

**PORTLAND STATE UNIVERSITY  
Graduate School of Education**

*Preparing professionals to meet our diverse community's life-long educational needs*

**Department of Special Education and Counselor Education**

**Counselor Education Program**

**COUN 410/510: ABNORMAL PERSONALITIES**

Winter 2007

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**Graduate School of Education (GSE) Vision Statement:**

Preparing professionals to meet our diverse communities' lifelong educational and counseling needs.

**GSE Goals and Purposes:**

1. Diversity and inclusiveness.
2. Research-based practices and professional standards.
3. Impacting learning and development.
4. Evidence-informed decision making.

**Course description**

This course covers the causation, criteria, diagnosis and classification of the major psychiatric disorders. Emphasis is placed on both the traditional medical model and on the psychosocial model of diagnosis. Developmental aspects associated with abnormal personalities will also be discussed.

**Course Objectives**

1. To acquaint the student with the major definitions and criteria for the assessment of mental health and psychiatric impairment.
2. To present an overview of the traditional psychiatric diagnostic approach (Medical model).
3. To expose the student to the basic components of the psychosocial diagnostic approach (Rehabilitation model).
4. To examine various personality theories as to their perspectives on the development of abnormal personalities/behavior.

## **Course requirements**

1. Required readings will be assigned weekly, for each of the course topics. Students are expected to complete assigned readings prior to class meetings. Class lectures, handouts, discussions and group exercises will augment the required readings.
2. Continuous attendance and active participation in class discussions and exercises.
3. Final written exam (March 19, 2007).
4. Term Paper—exact topic to be jointly agreed upon by student and instructor (due on March 14, 2007). No extension allowed.  
COUN 410 (paper length 8-10 pages); COUN 510 (paper 12 pages).

### **PROGRAM POLICY STATEMENT:**

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior, as well as being present and engaged in classroom activities, is expected at all times as a graduate student in Counselor Education.

The Counselor Education program seeks to balance providing care and support, high expectations, and opportunities for participation in meaningful activities. All students are expected to participate in constructing a respectful learning environment in the classroom. Arrive to class on time, stay for the entire class, come back from breaks on time, turn off cell phones, etc. Be mindful of what might detract from the learning experience of students and faculty alike (e.g., talking to fellow students during lecture). Do not ask for special considerations regarding absences, etc. All students in the program must demonstrate behavior that is consistent with the Ethical Standards put forth by the American Counseling Association (<http://www.counseling.org/resources/ethics.htm>). Failure to do so can result in termination from the program.

Demonstrating effective ethical and professional conduct is extremely important and will be monitored and reviewed by the faculty throughout your time in the program in order to assess your development as a professional counselor. Formal occasions for feedback in this regard occur following First Year Student Reviews (May of each year) and during Practicum and Internship. Concerns and deficiencies will be brought to your attention and used by faculty in assessing your overall academic/ professional progress in the Program. Deficiencies which are not corrected will be cause for disciplinary action which may include termination from the program.

Finally, please review “Proscribed Student Conduct Code” (# 577-031-0136) by PSU.

*If you require special accommodations during the duration of the course (such as note takers, interpreters) or the final exams week (such as extra time, use of a computer) please contact the Disability Resource Center and notify the instructor at your earliest convenience.*

## **Course grading**

Term paper	50% [50 points]
Final Exam	40% [40 pts.]

Class participation/contribution 10% [10 pts.]

### **Points to Grade Conversion**

A = 95-100 pts.  
 A- = 90-94 pts.  
 B+ = 87-89 pts.  
 B = 83-86 pts.  
 B- = 80-82 pts.  
 C+ = 77-79 pts.  
 C = 73-76 pts.  
 C- = 70-72 pts.  
 F = < 70 pts.

### **Main texts** (Required)

Getzfeld, A. R. (2006). *Essentials of abnormal psychology*. New York: John Wiley & Sons.

Raulin, M. L. (2003). *Abnormal psychology*. Boston: Allyn and Bacon.

### **Optional Readings**

Andreasen, N.C., & Black, D.W. (1995). *Introductory textbook of psychiatry* (2<sup>nd</sup> ed.).  
 Washington, D.C.: American Psychiatric Press.

Barlow, D. H. & Durand V. M. (2002). *Abnormal psychology: An integrative approach* (3<sup>rd</sup> ed.).  
 Belmont, CA: Wadsworth.

Bellack, A.S., & Hersen, M. (Eds.) (1993). *Psychopathology in adulthood*. Boston:  
 Allyn and Bacon.

Brown, T.A., & Barlow, D.H. (1997). *Casebook in abnormal psychology*. Pacific  
 Grove, CA: Brooks/Cole.

Durand, V.M., & Barlow, D.H. (2000). *Abnormal psychology: An introduction*.  
 Pacific Grove, CA: Brooks/Cole.

Goodwin, D.W., & Guze, S.B. (1996). *Psychiatric diagnosis* (5<sup>th</sup> ed.). New York: Oxford  
 University Press.

Hersen, M., & Bellack, A.S. (Eds.) (2000). *Psychopathology in adulthood* (2<sup>nd</sup> ed.).  
 Boston: Allyn and Bacon.

Kring, A. M., Davison, G. C., Neale, J. M., & Johnson, S. L. (2007). *Abnormal psychology* (10th  
 ed.). New York: John Wiley & Sons.

Lemma, A. (1996). *Introduction to psychopathology*. Thousand Oaks, CA: Sage.

- Meyer, R.G., & Deitsch, S.E. (1996). *The clinician's handbook* (4<sup>th</sup> ed.). Boston: Allyn and Bacon.
- Nevid, J. S., Rathus, S. A., & Greene, B. (2003). *Abnormal psychology in a changing world* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
- Oltmanns, T. F., & Emery, R. E. (2004). *Abnormal psychology* (4th ed.). Upper Saddle River, NJ: Pearson/Prentice-Hall.
- Sarason, I. G., & Sarason, B. R. (1999). *Abnormal psychology: The problem of maladaptive behavior* (9<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Seligman, M.E., & Rosenhan, D.L. (1999). *Abnormality*. New York: W.W. Norton.
- Turner, S.M., & Hersen, M. (Eds.) (1997). *Adult psychopathology and diagnosis* (3<sup>rd</sup> ed.). New York: John Wiley & Sons.

### **Course outline**

Schedule for class topics:

#### **I. Introduction and Overview: (Jan. 8)**

Criteria for assessing mental health and impairment

BD: 1,2,3.

G: 1.

R: 1, (2), 4.

Strupp, H.H., & Hadley, S.W. (1977). A tripartite model of mental health and therapeutic outcomes. *American Psychologist*, 32, 187-196 (Optional) (On Reserve/MISL).

#### **II. Anxiety Disorders: (Jan. 22)**

BD: 5,6.

G: 2.

R: 8.

#### **III. Dissociative Disorders: (Jan. 29)**

BD: 6.

R: 15.

#### **IV. Affective/Mood Disorders: (Feb. 5)**

Depression

Bipolar disorders: Manic-depression

BD: 7.

G: 3.

R: 7.

#### **V. Schizophrenic (Psychotic) Disorders: (Feb. 12)**

BD: 13.

G: 7.  
R: 5,6.

**VI. Personality (Character) Disorders: (Feb. 19 and 26)**

BD: 12.

G: 8.

R: 12.

**VII. Psychiatric Rehabilitation Diagnosis: (March 5)**

Anthony, W., Cohen, M., Farkas, M., & Gagne, C. (2002). *Psychiatric rehabilitation* (2<sup>nd</sup> ed.). Boston: Boston University Center for Psychiatric Rehabilitation (optional).

Anthony, W.A., & Liberman, R.P. (1986). The practice of psychiatric rehabilitation: Historical, conceptual and research base. *Schizophrenia Bulletin*, 12(4), 542-559 (On Reserve/MISL).

**VIII. Theoretical Positions on the Development of Abnormal Behaviors: (March 19)**

Ford, D.H., & Urban, H.B. (1998). *Contemporary models of psychotherapy: A comparative analysis* (2<sup>nd</sup> ed.). New York: John Wiley & Sons (optional).

Maddi, S.R. (1996). *Personality theories: A comparative analysis*. (6<sup>th</sup> ed.). Prospect Heights, IL: Waveland Press. Chapters: 3,4,5,6 (Optional).

**IX. Final Exam: (March 19/ after class).**

**Term paper guidelines** (limited to 12, double-spaced pages/COUN 510; limited to 8-10 pages/COUN 410).

Term paper should include the following components:

- (a) Identification of a psychiatric condition/disability
- (b) Description of main symptoms and indicators
- (c) Review of theories of causation (etiology)
- (d) Guidelines for treatment approaches (not to exceed 2 pages)
- (e) References

Paper should follow the APA format.