

**Niagara University**  
**Department of Leadership and Counseling**  
**Fall 2009**

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**A. Course Number and Title**

EDU 666 C- Abnormal Psychology (Mondays, 4:20-7:05; St. Vincent's Hall, Rm 212)

**B. Number of Credits**

Three (3) credit hours

**C. Required Text**

American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4<sup>th</sup> ed., Text Revision). Washington, DC: American Psychiatric Association.

**D. Course Description**

Understanding the Diagnostic and Statistical Manual of Mental Disorders IV-TR will be the focus of this course. Some prior knowledge of the etiology of behavioral disorders and the impact of these disorders upon society is assumed. Developing differential diagnostic skills through the analysis of case studies will be emphasized.

Niagara University's graduate counseling programs adhere to the Core Areas set forth by the **Council on the Accreditation of Counseling and Related Educational Programs (CACREP)** and the **Code of Ethics of the American Counseling Association (ACA)**. The Eight CACREP Core Areas are listed below, along with which are addressed in this particular course:

1. Professional Identity: *Addressed in course*
2. Social and Cultural Diversity: *Addressed in course*
3. Human Growth and Development: *Addressed in course*
4. Career Development: *Not addressed in course*
5. Helping Relationships: *Addressed in course*
6. Group Work: *Not addressed in course*
7. Assessment: *Addressed in course*
8. Research and Program Evaluation: *Not addressed in course*

*Note: Areas not addressed above are addressed in other counseling course work*

**E. Methods of Instruction**

Teaching methods are designed to meet a variety of learning styles and will include methods such as lecture, large group discussion, small group discussion, and case analyses. Students will also individually apply their knowledge through examinations testing diagnosis of case studies presented via video-taped vignettes. Additionally, students will have the chance to apply their learning to case studies focusing on various mental disorder categories.

**F. Course Objectives**

Upon completion of EDU 666 the student will be able to:

1. recognize and diagnose a variety of mental disorders.
2. successfully code a variety of mental illnesses on the axes required by mental health agencies and insurance companies.
3. demonstrate a working knowledge of the DSM-IV-TR, its terminology, its uses, and limitations.
4. understand the implications of diagnosis with multicultural and special populations.

**G. Outline of Course Content (reading assignments are done before date of discussion)**

<b>DATE</b>	<b>TOPIC</b>	<b>READING ASSIGNMENT</b>
Aug 31	Course Introduction Classification and Diagnosis DSM-IV-TR Introduction DSM-IV-TR Manual Use Multiaxial Assessment	DSM, p. xxiii-xxxv DSM, p. 1-12 DSM, p. 27-37
Sept 7	<b>NO CLASS     Labor Day</b>	
Sept 14	Substance-Related Disorders Schizophrenia and Other Psychotic Disorders	DSM, p. 191-295 DSM, p. 297-343
Sept 21	Mood Disorders Anxiety Disorders <b>Case Studies 1, 2, 3 Due</b>	DSM, p. 345-428 DSM, p. 429-484
Sept 28	Factitious Disorders Sleep Disorders <b>Case Studies 4, 5, 6 Due</b>	DSM, p. 513-51 DSM, p. 597-661

Oct 5	Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence Delirium, Dementia, Amnesic and Other Cognitive Disorders <b>Case Studies 7, 8 Due</b>	DSM, p. 39-134 DSM, p. 135-180
Oct 12	<b>NO CLASS    COLUMBUS DAY</b>	
Oct 19	<b>Midterm Exam</b>	
Oct 26	Somatoform Disorders Dissociative Disorders <b>Case Studies 9, 10 Due</b>	DSM, p. 485-511 DSM, p. 519-533
Nov 2	Sexual and Gender Identity Disorders <b>Case Studies 11, 12 Due</b>	DSM, p. 535-582
Nov 9	Personality Disorders <b>Case Studies 13, 14 Due</b>	DSM, p. 685-729
Nov 16	Mental Disorders Due to a General Medical Condition Adjustment Disorders <b>Case Studies 15, 16 Due</b>	DSM, p. 181-190 DSM, p. 679-683
Nov 23	Eating Disorders Legal and Ethical Issues <b>Case Studies 17, 18 Due</b>	DSM, p. 583-595
Nov 30	Impulse-Control Disorders Not Elsewhere Classified Health Psychology, Aging and Psychological Disorders <b>Case Studies 19, 20 Due</b>	DSM, p. 663-677
Dec 7	<b>Final Exam</b>	
Dec 14	Go over exams, evaluation, and wrap-up	

**\*\*\* SYLLABUS IS SUBJECT TO CHANGE**

**H. Evaluation Process and Grade Distribution**

1. Class Participation (10 points)
  - Doing the reading, participating in discussions, attendance
2. Case Studies (10 points)
  - Worth ½ point each
3. Midterm Exam (40 points)
  - Video Diagnosis Exam and Multiple Choice Questions
4. Final Exam (40 points)
  - Video Diagnosis Exam and Multiple Choice Questions

100 and above = A+	77-79 = C+
94-99 = A	74-76 = C
90-93 = A-	70-73 = C-
87-89 = B+	Below 70 = F
84-86 = B	
80-83 = B-	

**I. Student Disclosure**

Any student eligible for and needing academic adjustments or accommodations due to a disability is requested to speak with the professor no later than the first two weeks of class. Students should also notify the Coordinator of Specialized Services located in Seton Hall of their particular situation and needs. The university will make reasonable accommodations for persons with documented disabilities.

**J. Attendance**

Attendance is considered an indicator of professional commitment and responsibility. The student is expected to attend all meetings with the instructor. Absences are permitted only for illness or serious personal matters, and meetings and assignments must be made up and rescheduled in accordance with the instructor's availability. Notification of absence must be given to the professor through a phone call, email, or other method prior to class. Students are allowed up to 2 absences per semester. After that, points may be taken off a student's final grade as deemed reasonable by the professor.

**K. Counseling Services**

Counseling services are provided for all Niagara University students free of charge. The Office of Counseling Services is located on the lower level of Seton Hall (716) 286-8536. Counseling services are confidential.

**L. Writing Center**

Students are encouraged to make use of the NU Writing Center. The Writing Center is located on the first floor of Seton Hall (716) 286-8075. If the Writing Center hours are not reasonable for you, it would be prudent to have a friend, relative, or someone you trust examine your papers.

**M. Academic Integrity**

Any student caught plagiarizing papers or cheating on exams will be subject to a grade of "F" for the assignment in question.