

Psychopathology PSYC9406
Spring 2013
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I. Mission Statement

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.

II. Seminar Description and Core Value

Psychopathologies are examined through a systematic study of the descriptions of each recognized mental disorder, characteristics of people with and vulnerable to developing these disorders, and the various effective treatment options for selected mental disorders including: relational styles and personality characteristics of the therapist and favored contemporary / psychopharmacological therapies. Throughout this course students will be encouraged to consider how the core value of “Mission Focus” impacts their ministry as a Christian counselor called to operate in the local church, and in the entire world.

III. Major Objectives

The student will:

1. Thoroughly examine and acquire a working knowledge in using the DSM-IV TR.
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 IV TR 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.

IV. Required Texts

Books we will read and discuss:

Powers, Scott K., and Stephen L. Dodd. *Total Fitness and Wellness*. Benjamin / Cummings, 3rd edition (January 2003), or 4th 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.

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

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

American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders, 4th edition, Text Revision*. (DMS-IV-TR) Washington: American Psychiatric Press, 2000.

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

Maxmen, Jerrold and Nicholas Ward. *Essential Psychopathology and Its Treatment*. W.W. Norton, 2009

Preston, John, O'Neal, John, and Talaga, Mary. *Handbook of Clinical Psychopharmacology for Therapists*. 6th ed. New Harbinger Publishers, 2010

Sperry, Len. (2006). *Cognitive Behavior Therapy for DSM-IV-TR Personality Disorders* Routledge. ISBN 0-415-95075

V. 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.

1. Discussion Board Discussion of Books 10%

Powers and Dodd: *Total Fitness*. Complete 100% reading. Respond to discussion questions on discussion board, no later than 11:59 pm Friday night (Jan 25), and return by Monday (Jan 28) to respond to at least one post.

The Developing Mind: How Relationships and the Brain Interact to Shape Who We Are. . Complete 100% reading. Respond to discussion questions on discussion board, no later than 11:59 pm Friday night (Feb 1), and return by Monday (Feb 4) to respond to at least one post.

Schwartz, J. *Brain Lock: Free Yourself from Obsessive-Compulsive Behavior*. Complete 100% reading. Respond to discussion questions on discussion board, no later than 11:59 pm Friday night (Mar 1), and return by Monday (Mar 4) to respond to at least one post.

Approved Book on Dissociative Identity Disorder. Complete 100% reading. Respond to discussion questions on discussion board, no later than 11:59 pm Friday night (Mar 8), and return by Monday (Mar 11) to respond to at least one post.

In the Shadows of the Net. Complete 100% reading. Respond to discussion questions on discussion board, no later than 11:59 pm Friday night (Mar 15), and return by Monday (Mar 18) to respond to at least one post.

2. Each student will be prepared for each seminar meeting to present orally, without the use of notes, the following information on the assigned disorder(s) of the day: 20%

Diagnostic Criteria

Etiology – Psychobiological and/or Psychosocial/Familial

Gender, Age and / or Cultural Features

Course of the Disorder

Familial Pattern

Differential Diagnostic

Features in Diagnostic Interviewing and Issues in Counseling Persons with the Diagnosis

Psychopharmacological Treatments (O'Neal and other resources)

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.

3. Treatment Plans

20%

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. Late treatment plans will not be accepted.. Outline format is preferred. Completed treatment plans should follow the guidelines listed below:

Components of the treatment plan should include:

- 1) Specific diagnosis with any specifiers.
- 2) Note any therapeutic concerns in relation to age, gender, culture, psychosocial and family issues.
- 3) Note differential diagnosis (how would you rule these out).
- 4) Types of assessment – briefly describe.
- 5) Type of therapy used and rationale.
- 6) Measurable and specific goals (2 or 3) and interventions (2 or 3 per goal).
- 7) Any possible adjunct services needed.
- 8) Pharmacological treatments

Focus should be on numbers 5 & 6

- a. 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. You may sign up on Blackboard. In addition to bringing in a printed copy for Dr. Steele for the seminar meeting, please **post your treatment plan (Blackboard, Treatment Plans) no later than the Wednesday preceding the seminar meeting in which it is due.** These treatment plans will be available for all members of the class. You may post your Treatment on the Wiki where you signed up.

4. Research Project and Research Summaries (Journal Article Format):

Proposal: 20%

Project: 30%

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. Steele by Feb 8. A brief proposal** will be due no later than **Feb 25.** (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 began 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. Steele** 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 chose to use either a Multiple Regression analysis or Manova study.

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 30%

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.* A Research Project assessment rubric is available on Blackboard for this project. At any time students should feel free to set an appointment with Dr. Steele to ask questions, check on progress, etc. of the project. **No late projects will be accepted (unless you have a personal or family emergency).**

Each student must **utilize a sample population of at least 30 individuals.** If you utilize any type of measurement that is considered a psychological instrument, you may need clearance from a Psychologist. Permission to use any copywrited instrument must be received from the owner, and must be submitted to Dr. Steele 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. Steele or consider other options. Research summaries 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. Steele before submitting their final work.

Outline to be used in Research Summary (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

VIII. General Seminar Schedule:

Phone Conference: Friday January 25, 1:00 - 2:00 pm. If you cannot join the group at this time, we will have a second phone conference Saturday, January 26, at a time those who need it can meet.

Seminar Overview and Discussion of Research Project

Introduction

Powers and Dodd: *Total Fitness*. Respond to discussion questions on discussion board, no later than 11:59 pm Friday night (Jan 25), and return by Monday (Jan 28) to respond to at least one post.

The Developing Mind Respond to discussion questions on discussion board, no later than 11:59 pm Friday night (Feb 1), and return by Monday (Feb 4) to respond to at least one post.

Feb 8 Talk about research topic with Dr. Steele no later than Feb 8

This conversation can be via email, Skype, or phone. If by phone, or Skype, please send written research proposal via email first.

Feb 15-16 Seminar Meeting #1

General Requirements for Each Seminar Meeting

Before each seminar, read from DSM-IV, 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:

Be prepared to present the following for the disorders of the weekend:

- A. Diagnostic criteria (Disorders in **BOLD**)
- B. Etiology – psychobiological and / or psychosocial / familial
- C. Gender, age, and / or cultural features
- D. Course of the disorder
- E. Familial pattern
- F. Differential pattern
- G. Features in diagnostic interviewing
- H. Psychopharmacological treatment

- I. 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.

1. History and Structure of DSM-IV (DSM-IV: ix through 37, Appendices A, C).

Know: 1. **The Multiaxial System – each axis and use, definition of mental disorder, terms in Appendix C, history of DSM, steps in treatment planning.**

Be able to identify: the 17 diagnosis categories, the personality disorders.

(You will be orally tested on all the above)

2. Read and Know: O’Neal *Handbook of Psychopharmacology for Therapists*.

Explain **Pharmacokinetics, Pharmacogenetics, Neurophysiology and Psychopharmacology**, etc. (Pages 1-67, 207-217; 241-245; 253-263)

Half-life, Therapeutic index.

Traits that may reflect Biochemical Disorders (p 51).

(You will be orally tested on all the above)

3. Disorders Usually First Diagnosed in Infancy, Childhood or Adolescence **Attention-Deficit** and Disruptive Behavior Disorders. O’Neal 219-238

(You will be orally tested on all the above)

4. Psychiatric Evaluation of Adults: Practice Guidelines – pp 1-26. **Schizophrenia** and Other Psychotic Disorders. Psychobiology of Psychosis. O’Neal 197-205

Read and study each section pertaining to **Schizophrenia** from Practice Guidelines, DSM-IV TR, Maxmen, Preston, Andreasen.
(You will be orally tested on all the above)

5. Mood Disorders: **Major Depressive Disorder**, Dysthymia.
Read and study each section pertaining to topic from Practice Guidelines, DSM-IV TR, Maxmen, Preston, Andreasen.
(You will be orally tested on all the above)

6. Mood Disorders: **Bipolar I**, Bipolar II, Cyclothymia, **Hypomania**.
Read and study each section pertaining to topic from Practice Guidelines, DSM-IV TR, Maxmen, Preston, Andreasen.
(You will be orally tested on all the above)

Feb 25 **Email research proposal to Dr. Steele no later than 11:59 pm Friday, Feb 25.** Use the Proposal Assessment Rubric (in BB) as a guideline for your proposal.

Mar 1 **Schwartz, J. Brain Lock: Free Yourself from Obsessive-Compulsive Behavior.** Respond to discussion questions on discussion board, no later than 11:59 pm Friday night (Mar 1), and return by Monday (Mar 4) to respond to at least one post.

Mar 8 **Approved Book on Dissociative Identity Disorder.** Respond to discussion questions on discussion board, no later than 11:59 pm Friday night (Mar 8), and return by Monday (Mar 11) to respond to at least one post.

Mar 15 **In the Shadows of the Net.** Respond to discussion questions on discussion board, no later than 11:59 pm Friday night (Mar 15), and return by Monday (Mar 18) to respond to at least one post.

Apr 5-6 **Seminar Meeting #2**

7. Anxiety Disorders: **OCD**, General Anxiety, **Panic Disorder**, **PTSD** Read and study each section pertaining to Anxiety Disorders from Practice Guidelines, DSM-IV TR, Maxmen, Preston, Andreasen, O'Neal (189-196).
(You will be orally tested on all the above)

8. Dissociative Disorders, Somatoform and Factitious Disorders:

Hypochondriasis, DID.

Read and study each section pertaining to Dissociative, Somatoform, and Factitious Disorders from Practice Guidelines, DSM-IV TR, Maxmen, Preston, Andreasen.

(You will be orally tested on all the above)

9. Sexual and Gender Identity Disorders: Exhibitionism, Sexual Addiction to Pornography, Unwanted Same Sex Attraction

Read and study each section pertaining to Sexual Disorders from DSM-IV TR, Maxmen, Preston.

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.

(You will be orally tested on all the above)

Additional Texts you might consult: Leiblum, S., Rosen, R., *Principles and Practice of Sex Therapy 4th 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*)

10. Eating Disorders & Sleep Disorders: Anorexia, Bulimia, Insomnia

Read and study each section pertaining to Eating Disorders and Sleep Disorders from Practice Guidelines, DSM-IV TR, Maxmen, Preston, O’Neal 152-154.

(You will be orally tested on all the above)

11. Personality Disorders: All

Read and study each section pertaining to Personality Disorders from Sperry, DSM-IV TR, Maxmen, Preston.

(You will be orally tested on all the above)

May 3-4

Seminar Meeting #3

Presentation and Discussion of Research Projects