



COUN6301 Psychopathology: Diagnosis & Treatment
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Spring 2020

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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.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is **Spiritual Vitality**.

Curriculum Competencies

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are interpersonal skills and servant leadership.

Course Description

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. (2.F.1.a, 2.F.3.c, 2.F.3.e-g, 2.F.8.a)	<i>Instruction</i> Class lecture, video and discussion <i>Readings</i> DSM-5 and Primary Text	<i>Course Assignments</i> Midterm Exam Final Exam
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
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
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>Course Assignments</i> Midterm Exam Final Exam

Course Requirements and Evaluation of Grades

Assignment/Requirements & Description	Percentage	Due Date
Reading Quizzes Students will be given 6 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</i>	35%	Every other Tuesday (see course schedule for

<i>assignments. This is a fast-paced and academically demanding course. Students are strongly encouraged to stay current with the reading assignments.</i>		specific dates)
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%	Anytime before March 31
Final Examination	35%	Per Catalog

Course Teaching Methodology

The course will involve the following methodologies:

Lecture: this course is content rich and provides the foundational knowledge for interfacing with the mental health treatment community.

Video: Real examples of individuals with diagnoses and symptoms presented in class help students understand what mental disorders “look like.”

Discussion: Students will participate in discussions designed to enrich understanding and conceptualization of difficult content.

Textbooks

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. (2017) *Abnormal Psychology in a Changing World, 10/e*. New Jersey: Prentice-Hall. (ISBN: 978-0134484921)

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. (2017) *Handbook of Clinical Psychopharmacology for Therapists*, 8th edition. Oakland: New Harbinger Press, Inc. (ISBN: 978-1626259256)

Evaluation of Grade

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 clinical practicum.*

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.

Reading Assignments

Students are responsible for completing all reading assignments.

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 4 points plus 4 additional points for each subsequent 48 hours until turned in.

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. The student may also email the course grader with questions regarding grading.

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.

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.

Extra Credit

The policy for extra credit in this course will be discussed in class when necessary.

Help for Writing Papers at "The Write Stuff"

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

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.

Course Schedule

The class meets 12:30-3:20 on Tuesdays.

Weekly Agenda and Reading Schedule

*indicates *DSM-5* reading

+indicates *Abnormal Psychology in a Changing World, 10/e* reading

Important Note: Each reading assignment is to be completed prior to the Tuesday quizzes. Seven quizzes will be given on selected Tuesdays. The lowest quiz grade will be dropped before the student's final average is computed.

Bring your DSM-5 to class each day.

DATES	QUIZZES/EXAMS	ASSIGNMENTS/READINGS
Jan 21	Quiz on Ch. 1,2,3	*xiii through 25, 817-831
Jan 28		+Chapters 1, 2, 3

		Introduction, Methods of Research Contemporary Perspectives and Treatment, Nature vs. Nurture DSM-5 Classification and Assessment (Individuals, Couples, and Families)
Feb 4	Quiz Feb 11 on Ch. 13	* pages 31-86, 733-748 +Chapter 13 Neurodevelopmental Disorders, Abnormal Behavior in Childhood, and Adolescence
Feb 11		
Feb 18		*pages 87-122 +Chapter 11 Schizophrenia Spectrum Disorders
Feb 25	MARDI GRAS	MARDI GRAS-NO CLASS MEETING
March 3	Quiz on Ch. 11	
March 10		*pages 123-188 +Chapter 7 Mood Disorders
March 17	SPRING BREAK	SPRING BREAK--NO CLASS MEETING
March 24	Quiz on Ch. 7	
	Mid-Term Exam	Midterm may be taken on Blackboard on your own any time before March 31
March 31	Quiz April 7 on Ch. 4 & 5	*pages 189-290 +Chapters 4 and 5 Anxiety Disorders, OCD, and related disorders Stress Related Disorders
April 7		
April 14	Quiz April 21 on Ch. 6	*pages 291-328 + Chapter 6 Dissociative Disorders, Somatic Symptom and Related disorders
April 21		
April 28	Quiz on Ch. 12	*pages 461-480, 645-684, 761-782 +Chapter 12 Personality Disorders Impulse Control Disorders
May 5th		Review for Final Exam
FINAL EXAM	Final Exam	Final Exam will be taken on Blackboard on your own any time before May 8th

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. (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.