



NEW ORLEANS
BAPTIST THEOLOGICAL SEMINARY

Mental Disorders and Treatment PSYC6301

Church & Community Ministries Division

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

Purpose of the Course

This course enables students to acquire a working knowledge of the DSMIV classification system, the diagnostic categories, and the primary treatment options for the major mental disorders. It also fulfills a licensure educational requirement in many states.

Core Value Focus

This year's core value focus is Mission Focus. With an emphasis on the core value of Missions Focus, students will be challenged to see how both personally and in the corporate life of the church body, they can have a part in changing the world through participating in the helping effort.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. *Effective servant leadership: Learning to distinguish between mental and emotional health issues and spiritual issues provides an opportunity for the counselor to serve the church.*
2. *Interpersonal relationships: Interpersonal relationships are an integral component of mental health, and it is important for Christian counselors to function with a strong awareness of the mental health component of interpersonal relationships.*
3. *Disciple making: Christian counselors are empowered to engage in disciple making by being aware of the difference between spiritual problems and mental health problems.*
4. *Spiritual and character formation: Because the human body (brain) impacts character formation, and the transformation process of God's work in each individual's life, this*

course can play an important part in helping individuals who struggle with mental health issues.

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 Learning Outcomes

The student involved in this course should be able to accomplish the following: Make sure to include all three domains of learning.

1. Examine the nomenclature, concepts, codes, and definitions intrinsic to the study of abnormal psychology.
2. Acquire a working knowledge of the 16 major diagnostic classifications and one additional “Other Conditions. . .” section of the DSM-5.
3. Learn the primary diagnostic criteria for the major mental disorders.
4. Acquire a general knowledge of the primary treatment options for the major mental disorders.
5. 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.

Required Texts

The following texts and resources are required reading for class discussions and are to be read in their entirety unless otherwise specified.

American Psychiatric Association. (2013) *Diagnostic and Statistical Manual of Mental Disorders*. 5th edition (DSM-5). Washington, K.D.: A.P.A. (ISBN: 978-0890425558)

Nevid, Jeffery S., Spencer A. Rathus & Beverly Greene. (2013) *Abnormal Psychology in a Changing World, 9/e*. New Jersey: Prentice-Hall. (ISBN: 978-0205773404)

Optional Text

Paris, Joel. (2013) *The Intelligent Clinician's Guide to the DSM-5*. Oxford University Press, USA. (ISBN: 978-0199738175)

Preston, John, Mary Talaga, and John O’Neal. (2008) *Handbook of Clinical Psychopharmacology for Therapists*, 5th edition. Oakland: New Harbinger Press, Inc. (ISBN: 978-1572245358)

Teaching Methodology

A variety of teaching methods will be used in this course including: lecture, videotape vignettes of various psychological disorders, PowerPoint presentations, and class discussions.

Evaluation Criteria

Reading Quizzes (6 given, 1 every other Tuesday)	35%
Mid-term Examination (Tuesday, Oct. 12)	30%
Final Examination	<u>35%</u>
(Class participation is expected)	100%

This course is graded according to seminary policy. **Students are required to pass this course with a grade of B or higher in order to begin their practicum.**

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

Course Agenda and Reading Schedule

Reading assignment indicated by * and by +

*indicates DSM-5

+indicates *Abnormal Psychology in a Changing World, 8/e.*

Important Note: Each reading assignment is to be completed prior to the Tuesday quizzes. Six sectional quizzes will be given on each Tuesday of weeks 2, 4, 6, 8, 13, & 15. However, at least one quiz grade will be dropped (the lowest) before the student's final average is computed.

Bring your DSM-5 to class each day.

Weeks 1 & 2:

Quiz – Sept 1

*xiii through 25, 817-831

+Chapters 1, 2, 3

Introduction, Methods of Research

Contemporary Perspectives and Treatment,

DSM-5 Classification and Assessment

Week 3 & 4:

Quiz – Sept 15

* pages 31-86, 733-748

+Chapter 13

Neurodevelopmental Disorders,

Abnormal Behavior in Childhood

and Adolescence.

Week 5 & 6:

Quiz – Sept 29

*pages 87-122

+Chapter 11

Schizophrenia Spectrum Disorders

Week 7 & 8:

Quiz – Oct. 13

*pages 123-188

+Chapter 7

Mood Disorders

Week 9:

Oct 20

Fall Break

Week 10:
Oct 27
Mid-Term Exam (online)
Lecture on Chapters 4-5
Reading due next week

Week 11 & 12:
Quiz – Nov 10
*pages 189-290
+Chapters 4 and 5
Anxiety Disorders and
OCD and related disorders,
Stress Related Disorders

Week 13
Quiz --- Nov 17
*pages 291-328
+ Chapter 6
Dissociative Disorders,
Somatic Symptom and
Related disorders

Week 14
Nov 24
Thanksgiving Break

Week 15 & 16
Quiz- Dec 8
*pages 461-480, 645-684, 761-782
+Chapter 12
Personality Disorders,
Impulse Control Disorders

FINAL EXAM Dec 15, 9-11 am

*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.***

For Technical Assistance Contact the ITC

- Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
- BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
- ITCSupport@nobts.edu - Email for general technical questions/support requests.
- [504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests.
- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Selected Bibliography

- American Psychiatric Association. (2000) *Diagnostic and Statistical Manual of Mental Disorders*. 4th edition - Text Revision (DSM-V). Washington, K.D.: A.P.A. (ISBN: 0890420254)
- 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. (2008) *Handbook of Clinical Psychopharmacology for Therapists*, 5th edition. Oakland: New Harbinger Press, Inc. (ISBN: 1572245352)
- 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.

THE DEPARTMENT OF PSYCHOLOGY AND COUNSELING
has adopted the following policies for use in all psychology and counseling
classes.

PAPERS OR ASSIGNMENTS

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.

Assignments will be turned in at the beginning of the class 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 class period.

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.

All counseling students will write papers in accordance to standards set in the APA Publication Manual.

Quizzes

Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.

Exams

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.

Study guide

Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.

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.

Class Participation

Working on assignments for other classes or playing games on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.

* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.