlines. If they are late, the overall course grade will be downgraded a half a grade.

b. Discussion Forums: They must be completed by the time posted. Discussions which are late will be downgraded a half grade.

c. **Netiquette**: This pertains to the guidelines as to how to communicate effectively and professionally online. See the following websites:
- *The Core Rules of Netiquette* by Virginia Shea (http://albion.com/netiquette/corerules.html)
- *Top 26 Most Important Rules of Email Etiquette*
  (http://email.about.com/od/emailnetiquette/tp/core_netiquette.htm)

d. **Emoticons**: Please do not use.

e. **Plagiarism:** With online work, it is sometimes more difficult to differentiate what is plagiarism when resources are obtained online. For assistance with these issues, please see the following websites:
- *Definition of Plagiarism*
  (http://en.wikepedia.org/wiki/Plagiarism)
- *Self-detection and checking*
  (http://plagiarism.com/self.detect.htm and http://turnitin.com/static/index.html

Instructor Accessibility: The instructor may be reached by email Monday through Friday. She is in her office at the Buffalo Center on Tuesday mornings if an appointment needs to be scheduled. She is also available most weekends on Friday and Saturday at the Buffalo Center campus; and before class. Please check in advance to schedule an appointment. Responses to emails will be given within one business day of receiving them.

'Attendance': For weeks that work is online, students should be online for a substantial period of time 2 to 3 times a week.

M. SELECT BIBLIOGRAPHY:
1- Sample Articles:

American Psychological Association. (2005). *Mind/body health: Interactive.* Retrieved 11/30/09

     from: http://www.apahelpcenter.org/

Andrews, J., Briggs, A., Porter, R., Tucker, P. & Waddington, K. (1997). *The history of Bethlem*. London: Routledge.

Andrews, J. & Scull, A. (2001). *Undertaker of the mind: John Munro and mad-doctoring in eighteenth-century*

     England. Berkeley; Univ. of California Press.

Canter, D. (1994). *Criminal shadows: Inside the mind of the serial killer.* London: Harper Collins Publishers.

Canter, D. (2005). *Mapping murder: Walking in killers' footsteps*. London; Virgin Books.

 Canter, D. (2007). *Investigative psychology: Analyzing criminal action.* New York: John Wiley & Sons.

Eigen, J.P. (1995). *Witnessing insanity: Madness and mad-doctors in the English court.* Yale University Press, New

     Haven, Connecticut and London.

Gaviria, M. (Director), & Smith, M. (Producer). (2001, April 10). Medicating kids. *Frontline.*

     Retrieved 11/30/09 from: http://www.pbs.org/wgbh/pages/frontline/shows/medicating/

Gilbert, S., Keery, H., & Thompson, K (2005). The media's role in body image and eating disorders. In E. Cole & J.

     Daniel (Eds.), *Featuring females: Feminist analysis of media* (pp. 41-56). Washington, DC: American

     Psychological Association.

Gleaves, D.H., Smith, S., Butler, L., & Spiegel, D. (2004). False and recovered memories in the laboratory and clinic:

     A review of experimental and clinical evidence. *Clinical Psychology: Science and Practice, 11*, 3-28.

HealthyPlace.com. (n.d.). *Best things to say to someone who is depressed.* Retrieved 11/30/09

     from: http://www.healthyplace.com/communities/depression/related/support_5.asp

Houston, R. A. (2000). *Madness and society in eighteenth-century Scotland.* New York: Oxford University Press.

Jamison, K. R. (1995). *An unquiet mind: A memoir of moods and madness* (excerpt). New York: Vintage Books.

     Retrieved 11/30/09 from:

     http://www.pendulum.org/writings/writings_essays_kayquote.html

Kihlstrom, J.F. (2004). An unbalanced balancing act: Blocked, recovered and false memories in the laboratory and

    clinic. *Clinical Psychology: Science and Practice, 11,* 34-41.

Kingsley, E. P. (1987). Welcome to Holland. *Down Syndrome WWW.* Retrieved 11/30/09

    from: http://www.nas.com/downsyn/holland.html

Kirsch, I. & Sapirstein, G. (1998). Listening to Prozac but hearing placebo: A Meta- analysis of antidepressant

    medication. In I. Kirsch (Ed.), *How expectancies shape experience* (pp. 303-320). Washington DC: American

    Psychological Association.

MacLowry, R., (Producer), & Samels, M. (Director). (2002). A brilliant madness: An Interview with John Nash.

    American Experience. Retrieved 11/30/09 from:

    http://www.pbs.org/wgbh/amex/nash/sfeature/sf_nash.html

Marrou, C. (1996, June 26). Let me tell you a secret. *Newsweek.* Retrieved 11/30/09

    from:http://www.pendulum.org/articles/articles_bipolar_myturn.html

McPhee, L. (2000, December 12). Dying to be thin. *Nova.* Retrieved 11/30/09 from:

    http://www.pbs.org/wgbh/nova/thin/

Miller, W. & Carroll, K.M. (2006). *Rethinking substance abuse: What science shows, and what we should do about

    it*. New York; Guilford Press.

Porter, R. (2003). *A brief history of madness*. New York, NY: Oxford University Press. Public Images Network.

    (n.d.). *Think people first.* Retrieved 11/30/09 from:

    http://www.publicimagesnetwork.org/first.html

Reagan, R. (1994, November 5). *President Reagan courageously announces his illness.*

    Retrieved 11/30/09 from: http://www.presidentreagan.info/alz.cfm

Simpson, D. E., Hanley, J. J., & Quinn, G. (2002, July 16). Refrigerator mothers. *POV.*

    Retrieved 11/30/09 from: http://www.pbs.org/pov/pov2002/refrigeratormothers/

Townsend, L. (2006). *Leslie Townsend's story*. Retrieved 11/30/09 from:

    http://ai.eecs.umich.edu/people/conway/TSsuccesses/LeslieTownsend.html

Wells, Adrian. (2007). Cognition about cognition: Metacognitive therapy and change in generalized anxiety

    disorder and social phobia. Cognitive and Behavioral Practice,

14, 18-25.

2- Sample Journals: {http://www.psychdirectory.com/publications/psychological_journals.html}:
- Alcoholism: Clinical and Experimental Research
- American Journal of Psychiatry
- American Journal of Psychology
- Archives of General Psychiatry
- Development and Pathology
- Drug and Alcohol Dependence
- Journal of Abnormal Child Psychology
- Journal of Abnormal Psychology
- Journal of Addictive Diseases
- Journal of Affective Disorders
- Journal of the American Academy of Child & Adolescent Psychiatry
- Journal of College Counseling
- Journal of Consulting and Clinical Psychology
- Journal of Counseling and Development
- Journal of Mental Health Counseling
- Journal of Psychology and Behavioral Sciences
- Schizophrenia Bulletin
- The Journal of Child Psychology and Psychiatry and Allied Discipline

Appendix: KSD's

Conceptual Framework Outcomes
K1. Candidate uses content knowledge and strategies for short- and long-term planning activities appropriate to the professional discipline.
K2. Candidate considers learner or client and environmental characteristics when planning activities.
K3. Candidate uses research and evaluation findings to guide critical thinking when working with learners and clients.
S1. Candidate communicates effectively in speech and writing with students or clients, administrators, parents, and other stakeholders in the educational process.
S2. Candidate uses technology appropriately and effectively for professional work (communication, collaboration, and production).
S3. Candidate uses appropriate assessment tools and techniques to inform practice.
D1. Candidate uses reflection to improve professional practice.
D2. Candidate demonstrates professionalism in interactions, appearance, and behaviors.
D3. Candidate is receptive to feedback.
D4. Candidate works as an active part of a learning community.
D5. Candidate demonstrates respect for the dignity and worth of individuals.
D6. Candidate creates effective learning environments that recognize commonalities while affirming diversity in all its forms.