

**PSY5150 Psychopathology**  
**Reformed Theological Seminary**  
Fall Semester, 2022  
3 Credit Hours

**Instructor**

Scott Coupland, Ph.D.  
**Contact Information**  
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**Class meeting time**  
Thursdays: 9:00am – 12:00pm  
**Office Hours**  
By appointment

**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 the traditional classroom format.

**Assignments (Student Performance Evaluation Criteria)**

**A1.** Weekly Quizzes. 20% of grade

There will be a weekly quiz given beginning on August 25 and ending November 17. The quizzes will be based on the required reading for the lecture topic being covered in class that day, and the material covered in the class that day. The quizzes will consist of 10 multiple choice questions. The quizzes will be available to take on Canvas at 12:00pm after each class. Quizzes must be completed by 11:59pm the following Wednesday after they have been opened. There is no make up 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. Weekly Case Studies. 20% of grade**

There will be a weekly case study given beginning on September 8 and ending November 17. The case studies will be based on the DSM-5 diagnoses and issues discussed in class that day and will consist of one or more case histories and associated multiple choice questions. The case studies will be available to take on Canvas at 12:00pm after each class. Students will be assigned to groups of three to complete this assignment. One person from each group will be responsible for uploading the group consensus-reached answers to the assignment page on Canvas. Case studies must be completed by 11:59pm the following Wednesday. There is no make up for missed case studies.

**A3. Exams. 60% of grade**

There will be two (2) take home mid-term exams and a take home final. Each exam will cover the assigned readings and class lectures and will be cumulative. You are free to use your lecture notes, the DSM-5, and any other written or online resources you deem helpful. However, this is an **individual** project—you may not consult with any other person. 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. Midterm exams 1 and 2 must be completed by 11:59pm the following Wednesday after they have been opened. The final exam is due December 14 by 11:59pm.

**A4. Course Evaluation**

Course evaluations are crucial for assessing and improving the MAC program. Therefore, each MAC course includes an assignment to complete an anonymous online course evaluation. You will verify whether you have completed the evaluation through a quiz in Canvas. This will not count toward your grade, but it is necessary for successful completion of the course.

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

- M1. American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders, fifth edition, text revision (DSM-5-TR)*. Washington, D.C.: American Psychiatric. ISBN: 978-0890425756; (hardback); ISBN: 978-0890425763 (paperback); ISBN 978-0-89042-577-0 (eBook)
- M2. Maddux, J. E., & Winstead. B. A. (2020). *Psychopathology: Foundations for a contemporary understanding (5<sup>th</sup> ed.)*. NY: Routledge. ISBN-13: 9780367085803
- M3. Oltmanns, T. F., & Martin, M. T. (2019). *Case studies in abnormal psychology (11<sup>th</sup> 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://psydx.com/wp-content/uploads/2019/04/Quick-Reference-Guide-April-2019.pdf>. Available on Canvas.

M8. Emlet, 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 Due	CACREP 2016 Standards
L1	8/25	Introduction to the DSM-5; Diagnosis	M1. <i>DSM-5-TR</i> pp. M2. <i>Psychopathology</i> Ch. 1, 6, 7 M4. <i>Keller</i> Ch. 12	Quiz 1 open	5.C.2.b 5.C.2.d
	8/31	Mood Disorders		Quiz 1 due	
L2	9/1	Mood Disorders	M1. <i>DSM-5-TR</i> pp. M2. <i>Psychopathology</i> Ch. 2, 11 M3. <i>Case Studies</i> Ch. 5, 6	Quiz 2 open Case Study 1 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
	9/7			Quiz 2 due Case Study 1 due	
L3	9/8	Anxiety Disorders	M1. <i>DSM-5-TR</i> pp. M2. <i>Psychopathology</i> Ch. 3, 9 M3. <i>Case Studies</i> Ch. 7 M5. <i>Ressler</i>	Quiz 3 open Case Study 2 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
	9/14			Quiz 3 due Case Study 2 due	
L4	9/15	Obsessive-Compulsive and Related Disorders; Trauma- and Stress-related Disorders; Z-codes	M1. <i>DSM-5-TR</i> pp. M2. <i>Psychopathology</i> Ch. 4, 10 M3. <i>Case Studies</i> Ch. 8, 9, 10	Quiz 4 open Case Study 3 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
	9/21			Quiz 4 due Case Study 3 due	

L5	9/22	Somatic Symptom and Related Disorders; Dissociative Disorders	M1. <i>DSM-5-TR</i> pp. M2. <i>Psychopathology</i> Ch. 5, 15, 16 M3. <i>Case Studies</i> Ch. 11, 12	Quiz 5 open Case Study 4 open Midterm Exam 1 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
	9/28			Quiz 5 due Case Study 4 due Midterm Exam 1 due	
L6	9/29	Feeding and Eating Disorders	M1. <i>DSM-5-TR</i> pp. M2. <i>Psychopathology</i> Ch. 22 M3. <i>Case Studies</i> Ch. 13, 14	Quiz 6 open Case Study 5 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
	10/5			Quiz 6 due Case Study 5 due	
L7	10/6	Paraphilic Disorders; Sexual Dysfunctions; Gender Dysphoria	M1. <i>DSM-5-TR</i> pp. M2. <i>Psychopathology</i> Ch. 14, 23 M3. <i>Case Studies</i> Ch. 16, 17, 22	Quiz 7 open Case Study 6 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
	10/13	No class-Reading week			
	10/19			Quiz 7 due Case Study 6 due	
L8	10/20	Schizophrenia Spectrum and Other Psychotic Disorders	M1. <i>DSM-5-TR</i> pp. M2. <i>Psychopathology</i> Ch. 12 M3. <i>Case Studies</i> Ch. 3	Quiz 8 open Case Study 7 open Midterm Exam 2 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
	10/26			Quiz 8 due Case Study 7 due Midterm Exam 2 due	
L9	10/27	Personality Disorders	M1. <i>DSM-5-TR</i> pp. M2. <i>Psychopathology</i> Ch. 13 M3. <i>Case Studies</i> Ch. 20, 23	Quiz 9 open Case Study 8 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
	11/2			Quiz 9 due Case Study 8 due	

L10	11/3	Personality Disorders	M1. <i>DSM-5-TR</i> pp. M3. <i>Case Studies</i> Ch. 21 M6. <i>Johnson &amp; Watson</i>	Quiz 10 open Case Study 9 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
	11/9			Quiz 10 due Case Study 9 due	
L11	11/10	Childhood and Adolescent Disorders; ADHD; Disruptive Behavior Disorders	M1. <i>DSM-5-TR</i> pp. M2. <i>Psychopathology</i> Ch. 19, 20, 24 M3. <i>Case Studies</i> Ch. 1, 2	Quiz 11 open Case Study 10 open	5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
	11/16			Quiz 11 due Case Study 10 due	
L12	11/17	Substance-Related and Addictive Disorders	M1. <i>DSM-5-TR</i> pp. M2. <i>Psychopathology</i> Ch. 17 M3. <i>Case Studies</i> Ch. 4, 18, 19	Quiz 12 open Case Study 11 open	5.C.1.d 5.C.2.b 5.C.2.d 5.C.2.e 5.C.2.g
	12/24	No class-Thanksgiving			
	11/30			Quiz 12 due Case Study 11 due	
L13	12/1	Psychopharmacology for Counselors	M7. <i>Preston</i> M8. <i>Emlet</i>	Final Exam open	5.C.2.g 5.C.2.h
	12/14			Final Exam due Course Evaluation due	

## Policies and Important Information

**Written Work Format.** All written work must conform to current American Psychological Association (APA) style unless otherwise specified. If a student does not have a copy of the APA manual, one should be purchased, or students may use one of the many APA style websites available online, for example: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html). Assessment will include how well students represent their thoughts on paper, craftsmanship in writing, and organization of all written work.

**Disability Accommodation Policy.** If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor prior to the start of this course. You must provide a letter from the Dean of Students that verifies your disabled status. The instructor and student will discuss the available accommodations for the course. If the student with a disability does not

disclose that s/he has a disability, then the student is agreeing to take full responsibility for any related consequences that may occur.

**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 should be submitted 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 returned to students via Canvas. Additionally, if students would like additional feedback, they may set up time before or after class to meet with the professor.

**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 1 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 handed out 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 the assigned materials in advance for each class and have prepared written comments and questions for 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 by readings, lectures and assignments used. Details about specific course objectives, assignments, and evaluation methods can be found in previous sections of this syllabus.

<b>CACREP Standard(s)</b>	<b>Course Objective</b>	<b>Material</b>	<b>Lecture</b>	<b>Assignment / Evaluation</b>
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. Exams
5.C.1.d	CO1. The neurobiological and medical foundation and etiology of addiction and co-occurring disorders	M1. (pp. 481-589) M2. (Ch. 14) M3. (Chs. 4, 19) M5. (all)	L12	A1. Weekly quiz A2. Weekly case study A3. 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. 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 A3. Final exam
5.C.2.h	CO3. Psychopharmacology Considerations – overview of classifications, indications, and	M7. (all)	L13	A1. Weekly quiz

	contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation			
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 A3. Exams



### Course Objectives Related to MAC\* Student Learning Outcomes

Course: PSY5150 Psychopathology

Professor: Scott Coupland, PhD

Campus: Orlando

Date: Fall 2022

<b>MAC* Student Learning Outcomes</b>		<b>Rubric</b>	<b>Mini-Justification</b>
<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"> <li>• Strong</li> <li>• Moderate</li> <li>• Minimal</li> <li>• None</li> </ul>	
<b>Professional Counseling Orientation &amp; Ethical Practice</b>	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.
<b>Social &amp; Cultural Diversity</b>	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.
<b>Human Growth &amp; Development</b>	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.
<b>Career Development</b>	Understands and applies theories and models of career development, counseling, and decision making.	None	None

<b>Counseling &amp; Helping Relationships</b>	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.
<b>Group Counseling &amp; Group Work</b>	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
<b>Assessment &amp; Testing</b>	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.
<b>Research &amp; Program Evaluation</b>	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
<b>Clinical Mental Health Counseling</b>	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.
<b>Integration (Biblical/Theological)</b>	Knowledge of and integration of Reformed, biblical and theological concepts with counseling practices.	Minimal	Implications of suffering and mental disorders on faith is discussed.
<b>Sanctification</b>	Demonstrates a love for the triune God.	Minimal	The necessity of a grounded faith when working with people suffering mental disorders is discussed.