

COUN6301
Psychopathology: Diagnoses and Treatment
Internet: Summer 2018
Instructor: Michelle Muncy, ThM
Phone: 769-355-9039
Email: mmuncy3@att.net

Mission Statement of the New Orleans Baptist Theological Seminary

The mission of the New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

Purpose

The purpose of this course is to present a comprehensive overview of mental disorders.

Core Values and Curriculum Competencies

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for this academic year is Servant Leadership. We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Throughout this course students will be encouraged to consider how the core value of “Servant Leadership” is a component impacting the motivation to serve others through the ministry of counseling. Throughout this course students will be encouraged to consider how this core value impacts their motivation as a Christian counselor, and how the development as a Christian counselor affects their ministry to others. This course will address the curriculum competency component of Christian Counseling in both the M. Div. and MAMFC degrees.

Course Description

The course is designed to present a comprehensive overview of mental disorders conceptualized in terms of the individual, family, and larger social units. Major consideration is given to the recognized classification systems for mental disorders. Diagnosis, etiology, and treatment are the major areas of each being considered from a systemic perspective.

Student Outcomes (Objectives)

1. (Cognitive) Examine the nomenclature, concepts, codes, and definitions intrinsic to the study of abnormal psychology.
2. (Cognitive) Acquire a working knowledge of the 16 major diagnostic classifications and one additional “Other Conditions. . .” section of the DSM-V.
3. (Cognitive) Learn the primary diagnostic criteria for the major mental disorders.
4. (Cognitive) Acquire a general knowledge of the primary treatment options for the major mental disorders.
5. (Psychomotor) Learn to evaluate concepts and principles in the area of psychopathology from a Christian perspective.
6. (Affective) Appreciate how an understanding of abnormal psychology and modern-day psychiatry may complement the Christian counselor’s efforts to minister to individuals and families touched by mental illness.

Course Teaching Methodology

A variety of teaching methods will be used in this course including: reading, videotape vignettes of various psychological disorders, PowerPoint presentations, research on the internet, and class discussions via the Discussion Board.

Required Textbooks

American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders*. 5th edition. Washington, K.D.: A.P.A., 2013.

Nevid, Rathus, & Greene. *Abnormal Psychology in a Changing World*, 8/e.
ISBN: 0205773400

Yarhouse, Butman, & McRay. *Modern Psychopathologies: A Comprehensive Christian Appraisal*. InterVarsity Press. 2005.

Optional Text

Preston, O’Neal, & Talaga. *Handbook of Clinical Psychopharmacology for Therapists*, 7th edition. Oakland: New Harbinger Press, Inc.

Course Requirements

Reading Quizzes –Nevid (Complete before Sunday 11:59 pm)	15%
All other reading/video assignments	10%
Discussion Board	25%
Mid-term Examination	15%
Final Examination (See Final Exam Schedule in Catalog)	<u>35%</u>
(Class participation is expected)	100%

Course Evaluation

This course is graded according to seminary policy:

- A--93-100
- B--85-92
- C--77-84
- D--70-76
- F--Below 70

Students are required to pass this course with a grade of B or higher in order to begin their practicum.

Reading Quizzes: All reading quizzes are to be completed Sunday 11:59 pm on Blackboard, with the exception of the first week (2 weeks). You may take the quiz as an open book however, due to this policy, **no late quizzes will be accepted**. The quizzes will close down each Sunday night at 11:59 pm. The quiz must be completed in one 30 minute session. Students are encouraged to take the quiz as soon as the reading of each chapter is completed.

At least two quiz grades will be dropped (the lowest) before the student’s final average is computed.

Although overlap will exist between lectures and reading, quizzes will primarily contain questions from the reading assignments in Nevid.

Discussion Board Questions. The discussion board questions are a **primary** part of the class experience. They will require time and, in most cases, a synthesis of the material from all your readings. Please take time and think through your posts carefully and thoroughly. Most weeks (except Weeks 1 & 2) there are 3-4 questions on the discussion board and you need to respond to each one. Your 2 responses to your classmates’ initial postings can be to any of the various questions. However, you are required to read all posts by the end of the week (Friday). **A grading rubric for the Discussion Board is at the end of the syllabus. The Discussion Board grade is a weekly grade (one grade for all the questions dealt with).**

Reading Report. Reading is an essential component in this course. Students are asked to report on the Discussion Board the percentage of all reading (including powerpoint notes, internet assignments, and videos to watch) completed for each Unit.

Midterm and Final Exams: The mid-term and final exams will contain questions from both sources. All quizzes will be primarily multiple-choice. Midterm and Final exams will be case studies requiring a diagnosis, as well as evidence supporting the diagnosis.

This is a fast-paced and academically demanding course. Students are strongly encouraged to stay current with the reading assignments.

Course Agenda and Reading Schedule

<u>Week</u>	<u>Content of Study</u>	<u>Nevid et.al</u>	<u>DSM V</u>	<u>Other Readings</u>
<u>Week 1</u> <u>Jun 4</u>	<u>Introduction to Class</u> <u>1. Introduction & Methods of Research</u> <u>2. Contemporary Perspectives on Abnormal Behavior</u>	<u>Ch 1</u> <u>Ch 2</u> <u>Quiz Ch. 1</u> <u>Quiz Ch 2</u>		<u>Yarhouse Ch 1-2</u>
	<u>3. Classification & Assessment of Abnormal Behavior</u> <u>4. Methods of Treatment</u>	<u>Ch. 3</u> <u>Ch. 4</u> <u>Quiz Ch. 3-4</u>	<u>XIII – 25</u>	<u>Yarhouse Ch. 3-4</u>
<u>Week2</u> <u>Jun 11</u>	<u>5. Stress, Psychological Factors, and Health</u>	<u>Ch.5</u> <u>Quiz</u>	<u>265-290</u>	<u>Yarhouse Ch 5</u>
	<u>6. Anxiety Disorders</u>	<u>Ch.6</u> <u>Quiz</u>	<u>189-234</u>	<u>Yarhouse Ch 5</u>
<u>Week3</u> <u>Jun 18</u>	<u>7. Dissociative and Somatoform Disorders</u>	<u>Ch. 7</u> <u>Quiz</u>	<u>291-308</u> <u>309-328</u>	<u>Yarhouse Ch 8</u>
	<u>8. Mood Disorders and Suicide</u>	<u>Ch. 8</u> <u>Quiz</u>	<u>123-154</u> <u>155-188</u> <u>801-803</u>	<u>Yarhouse Ch 6</u>
<u>Week 4</u> <u>Jun 25</u>	<u>9. Substance Abuse and Dependence</u>	<u>Ch. 9</u> <u>Quiz</u>	<u>481-590</u>	<u>Yarhouse Ch 7</u>
	<u>10. Eating Disorders and Sleep Disorders</u>	<u>Ch. 10</u> <u>Quiz</u>	<u>329-354</u> <u>361-422</u>	<u>Yarhouse Ch 8</u>

<u>Week 5</u> <u>July 2</u>	<u>Midterm Exam</u>		Midterm will open June 18, due no later than July 27, 11:59 pm.
	<u>10 Disorders Involving Gender and Sexuality</u>	<u>Ch. 11 Quiz</u>	<u>423-450</u> <u>Yarhouse Ch 11</u> <u>451-460</u> <u>685-706</u>
	<u>12. Schizophrenia and Other Psychotic Disorders</u>	<u>Ch. 12 Quiz,</u>	<u>87-122</u> <u>Yarhouse Ch 9</u>
<u>Week 6</u> <u>Jul 9</u>	<u>13. Personality Disorders and Impulse Control Disorders</u>	<u>Ch. 13 Quiz,</u>	<u>476-480</u> <u>Yarhouse Ch 10</u> <u>645-684</u>
	<u>14. Abnormal Behavior in Childhood and Adolescence</u>	<u>Quiz</u> <u>Ch. 14 Quiz</u>	<u>31-86</u> <u>Yarhouse Ch 12</u> <u>461-475</u>
<u>Week 7</u> <u>Jul 16</u>	<u>15. Cognitive Disorders and Disorders Related to Aging</u>	<u>Ch. 15 Quiz</u>	<u>591-644</u> <u>Yarhouse Ch 13</u>
<u>Week 8</u> <u>Jul 23</u>	<u>Final Exam</u>		Will open July 16, due no later than July 27, 11:59 pm.

Rubric for Discussion Board Participation

The discussion board enhances learning as you share ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates’

understanding of the course content. Use the following feedback to improve the quality of your discussion contributions. This grade is for the week of postings on Discussion Board.

Criteria	Unacceptable 0 pts	Acceptable 1 = 78 pts	Good 2 = 88 pts	Excellent 3 = 100 pts
Frequency	Participates not at all	Participates with just the initial posts (10 pts)	Participates in all initial posts and gives minimum of 2 responses (12 pts)	Participates in all initial posts, completes more than 2 responses(15 pts)
Initial Assignment Posting	Posts no assignment	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task (17 pts)	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts (19 pts)	Posts well developed assignment that fully addresses and develops all aspects of the task (21 pts)
Follow-up postings	Posts no follow-up responses to others	Posts shallow contribution to discussion (e.g. agrees or disagrees); does not enrich discussion (14 pts)	Elaborates on an existing posting with further comment or observation (16pts)	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.(18 pts)
Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion (14pts)	Posts information that is factually correct; lacks full development of concept or thought (16 pts)	Posts factually correct, reflective and substantive contribution; advances discussion (18 pts)
References & support	Includes no references or supporting experience	Uses personal experience, but no references to readings or research (13 pts)	Incorporates some references from literature and personal experience (14 pts)	Uses references to literature, readings, or personal experience to support comments(16 pts)
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics (10 pts)	Contributes valuable information to discussion with minor clarity or mechanics errors (11 pts)	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.(12 pts)

Examples of postings that demonstrate higher levels of thinking:

“Some common themes I see between your experiences and are textbook are...” (analysis)
“These newer trends are significant if we consider the relationship between...”(synthesis)
“The body of literature should be assessed by these standards...” (evaluation)
(Retrieved from: (www.udel.edu/janet/MARC2006/rubric.html) Barbara Frey at baf30@pitt.edu)

Bibliography

- American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.
- Nevid, Jeffery S., Spencer A. Rathus & Beverly Greene (2007). *Abnormal psychology in a changing world, 8/e*. New Jersey: Prentice-Hall. (ISBN: 0205773400B)
- Preston, John, Mary Talaga, and John O’Neal (2008). *Handbook of clinical psychopharmacology for therapists* (5th ed.). Oakland, CA: New Harbinger Press, Inc. (ISBN: 1572245352)
- Adler, Alfred (1973). *Individual psychology of Alfred Adler*. Totowa, N.J.: Rowman and Allanheld.
- Brennan, James F. (1997). *Readings in the history and systems of psychology*. Prentice Hall.
- Erikson, Erik H. (1963). *Childhood and Society*. New York: W.W. Norton.
- Freud, Sigmund (1966).. *Introductory lectures on psychoanalysis*. N.Y.: W.W. Norton.
- Ginsburg, Herbert P. and Opper, Sylvia (1988). *Piaget’s theory of intellectual development* (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.
- Horney, Karen (1966). *Our inner conflicts*. N.Y.: W.W. Norton.
- Hunt, Morton (2007). *The story of psychology*. Rev. ed. N.Y.:Anchor.
- James, William (1962). *The varieties of religious experiences*. New York: The Modern Library.
- Jung, Carl G. (1965). *Memories, dreams, reflections*. N.Y.: Vintage Books.
- Maslow, Abraham H. (1970). *Motivation and personality* (3rd ed.). N.Y.: Harper & Row.
- Millon, Theodore (1990). *Toward a new personology*. N.Y.: Wiley & Sons.
- Preston, O’Neal, & Talaga. *Handbook of Clinical Psychopharmacology for Therapists*,(7th edition). Oakland: New Harbinger Press, Inc.
- Sullivan, Harry Stack (1953). *The interpersonal theory of psychiatry*. N.Y.: W.W. Norton.

Yarhouse, Butman, & McRay (2005). *Modern psychopathologies: A comprehensive Christian appraisal*. InterVarsity Press.

The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes.

<p>Papers or Assignments</p>	<p>All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points.</p> <p>Assignments will be turned in on the date it is due. Papers or assignments turned in after this time will be considered late. Late assignments will result in a deduction of eight points per week the assignment is late.</p> <p>Assignments must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval.</p> <p>All counseling students will write papers in accordance to standards set in the APA Publication Manual.</p>
<p>Quizzes</p>	<p>Quizzes will not be given late. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.</p>
<p>Exams</p>	<p>If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.</p>
<p>Study Guide</p>	<p>Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.</p>
<p>Plagiarism</p>	<p>A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are <u>strictly forbidden</u>. <i>Although anything cited in three sources is considered public domain, we require that all sources be cited.</i></p> <p>ANY INFRACTION WILL RESULT IN FAILING THE COURSE.</p> <p>ANY INFRACTION WILL BE REPORTED TO THE DEAN OF STUDENTS FOR FURTHER ACTION!</p>
	<p>* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.</p>