

Mental Disorders and Treatment, PSYC6301
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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.

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 the 2014-2015 academic year is *Spiritual Vitality*. We are a worshipping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word. Our confessional commitments are outlined in the Articles of Religious Belief and the Baptist Faith and Message 2000. Throughout this course students will be encouraged to consider how the core value of “Spiritual Vitality” impacts their development as a Christian counselor called to operate in the local church. 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)

- I. Examine the nomenclature, concepts, codes, and definitions intrinsic to the study of abnormal psychology.
- II. Acquire a working knowledge of the 16 major diagnostic classifications and one additional “Other Conditions. . .” section of the DSM-5.
- III. Learn the primary diagnostic criteria for the major mental disorders.
- IV. Acquire a general knowledge of the primary treatment options for the major mental disorders.
- V. 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: lecture, videotape vignettes of various psychological disorders, PowerPoint presentations, and class discussions.

Required Textbooks

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)

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

Optional Text

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)

Course Requirements

Reading Quizzes (6 given, every other Thursday)	35%
Mid-term Examination (Tuesday, Oct. 9)	30%
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.

Course Agenda and Reading Schedule

Reading assignment indicated by * and by +

*indicates DSM-5

+indicates *Abnormal Psychology in a Changing World, 9/e.*

Important Note: Each reading assignment is to be completed prior to the Thursday quizzes. Six sectional quizzes will be given on each Thursday 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 – Jan. 29

*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 – Feb. 12

* pages 31-86, 733-748

+Chapter 13

Neurodevelopmental Disorders,

Abnormal Behavior in Childhood

and Adolescence.

Week 5 & 7:

Quiz – Mar. 5

*Dr. Nave out for ICC Conference
on 26th

*pages 87-122

+Chapter 11

Schizophrenia Spectrum Disorders

Week 8 & 9:

Mid-Term – Mar. 19

*pages 123-290

+Chapter 7, 4 and 5

Mood Disorders

Anxiety Disorders and

OCD and related disorders,

Stress Related Disorders

Week 10

Mar. 23-27

SPRING BREAK

Week 11 & 12:
Quiz – Apr. 9

*pages 291-328
+ Chapter 6
Dissociative Disorders,
Somatic Symptom and
Related disorders

Week 13 & 14
Quiz-Apr. 23

*pages 461-480, 645-684, 761-782
+Chapter 12
Personality Disorders,
Impulse Control Disorders

Week 15 & 16
Quiz-May 7

Catch-up/Review

FINAL EXAM -

See Final Exam Schedule in Graduate Catalog

*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.***

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

Papers or Assignments	<p>All <u>assignments</u> are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. <u>Assignments</u> 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.</p> <p><u>Late assignments</u> will result in a deduction of eight points per class period.</p> <p><u>Assignments</u> 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><u>All counseling students</u> will write papers in accordance to standards set in the APA Publication Manual.</p>
Quizzes	<p>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.</p>
Exams	<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>
Study Guide	<p>Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.</p>
Plagiarism	<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>All sources must be cited.</i></p> <p>The Psychology and Counseling department adheres to the seminary's policy on plagiarism found in both the student handbook and graduate catalog. All infractions will be handled according to procedures outlined in the seminary's policy on plagiarism.</p>
Class Participation	<p>Working on assignments for other classes, playing games or using social media 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.</p>

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

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.

Bibliography

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- Ginsburg, Herbert P. and Opper, Sylvia. *Piaget's Theory of Intellectual Development*. 3rd ed. Englewood Cliffs, NJ: Prentice Hall, 1988.
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- James, William. *The Varieties of Religious Experiences*. New York: The Modern Library, 1962.
- Jung, Carl G. *Memories, Dreams, Reflections*. N.Y.: Vintage Books, 1965.
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- Millon, Theodore. *Toward a New Personology*. N.Y.: Wiley & Sons, 1990.
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