

PSY5150 Psychopathology

Reformed Theological Seminary

Summer Session, 2020
3 Credit Hours

Instructor

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Contact Information

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Office Hours

By appointment

Class meeting days and time

June 23, 25, 30

July 2, 3, 7, 9, 14, 16, 17, 21, 23, 28, 30, 31

August 4, 6, 11, 13, 14

2:00pm – 4:00pm

Course Description

An introduction to mental health disorders and their criteria based on the Diagnostic and Statistical Manual of Mental Disorders, Fifth edition. Students learn the vocabulary and taxonomy used in contextual dimensions of the Clinical Mental Health Counseling field. Etiology of disorders and treatment approaches are considered.

Course Objectives (Knowledge and Skill Outcomes)

Students will demonstrate comprehension of the following CACREP standards:

- CO1.** Treatment of Mental and Emotional Disorders - etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders, as well as the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (5.C.2.b, 5.C.1.d)
- CO2.** Diagnostic Procedures - diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). Students will also consider the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (5.C.2.d, 5.C.2.e)
- CO3.** Psychopharmacology Considerations – overview of classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (5.C.2.h)
- CO4.** Neurological Impact - impact of biological and neurological mechanisms on mental health (5.C.2.g)

Methods of Instruction

This course will be taught in a synchronously via Zoom.

Assignments (Student Performance Evaluation Criteria)

A1. Quizzes. 15% of grade

There will be a quiz on each content area (e.g., Mood disorders) consisting of 10 multiple choice questions. The quizzes will be based on the required reading and lectures for the content areas. The quizzes will be open to take on Canvas at 4:00pm following the class meeting where the content area is completed. Quizzes are due at 11:59pm on the dates listed in the course schedule. There are no make-ups for missed quizzes. No outside resources (including people) may be used while taking the quizzes. You are on your honor to abide by this requirement.

A2. Case Studies. 15% of grade

There will be a case study given for each of the DSM-5 diagnostic content areas covered. The case studies will consist of one or more case histories and associated multiple choice questions. The case studies will be open to take on Canvas at 4:00pm following the class meeting where the DSM-5 content area is completed. Case studies are due at 11:59pm on the dates listed in the course schedule. Students will be assigned to groups of three that meet outside of class time to complete the assignment. One person from each group will be responsible for uploading the group consensus-reached answers to the assignment page on Canvas. There is no make up for missed case studies.

A3. Online Discussion Posts. 10% of grade

There are two posts that you will be making at various times in the Discussion section of Canvas.

1. Topical Discussion Question Posts. There will be seven “Topical Discussion Questions,” in the form of a question, statement, case, or video posted by the instructor in Discussion section on Canvas. These Questions will be directly related to the reading and lectures for particular content areas. Students (individually) will post a “substantive” response of no less than 100 words to the instructor’s post. Posts are due at 11:59pm on the dates listed in the course schedule. There are no make-ups for missed posts.

2. Student-to-Student Interactions Posts. For each Topical Discussion Question posted students will post a “substantive” response of no less than 80 words to one other student’s Topical Discussion Question post. Postings of the “I agree” or “Me too” variety are not acceptable for grading purposes. These posts are due at 11:59pm on the dates listed in the course schedule. There are no make-ups for missed posts.

A4. Exams. 60% of grade each

There will be three take home exams. Each exam will cover the assigned readings and class lectures completed to date, and will be cumulative. Students are free to use lecture notes, the DSM-5, and any other written or online resources deemed helpful. However, this is an **individual** project—consultation with any other person is not permitted. The exams will consist of eight case studies from which you will make appropriate DSM-5 diagnoses. Exam answers will be in a multiple-choice format. Opening and dues dates are listed in the course schedule.

Required Course Materials (Texts, Readings, Videos, etc.):

- M1.** American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders text revision, fifth edition (DSM-5)*. Washington, D.C.: American Psychiatric. ISBN: 978-0890425558 (paperback); ISBN: 978-0890425541 (hardback)
- M2.** Maddux, J. E., & Winstead. B. A. (2019). *Psychopathology: Foundations for a contemporary understanding (5th ed.)*. NY: Routledge. ISBN-13: 9780367085803
- M3.** Oltmanns, T. F., Martin, M. T. (2019). *Case studies in abnormal psychology (11th ed.)*. Hoboken, NJ, Wiley. ISBN-13: 978-1119504795
- M4.** Keller, T. (2013). *Walking with God through pain and suffering*. NY: Riverhead. Read chapter 12. Available on Canvas.
- M5.** Ressler, K. [TEDx Talks]. (2012, November 13). *The neuroscience of emotion: Kerry Ressler at TEDxPeachtree 2012* [Video File]. Retrieved from <https://www.youtube.com/watch?v=a9LjXHtLvIY>
- M6.** Johnson, E., & Watson, W. (2019, January). *Still saints: Caring for Christians with personality disorders*. Retrieved from <https://www.desiringgod.org/articles/still-saints>. Available on Canvas.
- M7.** Preston, J. (2019). Quick reference to psychiatric medications. Retrieved from <http://psyd-fx.com/wp-content/uploads/2019/04/Quick-Reference-Guide-April-2019.pdf>. Available on Canvas.

M8. Emllet, M. R. (2019, August 24). Prozac and the Promises of God: The Christian Use of Psychoactive Medication. Retrieved from <https://www.desiringgod.org/articles/prozac-and-the-promises-of-god>. Available at the website.

Course Process and Schedule

Lecture ID	Date	Topic	Reading Due	Assignments Open/Due	CACREP 2016 Standards
L1	6/23	Introduction to the DSM-5; Diagnosis	M1. <i>DSM-5</i> , pp. xiii-xl, 12-16, 19-23 M2. <i>Psychopathology</i> , Ch. 1, 6, 7 M4. <i>Keller</i> , Ch. 12		5.C.2.b 5.C.2.d
L2	6/25	Diagnosis (cont'd) Mood Disorders	M1. <i>DSM-5</i> , pp. 123-188 M2. <i>Psychopathology</i> , Ch. 11 M3. <i>Case Studies</i> , Ch. 5	What's open? Quiz 1 open Posts 1 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L3	6/30	Mood Disorders (cont'd)	M2. <i>Psychopathology</i> , Ch. 2 M3. <i>Case Studies</i> , Ch. 6	What's due? Quiz 1 due Posts 1 due What's open? Quiz 2 open Case Study 1 open Posts 2 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L4	7/2	Anxiety Disorders	M1. <i>DSM-5</i> , pp. 189-233 M2. <i>Psychopathology</i> , Ch. 3, 9 M3. <i>Case Studies</i> , Ch. 7 M5. <i>Ressler</i>	What's due? Posts 2 due	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L5	7/3	Anxiety Disorders Obsessive-Compulsive and Related Disorders; Trauma- and Stress-related Disorders; Z-codes	M1. <i>DSM-5</i> , pp. 235-290, 715-727 M2. <i>Psychopathology</i> , Ch. 10 M3. <i>Case Studies</i> , Ch. 8, 9, 10	What's due? Quiz 2 due Case Study 1 due What's open? Quiz 3 open Case Study 2 open Posts 3 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L6	7/7	Obsessive-Compulsive and Related Disorders; Trauma- and Stress-related Disorders; Z-codes	M2. <i>Psychopathology</i> , Ch. 4	What's due? Quiz 3 due Case Study 2 due What's open? Quiz 4 open Case Study 3 open Posts 4 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L7	7/9	Somatic Symptom and Related Disorders; Dissociative Disorders	M1. <i>DSM-5</i> , pp. 291-327 M2. <i>Psychopathology</i> , Ch. 5, 15 M3. <i>Case Studies</i> , Ch. 11, 12	What's due? Posts 3 due	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g

	7/10			What's due? Quiz 4 due Case Study 3 due Posts 4 due	
L8	7/14	Somatic Symptom and Related Disorders; Dissociative Disorders Feeding and Eating Disorders	M1. <i>DSM-5</i> , pp. 329-360 M2. <i>Psychopathology</i> , Ch. 16, 22 M3. <i>Case Studies</i> , Ch. 13	What's open? Quiz 5 open Case Study 4 open Posts 5 open Exam 1 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L9	7/16	Feeding and Eating Disorders	M3. <i>Case Studies</i> , Ch. 14	What's due? Posts 5 due What's open? Quiz 6 open Case Study 5 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L10	7/17	Paraphilic Disorders; Gender Dysphoria	M1. <i>DSM-5</i> , pp. 423-459, 685-705 M2. <i>Psychopathology</i> , Ch. 14, 23 M3. <i>Case Studies</i> , Ch. 22	What's due? Quiz 5 due Case Study 4 due	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L11	7/21	Paraphilic Disorders; Sexual Dysfunctions; Gender Dysphoria Schizophrenia Spectrum and Other Psychotic Disorders	M1. <i>DSM-5</i> , pp. 87-122 M2. <i>Psychopathology</i> , Ch. 12	What's due? Quiz 6 due Case Study 5 due Exam 1 due What's open? Quiz 7 open Case Study 6 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L12	7/23	Schizophrenia Spectrum and Other Psychotic Disorders	M3. <i>Case Studies</i> , Ch. 3	What's open? Quiz 8 open Case Study 7 open Exam 2 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
	7/24			What's due? Quiz 7 due Case Study 6 due	
L13	7/28	Personality Disorders	M1. <i>DSM-5</i> , pp. 87-122 M2. <i>Psychopathology</i> , Ch. 13 M6. <i>Johnson & Watson</i>	What's due? Quiz 8 due Case Study 7 due What's open? Quiz 9 open Case Study 8 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L14	7/30	Personality Disorders	M1. <i>DSM-5</i> , pp. 667-684 M3. <i>Case Studies</i> , Ch. 20	What's due? Exam 2 due	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g

L15	7/31	Personality Disorders	M3. <i>Case Studies</i> , Ch. 21, 22, 23	What's due? Quiz 9 due <i>Case Study 8 due</i> What's open? Quiz 10 open <i>Case Study 9 open</i>	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L16	8/4	Childhood and Adolescent Disorders; ADHD; Disruptive Behavior Disorders	M1. <i>DSM-5</i> , pp. 50-66, 461-480, M2. <i>Psychopathology</i> , Ch. 19, 20 M3. <i>Case Studies</i> , Ch. 1, 2	What's due? <i>Quiz 10 due</i> <i>Case Study 9 due</i>	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L17	8/6	Childhood and Adolescent Disorders; ADHD; Disruptive Behavior Disorders Substance-Related and Addictive Disorders	M1. <i>DSM-5</i> , pp. 481-589 M2. <i>Psychopathology</i> , Ch. 14 M3. <i>Case Studies</i> , Ch. 4, 18	What's open? Quiz 11 open <i>Case Study 10 open</i> Posts 6 open	5.C.1.d 5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L18	8/11	Substance-Related and Addictive Disorders	M3. <i>Case Studies</i> , Ch. 19	What's due? <i>Quiz 11 due</i> <i>Case Study 10 due</i> <i>Posts 6 due</i> What's open? Quiz 12 open <i>Case Study 11 open</i> Posts 7 open	5.C.1.d 5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
L19	8/13	Psychopharmacology for Counselors	M7. <i>Preston</i> M8. <i>Emlet</i>	What's due? <i>Posts 7 due</i>	5.C.2.g 5.C.2.h
L20	8/14	Psychopharmacology for Counselors		What's due? <i>Quiz 12 due</i> <i>Case Study 11 due</i> What's open? Exam 3 open	5.C.2.g 5.C.2.h
	8/21			What's due? <i>Exam 3 due</i>	

Policies and Important Information

All written work must conform to American Psychological Association (APA) style. Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, organization of all written work, and adherence to APA style.

Disability Accommodation Policy. If you require a special adaptation or accommodation to participate fully in this course, please contact the instructor as soon as possible to discuss your request. You must provide a letter from the Dean of Students that verifies your disabled status. Last minute special requests will be subject to the same late assignment policy as other students.

Access to Research Database. RTS provides MAC students with access to the Ebscohost Psychology & Behavioral Science Collection of full text journal articles. You can access this collection from computers in the library, or from your home computer by following the link below and logging in with a username and password to be provided in class.

<http://search.ebscohost.com/>

Submission of work. All assignments are to be completed on the Canvas course webpage.

Late work. All assignments are due as scheduled regardless of attendance, unless prior arrangements are made with the instructor. Assignments turned in late will be deducted 1/3 letter grade for each late day.

Return of work. All work will be graded on Canvas.

Grading Scale:

A (97-100)	B- (86-87)	D+ (75-77)
A- (94-96)	C+ (83-85)	D (72-74)
B+ (91-93)	C (80-82)	D- (70-71)
B (88-90)	C- (78-79)	F (Below 70)

Attendance Policy. Regular attendance is expected and required. Excessive absences (more than 2 class meetings) will result in the loss of points equal to one letter grade per absence. If serious illness or an emergency prevents a student from attending any class, please notify the instructor before the class begins. It is the responsibility of the student to obtain any materials made available in Canvas or presented during the missed class from a classmate.

Class Participation. Students are expected to participate in all components of the class. Each student is expected to read all of the assigned materials in advance for each class and engage in class discussion. Contributions should reflect knowledge of the reading assignments or other sources.

Student Learning Outcome Table

The table below shows how the objectives of this course will be met, and how they relate to CACREP Standards. Details about specific course objectives, assignments, and evaluation methods can be found in later sections of this syllabus.

CACREP Standard(s)	Course Objective	Material	Lecture	Assignment / Evaluation
5.C.2.b	CO1. Treatment of Mental and Emotional Disorders - etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.	M1. (all noted pages) M2. (Chs. 1, 3-7, 9, 10, 12-17, 19-21, 23-24) M3. (Chs. 1-14, 16, 17, 19-23)	L1-13	A1. Weekly quizzes A2. Weekly case studies A3. Online posts A4. Exams
5.C.1.d	CO1. The neurobiological and medical foundation	M1. (pp. 481-589) M2. (Ch. 14)	L12	A1. Weekly quiz

	and etiology of addiction and co-occurring disorders	M3. (Chs. 4, 19) M5. (all)		A2. Weekly case study A3. Online posts A4. Final exam
5.C.2.d	CO2. Diagnostic Procedures - diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).	M1. (all noted pages) M2. (Chs. 1, 3-7, 9, 10, 12-17, 19-21, 23-24) M3. (Chs. 1-14, 16, 17, 19-23) M6. (all)	L1-13	A1. Weekly quizzes A2. Weekly case studies A3. Online posts A4. Exams
5.C.2.e	CO2. Students will also consider the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders	M1. (pp. 481-589) M2. (Ch. 14) M3. (Chs. 4, 19)	L12	A1. Weekly quiz A2. Weekly case study A4. Final exam
5.C.2.h	CO3. Psychopharmacology Considerations – overview of classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	M7. (all)	L13	A1. Weekly quiz
5.C.2.g	CO4. Neurological Impact - impact of biological and neurological mechanisms on mental health (5.C.2.g)	M1. (all note pages) M2. (Chs. 1, 3-7, 9, 10, 12-17, 19-21, 23-24) M3. (Chs. 1-14, 16, 17, 19-23) M5. (all)	L1-13	A1. Weekly quizzes A2. Weekly case studies A4. Exams

Course Objectives Related to MAC* Student Learning Outcomes

Course: PSY5150 Psychopathology

Professor: Scott Coupland, PhD

Campus: Orlando/Jackson

Date: Summer 2020

MAC* Student Learning Outcomes		Rubric	Mini-Justification
<i>In order to measure the success of the MAC curriculum, RTS has defined the following as the intended outcomes of the student learning process. Each course contributes to these overall outcomes. This rubric shows the contribution of this course to the MAC outcomes.</i>		<ul style="list-style-type: none"> • Strong • Moderate • Minimal • None 	
Professional Counseling Orientation & Ethical Practice	Understands and applies the basic knowledge needed to be an effective counselor including: the history and philosophy of counseling, ethical standards of practice, personal career development, advocacy for clients, consultation & collaboration, and a Reformed, biblical and theological framework for counseling.	Strong	Provides important knowledge needed to be an effective counselor. Proper diagnosis of client disorders is foundational to ethical practice.
Social & Cultural Diversity	Understands and demonstrates how living in a cultural/global society affects clients who are seeking counseling and clinical mental health services, as well as the effects of sin such as racism, discrimination, sexism, and oppression on one's own life and career and those of the client.	Minimal	Cultural aspects to various disorders, as well as possible over diagnosis for minority populations is covered.
Human Growth & Development	Understands and applies knowledge of various theories of individual and family development, and factors affecting human development. To include biological, neurological, physiological, systemic, and environmental factors, addiction, and effects of crisis, disasters, and traumas.	Minimal	Disorders specific to minors are covered.
Career Development	Understands and applies theories and models of career development, counseling, and decision making.	None	None
Counseling & Helping Relationships	Understands and applies theories and models of counseling, strategies for understanding and practicing consultation, and developing relevant counseling treatment and intervention plans.	Moderate	Proper diagnosis is foundational to competent treatment and intervention planning.
Group Counseling & Group Work	Understands and applies theories and models of group counseling and group work, dynamics of the group process and development, and therapeutic factors that contribute to group effectiveness.	None	None
Assessment & Testing	Understands and applies clinical knowledge effectively, including various models and approaches to clinical evaluation and their appropriate uses. To include diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments, and is sensitive to the complications of diagnosis and interpretation of formal and informal evaluation.	Minimal	Assessments for common disorders are discussed.
Research & Program Evaluation	Demonstrates the ability to critically evaluate research through a biblical worldview and integrate it into counseling practice. Understands the process of program evaluation and its integration into the practice of counseling and clinical mental health counseling.	None	None
Clinical Mental Health Counseling	Demonstrates the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.	Strong	Knowledge of disorders and skill in proper diagnosis foundational to clinical mental health counseling.

Integration (Biblical/Theological)	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Minimal	Implications of suffering and mental disorders on faith is discussed.
Sanctification	Demonstrates a love for the triune God.	Minimal	The necessity of a grounded faith when working with people suffering mental disorders is discussed.