



COUN6301 Psychopathology: Diagnosis & Treatment

New Orleans Baptist Theological Seminary
 Division of Counseling
 Summer 2022 **online**

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Mission Statement of the Counseling Program

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Course Description

COUN6301 Psychopathology: Diagnosis and Treatment (3 credit hours)
 This course is designed as a comprehensive overview of mental disorders and treatments. Students will acquire a working knowledge of the DSM-5 classification system, the diagnostic categories, and the primary treatment options for the major mental disorders. Diagnostic techniques, etiology and pathogenesis, epidemiology, clinical course, and psychopharmacology are also examined. (This course is a prerequisite for the clinical practicum and internship.)

Syllabus Distribution

This syllabus will be made available via blackboard one week prior to the first day of class. Due to regular semester updates, any version accessed prior to this date may contain inaccuracies.

Program Objectives: #2. Upon successful completion of one of the Master’s Programs in Counseling, graduates should be able to synthesize theoretical and empirical knowledge in the field of counseling, #4. Upon successful completion of one of the Master’s Programs in Counseling, graduates should be able to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Course Objectives

Course Objectives	Learning Experiences	Assessments
Students will examine the nomenclature, concepts, codes, and definitions intrinsic to the study of abnormal psychology.	<i>Instruction</i> Class lecture, video and discussion <i>Readings</i>	<i>Course Assignments</i> Midterm Exam Final Exam

(2.F.1.a, 2.F.3.c, 2.F.3.e-g, 2.F.8.a)	DSM-5 and Primary Text	
Students will acquire a working knowledge of the 16 major diagnostic classifications and one additional "Other Conditions. . ." section of the DSM-5.	<i>Instruction</i> Class lecture, video and discussion <i>Readings</i> DSM-5 and Primary Text	<i>Course Assignments</i> Midterm Exam Final Exam Reading Quizzes
Students will learn the primary diagnostic criteria for the major mental disorders. (2.F.3.c)	<i>Instruction</i> Class Lecture, video and discussion <i>Readings</i> DSM-5 and <i>Abnormal Psychology in a Changing World, 10/e</i>	<i>Course Assignments</i> Midterm Exam Final Exam
Students will acquire a general knowledge of the primary treatment options for the major mental disorders. (2.F.5.h,i)	<i>Instruction</i> Class lecture, video and discussion <i>Practice</i> Lethality Assessment <i>Readings</i> DSM-5 and Primary Text	<i>Course Assignments</i> Midterm Exam Final Exam Reading Quizzes
Students will 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.	<i>Instruction</i> Class lecture, video, and discussion <i>Readings</i> Assigned reading from <i>Modern Psychopathologies</i>	<i>Course Assignments</i> Midterm Exam Final Exam Reading and discussion

Key Performance Indicator	Learning Experiences	Assessments
2.F.1.a History and philosophy of the counseling profession and its specialty areas	<i>Instruction</i> Reading assignments, lectures, videos. <i>Reading</i> DSM-5 and <i>Abnormal Psychology in a Changing World, 10/e.</i>	<i>Course Assignments</i> Midterm & Final Exams

Course Requirements and Evaluation of Grades

Assignment/Requirements & Description	Percentage	Due Date
Reading Quizzes Students will be given 15 Reading Quizzes throughout the semester. <i>All quizzes will be primarily multiple-choice. Although overlap will exist between lectures and reading, quizzes will primarily contain questions from the reading assignments. This is a fast-paced and academically demanding course. Students are strongly encouraged to stay current with the reading assignments.</i>	35%	Weekly on Saturday nights end of day
Mid-Term Examination <i>The mid-term and final exams will contain questions from both reading and lecture. Midterm and Final exam will include discussion / diagnosis, short answer, listing, multiple choice, and matching.</i>	30%	July 11 end of day

Final Examination	35%	July 29 (Friday) end of day
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Textbooks

Required Textbooks

American Psychiatric Association. (2022) *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (5th ed., text rev.)* ISBN: 9780890425763

McRay, B. W., Yarhouse, M. A., & Butman, R. E. (2016). *Modern Psychopathologies: A Comprehensive Christian Appraisal (Christian Association for Psychological Studies Books)* (2nd ed.). IVP Academic.

Nevid, J. S., Rathus, S. A., & Greene, B. (2017). *Abnormal Psychology in a Changing World* (10th ed.). Pearson Higher Education.

Required Articles (distributed in class)

Captari, LE, Hook, JN, Hoyt, W, Davis, DE, McElroy-Heltzel, SE, Worthington, EL. Integrating clients' religion and spirituality within psychotherapy: A comprehensive meta-analysis. *J ClinPsychol.* 2018; 74: 1938– 1951. <https://doi.org/10.1002/jclp.22681>

Blankenship, D.M.; Five Efficacious Treatments for Posttraumatic Stress Disorder: An Empirical Review. *Journal of Mental Health Counseling* 1 October 2017; 39 (4): 275–288. doi: <https://doi.org/10.17744/mehc.39.4.01>

Field, T.; Clinical Mental Health Counseling: A 40-Year Retrospective. *Journal of Mental Health Counseling* 1 January 2017; 39 (1): 1–11. doi: <https://doi.org/10.17744/mehc.39.1.01>

Gallyer, A.J., Chu, C, Klein, K.M., et al. Routinized categorization of suicide risk into actionable strata: Establishing the validity of an existing suicide risk assessment framework in an outpatient sample. *J Clin Psychol.* 2020; 1– 19. <https://doi.org/10.1002/jclp.22994>

Kucharska, J. Religiosity and the psychological outcomes of trauma: A systematic review of quantitative studies. *J. Clin. Psychol.* 2020; 76: 40– 58. <https://doi.org/10.1002/jclp.22867>

Siev, J, Rasmussen, J, Sullivan, ADW, Wilhelm, S. Clinical features of scrupulosity: Associated symptoms and comorbidity. *J Clin Psychol.* 2020; 1– 16. <https://doi.org/10.1002/jclp.23019>

Stefan, S., Cristea, I. A., Szentagotai Tatar, A., & David, D. (2019). Cognitive-behavioral therapy (CBT) for generalized anxiety disorder: Contrasting various CBT approaches in a randomized clinical trial. *Journal of Clinical Psychology, 75*(7), 1188–1202. <https://doi.org/10.1002/jclp.22779>

Other Resources

Klemashevich, J. and Wendel, A. (2022, March 4). *Psychotic and Spiritual: Faith Integration for Clients Experiencing Psychosis, CAPS 2022* [Video]. YouTube. <https://youtu.be/ys-nDrWGbZw>

Yarhouse, M. A. (2020, March 30). *Sexual Identity, Gender Identity & Christian Faith (2020, Feb 26)* [Video]. YouTube. <https://www.youtube.com/watch?v=PB6mgJkhBEU&feature=youtu.be>

Optional Texts

Kilgus, M. D., Maxmen, J. S., & Ward, N. G. (2015). *Essential Psychopathology and Its Treatment*. W.W. Norton. (ISBN: 9780393710649)

Paris, J. (2013). *The Intelligent Clinician's Guide to the DSM-5*. OUP USA.
(ISBN: 9780199738175)

Preston, J., O'Neal, J. H., Talaga, M. C., & Talaga, M. C., RPh PhD. (2017). *Handbook of Clinical Psychopharmacology for Therapists*. New Harbinger Publications, Inc.
(ISBN: 978-1626259256)

Course Teaching Methodology

The course will involve the following methods of instruction: reading assignments, discussion, recorded lectures and video.

Technical Resources and Competencies

Students in the NOBTS Counseling Program are expected to have access to a home computer or laptop, Internet access, and basic Microsoft Office software (Word, PowerPoint, and Excel). Desktop computers are available for use by students in the Information Technology Center (ITC), 2nd floor, Hardin Student Center, New Orleans Campus. The online version of Microsoft Office is [available free](#) to enrolled NOBTS students through the seminary ITC. In addition, students should develop competencies in the following areas. These competencies are based on the Association for Counselor Education and Supervision (ACES) Technical Competencies.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
5. Be able to subscribe, participate in, and sign off counseling related listservs.
6. Be able to access and use counseling related CD-ROM and online databases.
7. Be knowledgeable of the legal and ethical codes which relate to counseling services via the Internet.
8. Be knowledgeable of the strengths and weaknesses of counseling services provided via the Internet.
9. Be able to use the Internet for finding and using continuing education opportunities in counseling.
10. Be able to evaluate the quality of Internet information.

These competencies meet or exceed the recommendations of both the American Counseling Association and the Council of Standards in Human Services Education.

Evaluation of Grade

The student's grade will be computed as follows:

Reading Quizzes	35%
Mid-Term Exam	30%
<u>Final Exam</u>	<u>35%</u>
Total	100%

Grading Scale:

The following grading scale is used at NOBTS:

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.*

Course Policies, Academic Conduct, and Professional Conduct

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are

expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

New Orleans Baptist Theological Seminary does not discriminate against applicants/ students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for "special" accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be "salt and light" (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information

specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through [SelfServe](#). This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit

No extra credit is available in this course.

Netiquette

Netiquette refers to appropriate online behavior in online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by one letter grade per week late.

Professional Conduct

Students are expected to adhere to the appropriate codes of ethics for their particular programs. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines.

You will also find language fonts for Greek and Hebrew.

More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the [Publication Manual of the American Psychological Association](#).

Weekly Agenda and Reading Schedule

N=Nevid; D=DSM; M=McRay

Week	Content of Study	Books	Articles/Resources	Assignments
Week 1 May 30-Jun 4	-Introduction to Class -Introduction & Methods of Research -Contemporary Perspectives on Abnormal Behavior -Classification & Assessment of Abnormal Behavior	N Ch. 1-3 M Ch. 1-3	Field	<i>Quiz Ch. 1</i> <i>Quiz Ch. 2</i>
Week 2 Jun 5-11	-Sociocultural Foundations for Mental Illness - Sin and Psychopathology -Client Faith and Psychopathology	M Ch. 4-5	Captari Klemashevich (video)	<i>Quiz Ch. 3</i>
Week 3 Jun 12-18	-Stress-Related Disorders -Trauma	N Ch. 4 D 295-328 M Ch. 8, 10	Blankenship, Kucharska	<i>Quiz Ch. 4</i>
	-Anxiety Disorders & Obsessive-Compulsive & Related Disorders	N Ch. 4 D 215-262, 263-294	Siev Stefan	<i>Quiz Ch. 5</i>
Week 4 Jun 19-25	-Dissociative Disorders, Somatic Symptom and Related Disorders	N Ch.6 D 329-369		<i>Quiz Ch. 6</i>
	-Mood Disorders and Suicide	N Ch. 7 D 139-214 M Ch. 9	Gallyer	<i>Quiz Ch. 7</i>
Midterm Exam Due June 25				Midterm Exam Midterm will open June 19, due no later than June 25, 11:59 pm.
Week 5 Jun 26-Jul 2	-Substance-Related and Addictive Disorders	N Ch. 8 D 543-665 309-328 M Ch. 14		<i>Quiz Ch. 8</i>

	-Eating Disorders and Sleep-Wake Disorders	N Ch. 9 D 371-398, 407-476 M Ch. 6		Quiz Ch. 9
Week 6 Jul 3-9	-Disorders Involving Gender and Sexuality	N Ch. 10 D 477-520, 779-802 M Ch. 12	Yarhouse (video)	Quiz Ch. 10
	- Schizophrenia and Other Psychotic Disorders	N Ch. 11 D 101-138 M Ch. 13		Quiz Ch. 11
Week 7 Jul 10-16	- Personality Disorders and Impulse Control Disorders	N Ch. 12 D 733-778, 521-541 M Ch. 11		Quiz Ch. 12
	-Abnormal Behavior in Childhood and Adolescence	N Ch. 13 D 35-100, M Ch. 7		Quiz Ch 13
Week 8 Jul 17-23	-Neurocognitive Disorders and Disorders Related to Aging	N Ch. 14 D 667-732 M Ch. 15		Quiz Ch. 14
	-Abnormal Psychology and the Law -Responsible and Ethical Care	N Ch. 15 M Ch. 17		Quiz Ch. 15
Final Exam Week Jul 24-29				

Although overlap will exist between lectures and reading, quizzes will primarily contain questions from the reading assignments. The mid-term and final exams will contain questions from both sources. All quizzes will be primarily multiple-choice. Midterm and Final exams will include discussion / diagnosis, short answer, listing, multiple choice, and matching. This is a fast-paced and academically demanding course. **Students are strongly encouraged to stay current with the reading assignments.**

Selected Bibliography

- American Psychiatric Association. (2022) *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (5th ed., text rev.)* <https://doi.org/10.1176/appi.books.9780890425596>
- Nevid, Jeffery S., Spencer A. Rathus & Beverly Greene. (2010) *Abnormal Psychology in a Changing World, 8/e*. New Jersey: Prentice-Hall. (ISBN: 0135128978)
- Morrison, James. (1995) *DSM-V Made Easy: The Clinician's Guide to Diagnosis*. New York: Guilford Press. (ISBN: 0898625688)
- Preston, John, Mary Talaga, and John O'Neal. (2017) *Handbook of Clinical Psychopharmacology for Therapists, 8/e*. Oakland: New Harbinger Press, Inc.
- Adler, Alfred. *Individual Psychology of Alfred Adler*. Totowa, N.J.: Rowman and Allanheld, 1973.
- Brennan, James F. *Readings in the History and Systems of Psychology*. Prentice Hall, 1997

Erikson, Erik H. *Childhood and Society*. New York: W.W. Norton, 1963.

Freud, Sigmund. *Introductory Lectures on Psychoanalysis*. N.Y.: W.W. Norton, 1966.

Ginsburg, Herbert P. and Opper, Sylvia. *Piaget's Theory of Intellectual Development*. 3rd ed. Englewood Cliffs, NJ: Prentice Hall, 1988.

Horney, Karen. *Our Inner Conflicts*. N.Y.: W.W. Norton, 1966.

Hunt, Morton. *The Story of Psychology*. Rev. ed. N.Y.:Anchor, 2007.

James, William. *The Varieties of Religious Experiences*. New York: The Modern Library, 1962.

Jung, Carl G. *Memories, Dreams, Reflections*. N.Y.: Vintage Books, 1965.

Maslow, Abraham H. *Motivation and Personality*, 3rd ed. N.Y.: Harper & Row, 1970.

Millon, Theodore. *Toward a New Personology*. N.Y.: Wiley & Sons, 1990.

Sullivan, Harry Stack. *The Interpersonal Theory of Psychiatry*. N.Y.: W.W. Norton, 1953.