

Programs in School Counseling and Counseling Psychology

15:297:630 - Understanding Abnormal Behavior: Diagnosis and Treatment Planning

Spring 2014

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Thursdays 4:50-7:30 (Hybrid)
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Course Description:

Advances for increased understanding of normal and abnormal behavior are examined within a socio-cultural framework. Diagnostic criteria using DSM 5 will be introduced. Students will learn to recognize and identify symptoms of major mental disorders. Prevention, the role of culture in the expression of symptoms, and evidence-based treatments are discussed.

Course Objectives:

- Examining cultural relativism and cultural universality in defining normal and abnormal behavior.
- Describing the multipath model of mental disorders.
- Understanding principles and appropriate use of the diagnostic process, including differential diagnosis, and the use of the Diagnostic and Statistical Manual of Mental Disorders (DSM 5).
- Understanding diagnostic criteria for mental and emotional disorders and its implications.
- Differentiating between diagnosis and developmentally appropriate reactions during crisis, disasters, and other trauma-causing events.
- Reviewing and demonstrating best practices in counseling practice.

Recommended Texts:

Okun, B. F., & Suyemoto, K. (2013). *Conceptualization and treatment planning for effective helping*. Belmont, CA: Cengage.

Sue, D., Sue, D. W., Sue, D., & Sue, S. (2014). *Essentials of understanding abnormal behavior* (2nd ed.). Belmont, CA: Wadsworth/Cengage Learning

***Required Readings:** (Readings will be posted on eCollege)

Brickman, P., Rabinowitz, V. C., Karuza, J., Coates, D., Cohn, E., & Kidder, L. (1982). Models of helping and coping. *American Psychologist*, 37, 368-384.

Rosenhan, D. (1973). On being sane in insane places. *Science*. 179, 250-258. (p.253)

Szasz, T. S. (1960). The myth of mental illness. *American Psychologist*, 15,113-118.

Methods of Instruction

This course is designed as an interactive blended learning experience. Content will be presented in a didactic and experiential format. Online sessions will be a blend of activities using eCollege and other Web sites. Activities will consist of threaded discussions, email, and web posting. Contact time will be divided in the following way: Approximately 35 % face-to-face and 65 % online. This is not self pacing course. It is extremely important that you complete the assignments by the due date. Online sessions will be a blend of activities using eCollege and other Web sites. Activities will consist of threaded discussions, email, and web posting. Instructions will occur as a seminar and include class discussion, written case studies and video resources.

Course Requirements:

1. Each student will identify a theoretical orientation/approach that fits best with your philosophical beliefs, helping you to understand behavior. The goal is to develop a theoretical model to assist you with case conceptualization and treatment planning. You will “workshop” your personal model to the class on March 27th for discussion and possible revision.
2. Each student will discuss a case (to be presented to you) using your model. You will receive specific directions for completing the case conceptualization, diagnosis and treatment plan.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>

Technical Assistance

People in this course will be using different types of computers and software, and you may experience technical problems from time to time. ***If you are having technology problems***, such as linking to email, accessing RutgersOnline.net, problems with buttons on RutgersOnline.net, problems downloading and viewing documents, password problems, or other tech problems, you **must** first contact the HELP Desk at **1-877-778-8437**. The Help Desk staff is trained to address many different types of technology problems. ***If it turns out that there is a problem that I must correct, The Help Desk staff will contact me.***

Date	Topics	Readings
January		
23	Introduction Determining normality /abnormality- Current Trends Case Conceptualization	In-class Chapter 1 (Sue et al.) Rosenhan (1973) Szasz (1960) Chapter 1 (Okun/Suyemoto)
30	Models of Abnormal Behavior Etiology and Models of Helping/Coping Effective Case Conceptualization	Chapter 2 (Sue et al.) Brickman et al. (1984) Chapters 2 & 3/ Appendix B (Okun/Suyemoto)
February		
6	Scientific Method, Theory and Practice Assessment and Diagnosis Therapeutic Relationships	In-Class Chapter 3 (Sue et al.) Chapters 4 & 5/Appendix A/ C Okun/Suyemoto)
13	Anxiety and Obsessive-Compulsive Disorders Trauma and Stress-Related Disorders Gathering & Integrating Information	Chapters 4 & 5 (Sue et al.) Chapter 6 (Okun/Suyemoto)
20	Somatic Symptoms and Dissociative Disorders	Chapter 6 (Sue et al.)
27	Depressive and Bipolar Disorders/Suicide	Chapters 7 & 8 (Sue et al.)
March		
6	Eating Disorders Substance-Use Disorders	Chapters 9 & 10 (Sue et al.)
13	Schizophrenia and Other Psychotic Disorders	Chapter 11 (Sue et al.)
20	SPRING BREAK	
27	Theoretical Approach / Case Conceptualization Treatment Planning (Personal Model Due)	In-Class Chapters 7 & 8 (Okun/Suyemoto)
April		
3	Neurocognitive Disorders	Chapter 12 (Sue et al.)
10	Sexual Dysfunction, Gender Dysphoria and Paraphilic Disorders	Chapter 13 (Sue et al.)
17	Personality Psychopathology	Chapter 14 (Sue et al.)
24	Disorders of Childhood and Adolescence	Chapter 15 (Sue et al.)
May		
1	Laws and Ethics in Abnormal Psychology	Chapter 16 (Sue et al.)
7	Cases Due-	