



Psychopathology-PSYC9406

Church and 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 and its ministries.

Purpose of Course

The purpose of this course is to provide students with a comprehensive overview of the most current information available on diagnostic assessment and treatment planning for disorders listed in the *Diagnostic and Statistical Manual of Mental Disorders, 5th edition*. Students will explore complementary sources and conduct original research to enhance conceptualization of the most common mental disorders.

Our Core Values

This course supports the five core values of the seminary.

Doctrinal Integrity: Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the "Articles of Religious Belief" and the "Baptist Faith and Message 2000."

Spiritual Vitality: We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

Mission Focus: We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence: What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership: We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The Core Value Focus for this academic year is *Mission Focus*.

Curriculum Competencies Addressed

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 seven areas:

Biblical Exposition: To interpret and communicate the Bible accurately.

Christian Theological Heritage: To understand and interpret Christian theological heritage and Baptist polity for the church.

Disciple Making: To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

Interpersonal Skills: To perform pastoral care effectively, with skills in communication and conflict management.

Servant Leadership: To serve churches effectively through team ministry.

Spiritual and Character Formation: To provide moral leadership by modeling and mentoring Christian character and devotion.

Worship Leadership: To facilitate worship effectively.

The curriculum competencies addressed in this course are: *Biblical Exposition*, *Interpersonal Skills* and *Servant Leadership*.

Course Catalog Description

PSYC9406 Psychopathology: Etiology, Diagnosis, and Treatments (4 hours) Faculty

This seminar is designed as a comprehensive overview of mental disorders and treatments. Students will gain substantial 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, differential diagnosis, clinical course, and

psychobiology and psychopharmacology are also examined. Learning is enhanced by clinical observation, case presentations, treatment planning, and videos. Students must show significant evidence of diagnostic skill and knowledge of treatment protocols.

Student Learning Outcomes

The student will:

1. Thoroughly examine and acquire a working knowledge in using the DSM-5.
2. Gain an understanding of the complexities of diagnosing mental disorders.
3. Know the characteristics of the major mental disorders including the personality disorders.
4. Gain an appreciation and understanding of psychopharmacology and know the common medications for each major DSM 5 classification of disorders.
5. Examine the current knowledge of effective psychotherapy treatments.
6. Acquire knowledge in selecting effective treatments for the various mental disorders.
7. Complete an empirical research project involving data collecting, analysis of those data, and a written research proposal (APA Style).
8. Recognize and implement an ethically sensitive approach to reaching out to the world in working with individuals suffering from mental disorders.

Textbooks

Books we will read and discuss:

Powers, Scott K., Stephen L. Dodd and [Erica M. Jackson](#). *Total Fitness and Wellness*, 6th ed. (January 2008)

Siegel, Daniel J. *The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are*. (2nd edition) Guilford Press. (2012).

Schwartz, J.M. *Brain Lock: Free Yourself from Obsessive Compulsive Behavior*, 1997

Carnes, P. *In the Shadows of the Net*, 2nd edition. (2007)

Additional text required for DID must be approved by Dr. Nave.

Books you will use for preparing information for each disorder and for preparing treatment plans.

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

American Psychiatric Association. *Practice Guidelines for the Treatment of Psychiatric Disorders Compendium 2006*. Washington: American Psychiatric Press, 2006.

Kilgus, Mark, Jerrold Maxmen and Nicholas Ward. *Essential Psychopathology and Its Treatment*, 4th edition. W.W. Norton, 2015

Preston, John, John O'Neal and Mary Talaga. *Handbook of Clinical Psychopharmacology for Therapists*. 7th ed. New Harbinger Publishers, 2013

Sperry, Len. (2015). *Cognitive Behavior Therapy for DSM-5 Personality Disorders* Routledge.

Additional Resources

Each student may view the complete video series, *The World of Abnormal Psychology*. Students may view these tapes in the library. They are in the reserve section. A video tape is available on each of the major mental disorders.

Course Requirements

Students will be graded on class preparation and active participation in seminar discussions. According to the Ph.D. manual, "Students enrolled in seminars are expected to attend every meeting of the seminar and to be prepared for participation in the discussion." Unnecessary absences and lack of preparation will severely impact the final grade.

Each student will be prepared for each seminar meeting to discuss, without the use of notes, the following information on the assigned disorder(s) of the day:

- Diagnostic Criteria
- Etiology – Psychobiological and/or Psychosocial/Familial
- Gender, Age and / or Cultural Features
- Course of the Disorder
- Range of presentation relative to severity
- Familial Pattern
- Differential Diagnoses
- Features in Diagnostic Interviewing
- Issues in Counseling Persons with the Diagnosis

Treatment Plans

Students are required to have an understanding of basic treatments for the assigned disorders of the day regardless of whether they turn in a treatment plan. Each student will submit **3 treatment plans (total for the semester)** to be typed and submitted at the due date. Outline format is preferred. Completed treatment plans should follow the guidelines listed below:

Components of the treatment plan should include:

- Specific diagnosis with any specifiers.
- Therapeutic concerns related to age, gender, culture, psychosocial and family issues.
- Differential diagnoses (how would you rule these out).
- Types of assessment – briefly describe.
- Type of therapy used and rationale.
- Measurable and specific goals (2 or 3) and interventions (2 or 3 per goal).

Any possible adjunct services needed.

Though not held to APA style, treatment plans should include proper citation of sources. Use internet sources sparingly and wisely (do not simply cut and paste).

Please sign up for three treatment plans (at least one for the first seminar meeting and the balance of the three for the second meeting) by e-mailing Dr. Nave with preference. In addition to bringing in a printed copy for Dr. Nave for the seminar meeting, please **e-mail your treatment plan to each of your classmates no later than the Wednesday preceding the seminar meeting in which it is due.**

Research Proposal:

Each student is required to complete an individual research project during the course of the semester. **Please select your topic and get approval from Dr. Nave by Feb 5th. A brief proposal** will be due no later than **Feb 26th.** (This will be 20% of your total grade) This proposal should include an **introduction, brief lit review** (one that would indicate you have looked at the breadth of material available, have begun the analysis process of that material, and began synthesizing it—about 4-5 pages of the total 7), **research question** and **hypothesis, methodology, and references.** (Total 5-7 pages). I will be using a Proposal Assessment Rubric for grading. This Rubric is available on Blackboard. **Students should make an appointment to discuss ideas with Dr. Nave** before proceeding very far in researching for the proposal. This appointment can be in person or via a telephone call, or via email. It is imperative that you have a narrow research question, and one that is possible to complete in one semester's length. **No late proposals will be accepted (unless you have a personal or family emergency).** You may use any specific type of Multiple Regression analysis or. Other forms of statistical analysis may be approved by Dr. Nave.

*Data Sets that could be used if you want to try a study using that methodology:

http://wps.ablongman.com/ab_george_windows_9/96/24611/6300453.cw/index.html

Especially the Divorce data, and Student X18 files (spirituality)

You also could consider using data sets from the USA Census, or you can choose to collect your own data.

Research Project and Paper:

For the actual writing of the project, students should use, as a guide, the structure outlined and discussed in the book: *Dissertations and Theses from Start to Finish* (Cone & Foster). Please follow carefully the guidelines discussed in the chapter on Reviewing the Literature. Your literature review must include information from all journals that have pertinent information, not just what is available full text on the internet. You will need to add the search for dissertations, made possible through our access to ProQuest. *You will have to work hard in the beginning of the semester to allow time to order any articles (through the library) that are not available in your area.* At any time students should feel free to set an appointment with Dr. Nave to ask questions, check on progress, etc. of the project.

Each student must **utilize a sample population of at least 30 individuals**. Any research design that entails the manipulation of an independent variable with human subjects will require the submission of a request for approval of the research by the seminary's IRB. If you utilize any type of measurement that is considered a psychological instrument, you may need clearance from a Psychologist. Permission to use any copyrighted instrument must be received from the owner, and must be submitted to Dr. Nave prior to beginning your research. Should any issues arise in the process of attaining permission for instrument use, the student should discuss this with Dr. Nave or consider other options. Research papers are to be submitted in a format that would allow for possible journal submission.

Students should carefully follow APA standards in completing the journal article. Remember, your results are only as good as your statistics. Students will be required to submit their data sets along with their paper. Great care should be taken in entering your data into SPSS and serious errors in entry could result in a failing grade for your work (below a B). Therefore, students are encouraged to consult with Dr. Nave before submitting their final work.

Outline to be used in Research Paper (Journal Article Format)

- Introduction
- Research Problem and Hypothesis
- Definitions of Terms
- Assumptions
- Significance of the Study: Rationale, Implications, and Applications
- Delineation of the Study
- Literature Review
- Methodology (share data)
- Results
- Discussion
- References

Course Assignment Evaluation Percentages

Discussion of Disorders	20%
Treatment Plans	20%
Research Proposal	20%
Research Project & Paper	40%

Course Policies

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. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Help for Writing Papers at "The Write Stuff"

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

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.

Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/studentservices/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

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.

Blackboard and ITC Technical Support

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- 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.
- www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Academic Policies

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Web-based Course Reminder/Warning

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, this web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive—to work at a responsible pace, to engage in student-led discussions, and to take ownership of the learning of course content. Note that your instructors are praying for your success.

Policy for Graduating Seniors

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Course Schedule

Feb 4-5 Seminar Meeting #1

General Requirements for Each Seminar Meeting

Before each seminar, read from DSM-5, Maxmen, Preston, *Practice Guidelines*, O'Neal, and Sperry the sections pertaining to the topics that will be covered in that seminar meeting.

Be prepared to discuss without the use of notes the following:

1. Diagnostic criteria (Disorders in **BOLD**)
2. Etiology – psychobiological and / or psychosocial / familial
3. Gender, age, and / or cultural features
4. Course of the disorder
5. Familial pattern
6. Differential pattern
7. Features in diagnostic interviewing
8. Suggested treatment plan / treatment protocol even if you do not complete a Treatment plan for the week, you must come prepared to discuss treatments for the disorders of the day.

For other disorders, be prepared to provide essential features and major characteristics.

*The reading of the primary textbooks is required; however, students should engage in additional reading and study pertaining to each topic area for each weekly seminar.

History and Structure of DSM-5

Know: The new spectrum classification system and how it differs from the old axial classification system.

Be able to identify: the 22 Diagnostic Criteria categories.

(You will be orally tested on all the above)

Specific Diagnostic Categories for Review (choose from specific disorders in **bold** type for treatment plans)

Neurodevelopmental Disorders

Intellectual Disabilities

Intellectual Disability (Intellectual Developmental Disorder)

Global Developmental Delay

Unspecified Intellectual Disability (Intellectual Developmental Disorder)

Communication Disorders

Language Disorder

Speech Sound Disorder (previously Phonological Disorder)

Childhood-Onset Fluency Disorder (Stuttering)

Social (Pragmatic) Communication Disorder

- Unspecified Communication Disorder
- Autism Spectrum Disorder**
 - Autism Spectrum Disorder**
- Attention-Deficit/Hyperactivity Disorder**
 - Attention-Deficit/Hyperactivity Disorder**
 - Other Specified Attention-Deficit/Hyperactivity Disorder
 - Unspecified Attention-Deficit/Hyperactivity Disorder
- Specific Learning Disorder**
 - Specific Learning Disorder**
- Motor Disorders**
 - Developmental Coordination Disorder
 - Stereotypic Movement Disorder**
 - Tic Disorders*
 - Tourette's Disorder**
 - Persistent (Chronic) Motor or Vocal Tic Disorder**
 - Provisional Tic Disorder
 - Other Specified Tic Disorder
 - Unspecified Tic Disorder
- Other Neurodevelopmental Disorders**
 - Other Specified Neurodevelopmental Disorder
 - Unspecified Neurodevelopmental Disorder

Schizophrenia Spectrum and Other Psychotic Disorders

- Schizotypal (Personality) Disorder
- Delusional Disorder**
- Brief Psychotic Disorder**
- Schizophreniform Disorder
- Schizophrenia**
 - Schizoaffective Disorder
 - Substance/Medication-Induced Psychotic Disorder
- Psychotic Disorder Due to Another Medical Condition**
 - Catatonia**
 - Catatonia Associated With Another Mental Disorder (Catatonia Specifier)
 - Catatonic Disorder Due to Another Medical Condition
 - Unspecified Catatonia
 - Other Specified Schizophrenia Spectrum and Other Psychotic Disorder
 - Unspecified Schizophrenia Spectrum and Other Psychotic Disorder**

Bipolar and Related Disorders

- Bipolar I Disorder**
- Bipolar II Disorder**
- Cyclothymic Disorder**
 - Substance/Medication-Induced Bipolar and Related Disorder
 - Bipolar and Related Disorder Due to Another Medical Condition
 - Other Specified Bipolar and Related Disorder
 - Unspecified Bipolar and Related Disorder

Depressive Disorders

Disruptive Mood Dysregulation Disorder
Major Depressive Disorder, Single and Recurrent Episodes
Persistent Depressive Disorder (Dysthymia)
Premenstrual Dysphoric Disorder
Substance/Medication-Induced Depressive Disorder
Depressive Disorder Due to Another Medical Condition
Other Specified Depressive Disorder
Unspecified Depressive Disorder

Anxiety Disorders

Separation Anxiety Disorder
Selective Mutism
Specific Phobia
Social Anxiety Disorder (Social Phobia)
Panic Disorder Panic Attack (Specifier)
Agoraphobia
Generalized Anxiety Disorder
Substance/Medication-Induced Anxiety Disorder
Anxiety Disorder Due to Another Medical Condition
Other Specified Anxiety Disorder
Unspecified Anxiety Disorder

Obsessive-Compulsive and Related Disorders

Obsessive-Compulsive Disorder
Body Dysmorphic Disorder
Hoarding Disorder
Trichotillomania (Hair-Pulling Disorder)
Excoriation (Skin-Picking) Disorder
Substance/Medication-Induced Obsessive-Compulsive and Related Disorder
Obsessive-Compulsive and Related Disorder Due to Another Medical Condition
Other Specified Obsessive-Compulsive and Related Disorder
Unspecified Obsessive-Compulsive and Related Disorder

Trauma- and Stressor-Related Disorders

Reactive Attachment Disorder
Disinhibited Social Engagement Disorder
Posttraumatic Stress Disorder
Acute Stress Disorder Adjustment Disorders
Other Specified Trauma- and Stressor-Related Disorder
Unspecified Trauma- and Stressor-Related Disorder

Dissociative Disorders

Dissociative Identity Disorder
Dissociative Amnesia

Depersonalization/Derealization Disorder
Other Specified Dissociative Disorder
Unspecified Dissociative Disorder

(You will be orally tested on all the above)

Feb 26 Email research proposal to Dr. Nave no later than 11:59 pm Friday, Feb 25.

Apr 7-8 Seminar Meeting #2

Read and be prepared to discuss:

Schwartz, J. Brain Lock: Free Yourself from Obsessive-Compulsive Behavior.

Approved Book on Dissociative Identity Disorder.

In the Shadows of the Net.

Specific Diagnostic Categories for Review (choose from specific disorders in **bold** type for treatment plans)

Somatic Symptom and Related Disorders

Somatic Symptom Disorder

Illness Anxiety Disorder

Conversion Disorder (Functional Neurological Symptom Disorder)

Psychological Factors Affecting Other Medical Conditions

Factitious Disorder

Other Specified Somatic Symptom and Related Disorder

Unspecified Somatic Symptom and Related Disorder

Feeding and Eating Disorders

Pica

Rumination Disorder

Avoidant/Restrictive Food Intake Disorder

Anorexia Nervosa

Bulimia Nervosa

Binge-Eating Disorder

Other Specified Feeding or Eating Disorder

Unspecified Feeding or Eating Disorder

Elimination Disorders

Enuresis

Encopresis

Other Specified Elimination Disorder

Unspecified Elimination Disorder

Sleep-Wake Disorders

Insomnia Disorder

Hypersomnolence Disorder

Narcolepsy

Breathing-Related Sleep Disorders

Obstructive Sleep Apnea Hypopnea

Central Sleep Apnea

Sleep-Related Hypoventilation

Circadian Rhythm Sleep-Wake Disorders

Parasomnias

Non-Rapid Eye Movement Sleep Arousal Disorders

Sleepwalking

Sleep Terrors

Nightmare Disorder

Rapid Eye Movement Sleep Behavior Disorder

Restless Legs Syndrome

Substance/Medication-Induced Sleep Disorder

Other Specified Insomnia Disorder

Unspecified Insomnia Disorder

Other Specified Hypersomnolence Disorder

Unspecified Hypersomnolence Disorder

Other Specified Sleep-Wake Disorder

Unspecified Sleep-Wake Disorder

Sexual Dysfunctions

Delayed Ejaculation

Erectile Disorder

Female Orgasmic Disorder

Female Sexual Interest/Arousal Disorder

Genito-Pelvic Pain/Penetration Disorder

Male Hypoactive Sexual Desire Disorder

Premature (Early) Ejaculation

Substance/Medication-Induced Sexual Dysfunction

Other Specified Sexual Dysfunction

Unspecified Sexual Dysfunction

Be familiar with anatomy and physiology (Human sexuality text would be helpful such as Crooks, R., & Baur, K. (2007). Our Sexuality, 10th ed. Pacific Grove, CA. Wadsworth.

Gender Dysphoria

Gender Dysphoria

Other Specified Gender Dysphoria

Unspecified Gender Dysphoria

Disruptive, Impulse-Control, and Conduct Disorders

Oppositional Defiant Disorder

Intermittent Explosive Disorder

Conduct Disorder

Antisocial Personality Disorder

Pyromania

Kleptomania

Other Specified Disruptive, Impulse-Control, and Conduct Disorder

Unspecified Disruptive, Impulse-Control, and Conduct Disorder

Substance-Related and Addictive Disorders

Substance-Related Disorders

Substance Use Disorders

Substance-Induced Disorders

Substance Intoxication and Withdrawal

Substance/Medication-Induced Mental Disorders

Alcohol-Related Disorders

Alcohol Use Disorder

Alcohol Intoxication

Alcohol Withdrawal

Other Alcohol-Induced Disorders

Unspecified Alcohol-Related Disorder

Caffeine-Related Disorders

Caffeine Intoxication

Caffeine Withdrawal

Other Caffeine-Induced Disorders

Unspecified Caffeine-Related Disorder

Cannabis-Related Disorders

Cannabis Use Disorder

Cannabis Intoxication

Cannabis Withdrawal

Other Cannabis-Induced Disorders

Unspecified Cannabis-Related Disorder

Hallucinogen-Related Disorders

Inhalant-Related Disorders

Opioid-Related Disorders

Sedative-, Hypnotic-, or Anxiolytic-Related Disorders

Stimulant-Related Disorders

Tobacco-Related Disorders

Tobacco Use Disorder

Tobacco Withdrawal

Other Tobacco-Induced Disorders

Unspecified Tobacco-Related Disorder

Other (or Unknown) Substance-Related Disorders

Non-Substance-Related Disorders

Gambling Disorder

Neurocognitive Disorders

Delirium

Other Specified Delirium

Unspecified Delirium

Major and Mild Neurocognitive Disorders

Major Neurocognitive Disorder

Mild Neurocognitive Disorder

Personality Disorders

General Personality Disorder

Cluster A Personality Disorders

Paranoid Personality Disorder

Schizoid Personality Disorder

Schizotypal Personality Disorder

Cluster B Personality Disorders

Antisocial Personality Disorder

Borderline Personality Disorder

Histrionic Personality Disorder

Narcissistic Personality Disorder

Cluster C Personality Disorders

Avoidant Personality Disorder

Dependent Personality Disorder

Obsessive-Compulsive Personality Disorder

Other Personality Disorders

Personality Change Due to Another Medical Condition

Other Specified Personality Disorder

Unspecified Personality Disorder

Paraphilic Disorders

Voyeuristic Disorder

Exhibitionistic Disorder

Frotteuristic Disorder

Sexual Masochism Disorder

Sexual Sadism Disorder

Pedophilic Disorder
Fetishistic Disorder

Transvestic Disorder

Other Specified Paraphilic Disorder

Unspecified Paraphilic Disorder

Other Mental Disorders

Other Specified Mental Disorder Due to Another Medical Condition

Unspecified Mental Disorder Due to Another Medical Condition

Other Specified Mental Disorder

Unspecified Mental Disorder

Medication-Induced Movement Disorders and Other Adverse Effects of Medication

Other Conditions That May Be a Focus of Clinical Attention

(You will be orally tested on all the above)

Additonal Texts you might consult:

Leiblum, S., Rosen, R., *Principles and Practice of Sex Therapy 4rd ed.* Guilford Press, 2007
or watch series “Diagnosis and Treatment of Sexual Addiction”, Dr. Mark Laaser–(9 DVDs in
counseling office;

or Jones, S.A., & Yarhouse, M.A., *Ex-Gays? An Longitudinal Study of Religiously Mediated
Change in Sexual Orientation*, or Nicolosi: *Shame and Attachment Loss:
The Practical Work of Reparative Therapy*)

May 5-6 Seminar Meeting #3

Presentation and Discussion of Research Projects

Selected Bibliography

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

American Psychiatric Association. *Practice Guidelines for the Treatment of Psychiatric
Disorders Compendium 2006*. Washington: American Psychiatric Press, 2006.

Kilgus, Mark, Jerrold Maxmen and Nicholas Ward. *Essential Psychopathology and Its
Treatment*, 4th edition. W.W. Norton, 2015

Preston, John, John O’Neal and Mary Talaga. *Handbook of Clinical
Psychopharmacology for Therapists*. 7th ed. New Harbinger Publishers, 2013

Sperry, Len. (2015). *Cognitive Behavior Therapy for DSM-5 Personality Disorders*
Routledge.

Student Services

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/studentservices/counseling-services.html
Women's Programs	womensacademic@nobts.edu	504.282.4455 x3334	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS



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