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CO 720 Psychopathology: Theory and Assessment

Javier Sierra

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CO 720 Psychopathology: Theory and Assessment

Area of Counseling and Pastoral Care

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Prerequisite: CO 601

Office Hours: By appointment
Office: 232

Class Time: R 9:00 – 11:40 AM
Enrollment Limit: 20

Course Description:

This course offers a thorough, hands-on examination of the categorization, diagnosis, etiology and maintenance of psychopathology as it is presented in the Diagnostic and Statistical Manual of Mental Disorders (DSM IV-TR). Special emphases will be placed on the knowledge needed to facilitate assessment, diagnosis, treatment planning and prevention of psychopathology as would be expected in the practice of counseling.

Course Goals:

At the end of this course, students should be able to:

1. conceptualize a particular mental health problem from a descriptive perspective using appropriate DSM IV-TR terminology;
2. develop their intellectual and interpersonal competencies (including their spiritual gifts) in the ongoing process of assessment and diagnosis in diverse and varied settings;
3. develop the ability to utilize diagnostic results in articulating effective treatment planning goals;
4. be more sensitive to the complexity of all factors (biological, psychological, socio-cultural and spiritual) involved in the etiology and maintenance of psychopathology;
5. develop a more comprehensive model of integrating Christian faith and experience into deeper understanding of mental health problems in their diagnostic formulations.
6. see more clearly the economic, ethical, moral, and professional consequences of their diagnosis formulations.

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Required Texts:

- American Psychiatric Association (2000). *Diagnostic and Statistical Manual of Mental Disorders, fourth edition, text revision*. Washington, DC: American Psychiatric Association.
- First, M., Frances, A., & Pincus, H. (2002). *Handbook of Differential Diagnosis*. Washington, DC.: American Psychiatric Publishing, Inc.
- Meyer, R. G., Weaver, C. M. (2007). *The Clinician's Handbook: Integrated diagnostics, assessment, and intervention in adults and adolescent pathology (5th ed.)*. Long Grove, IL.: Waveland Press, Inc.
- Yarhouse, M., Butman, R., & McRay, B. (2005). *Modern Psychopathologies: A comprehensive Christian appraisal*. Downer's Grove, IL.: InterVarsity Press.

Recommended Texts and Article:

- Schwartzberg, S. (2000). *Casebook of Psychological Disorder: The human face of emotional distress*. Boston: Allyn and Bacon.
- Eriksen, K., & Kress, V. E. (2006). The DSM and the Professional Counseling Identity: Bridging the gap. *Journal of Mental Health Counseling*, 28 (3), 202 – 217.
See Academic Search Premier.

Course Policies:

Attendance is required and essential for understanding and processing the material. Any absence or missed work due to an excused absence should be discussed with the instructor.

Each student is expected to complete the reading assignments as outlined in the class schedule. Students are also responsible for any and all additional assigned readings. *Informed* participation is expected and considered in your final grade.

In order to promote a respectful learning environment, the use of laptop computers is limited to matters related to the course, such as taking notes or reading materials for the class. Activities like checking e-mail, chatting, browsing the net or alike, during class time, are not allowed.

Written Papers should followed the following guidelines:

All papers should have your name and your SPO number on them.

All written material should follow APA style. Use the Publication Manual for the American Psychological Association, 5th ed. for details. The basic standards of all written material include a standard 12-point font, typed, double-spaced with a one-inch margin. See rubric at the end for more details.

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As expected in any graduate-level course, quality of writing, clarity of thought, and logical development of the papers would be significantly considered for grading.

Written materials should be submitted in printed form by the due date. Although late papers will be accepted, they will receive fewer written comments and lower grades.

Because of the nature of this course some self-disclosure and personal examination should be expected. This information is confidential and must be treated as such.

Regarding incomplete work, a grade of "I" denotes that the work of a course has not been completed due to an unavoidable emergency, which does not include delinquency or attending to church work or other employment. If the work of a course is incomplete at the end of a term without an emergency, a letter grade will be given based on the grades of work done, with incomplete work counted as "F."

Gender Inclusive Language

Gender inclusive language is required for all papers when referring to humanity (i.e., humanity sinned, not just man; Jesus died for humankind, not just mankind.). Refer to the 5th edition of the APA Publication Manual for guidance on gender inclusive language for humanity. **Papers that fail to use gender-inclusive language will incur an automatic 1/3 grade reduction.**

Feedback on assignments will be timely and substantive:

Timely: For assessments of student work during the course of the academic term, the expectation of "timely" feedback is met when students have their work marked, graded, and returned within one week of its submission; in the case of classes enrolling more than 40 students, two weeks. Moreover, when assignment "B" builds on assignment "A," assignment "A" should be returned before assignment "B" falls due. Longer assignments are often due at the end of term, and are not subject to this definition.

Substantive: For assessments of student work during the course of the academic term, the expectation of "substantive" feedback is met when students receive responses that alert them to what they have done well and how they might improve their performance in subsequent work.

Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else's written work as one's own as well as looking at someone else's test answers to formulate one's own test answer(s).

Exchange of papers, questions and all other written information related to our course would be managed through the course's webpage in Moodle. The following

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information can help you find the support for any technical questions you may have related to the use of that resource.

Virtual Support Contact Information:

For **technical support, library research support, library loans, and Virtual media** contact Information Commons: Info_Commons@asburyseminary.edu Phone: (859) 858-2233; Toll-free: (866) 454-2733

For **general questions and administrative assistance regarding the Virtual program**, contact Dale Hale: ExL_Office@asburyseminary.edu Phone: (859) 858-2393

Accessing Information Commons Materials

1. General Questions:

a. The Information Commons is a "one-stop shop" for all student research, circulation and technical needs. The Information Commons hours are posted here: <http://www.asburyseminary.edu/information/hours.htm>

2. Materials Requests:

a. To search the library catalog for available materials, click here:

<http://www.asburyseminary.edu/information/index.htm>

b. Virtual Students may request books, photocopies or emailed attachments of journal articles/portions of reference books from Asbury Seminary's Library. Please allow 3-10 business days for all requests to be filled. Contact the Information Commons for costs and instructions on how to make requests.

c. Virtual students are encouraged to make use of local library resources. Students who live within a 50-mile radius of either the Florida or the Kentucky campus should come to campus to obtain their materials.

3. Research Questions:

a. Virtual students are encouraged to contact the Information Commons for research assistance including help determining the best sources to use for a paper, finding book reviews, or research questions about using the online databases or any other library materials.

4. Online Databases:

a. To access the online library resources including the library catalog and full-text journal databases, go to <http://www.asburyseminary.edu/information/index.htm> and enter your 10-digit student ID# number in the login box. Your student ID# is provided on the biographical information section of the student registration webpage. Add a 2 and enough 0's to the front to make a 10-digit number (20000XXXXX where XXXXX = your student id).

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Copyright Policies

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Grading Rubrics:

If you review the rubric carefully before you begin your assignment then you will know the standards to evaluate your work. Rubrics can be found at the end of this syllabus.

Course grading:

| | | | |
|----|-----|----|----------|
| A | 94+ | C | 73 |
| A- | 90 | C- | 70 |
| B+ | 87 | D+ | 67 |
| B | 83 | D | 63 |
| B- | 80 | D- | 60 |
| C+ | 77 | F | below 60 |

Course Requirements:

1. Participation

You are expected to attend all classes and actively participate in all class related activities and discussions. More than one absence during the semester will result in a reduction of one letter grade. If you miss 3 or more class sessions, you will not receive a passing grade. Poor participation will hurt your grade significantly too.

2. Research/Integration Paper 15 %

Due: October 21st

This research paper, which is on an issue related to the content of the class, should not be less than 10 pages and not more than 15 pages. In this paper, students should integrate Christian insights and implications. Papers should be

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discussed with the instructor before decisions are made. Papers will be graded on the following bases:

Demonstrated understanding of the topic

Thoroughness of the paper indicated by the inclusion of issues such as the nature of the disorder, diagnosis, and treatment consideration

Clarity of thought

Quality of writing

Overall quality

Inclusion of Christian insights where applicable

APA format with not less than ten relevant sources appropriately cited

3. Quizzes 10 %

Brief weekly quizzes on diagnostic nomenclature and basis theory will be given at the end of each class. These will be based on the reading of the DSM IV-TR, course texts and class presentations and discussions.

4. Complete 10 diagnostic assessment using DSM IV criteria

Actual cases will be provided for this assignment.

The complete DSM multi-axial system should be use.

In the first two assigned cases, students will be expected to provide a detailed account of the process used to arrive at the diagnosis.

The final two diagnostic assessments will be graded. 10% each.

Due on December 2nd, and December 9th.

Grading will be based on the following:

Accuracy of the primary and any auxiliary diagnoses including accurate use of diagnostic codes.

Inclusion of all relevant diagnoses.

Completion of the multi-axial system.

All of these assignments are due at the beginning of each Thursday class.

5. Group Presentations 15 % Due as scheduled

Students will be assigned to diads at the beginning of the course. Each diad will be expected to lead a class presentation on a specific disorder. Preparation

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should go beyond the content that can be found in the assigned readings. Use only primary source material from recent professional journals (since 1998). Students should include material relative to etiology, maintenance and treatment. Presentations will be 20 minutes long with 10 minutes for questions and feedback. Topics should be determined by the end of the first class.

6. Mid-Term and Final examination 40 %

The mid-term exam will cover all material from the first week of class and may include short answer, essay questions and the diagnosis of a few vignettes. The final exam will cover all material presented in class and will involve the diagnosis of several cases. Both are take-home exams and may be taken open book and open notes.

Instructor reserves the right to change this schedule of class topics and assignments any time during the semester.

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| Date | Content | Readings |
|----------|------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Sept. 2 | Course Overview; Introduction; Integration assumptions | Eriksen & Kress' article; Modern Psychopathologies (MP), chapter 1 & 4 |
| Sept. 9 | History and overview of the DSM Manuals; Diagnostic nomenclature | DSM IV- TR introductory sections; MP, Ch. 2 - 3 |
| Sept. 16 | Disorders Diagnosed in Infancy, Childhood, or Adolescence | Section on DSM IV- TR; Meyer, chapter 11 (ADHD); MP, chapter 12 |
| Sept. 23 | Substance-Related Disorders Presentation | Section on DSM IV- TR; Meyer, chapter 2; MP, chapter 7 |
| Sept. 30 | Schizophrenia and Other Psychotic Disorders; Presentation | Section on DSM IV- TR; Meyer, chapter 3; MP, chapter 9 |
| Oct. 7 | Dissociative Disorder; Cognitive Disorders | Sections on DSM IV- TR; Meyer, chapters 7 & 11 (except Sleep Disorder & ADHD) |
| Oct. 14 | Mid-Term Exam due; Sexual and Gender Identity Disorders | Section on DSM IV- TR; Meyer, chapter 8; MP, chapter 11 |
| Oct. 21 | Mood Disorders; Presentation | Section on DSM IV- TR; Meyer, chapter 4; MP, chapter 6 |
| Oct. 28 | Anxiety Disorders; Presentation | Section on DSM IV- TR; Meyer, chapter 5; MP, chapter 5 |
| Nov. 4 | Somatoform Disorders; Factitious Disorders | Section on DSM IV- TR; Meyer, chapter 6; MP, chapter 8 |
| Nov. 11 | Adjustment Disorders; Sleep Disorders | Section on DSM IV- TR; Meyer, chapter 7 (only Sleep Disorders) |
| Nov. 18 | Eating & Impulse Control Disorders | Section on DSM IV- TR; Meyer, chapter 10 |
| Nov. 25 | Reading Week | |
| Dec. 2 | Personality Disorders | Section on DSM IV- TR; Meyer, chapter 9; MP, chapter 10 |

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| Date | Content | Readings |
|--------|----------------|----------|
| Dec. 9 | Final Exam due | |

Expectations for writing a Research Paper

1. The Publication Manual of the APA is the **only** criteria you should follow when writing your paper.
2. Papers should be limited to the length stated in the syllabi. Writing succinctly and clearly is one of the key characteristics of a graduate level education. The length **excludes** the cover page and reference list.
3. All papers include a cover page, the body of the paper, and a reference list. There is no need for an abstract.
4. Use 12 cpi font with 1" margins all around. Double space. **Paginate**.
5. In APA style there **must** be **100%** agreement between your reference list and your use of in-body citations. In other words, there should be an in-body citation for every item in your reference list.
6. **USE HEADINGS!** See APA Publication Manual and following for directions.
7. Your research should include only current literature, which is defined as that written since 1998. The paper must include a **minimum** of **10** references. Magazines (Newsweek, Time, Psychology Today, Ladies Home Journal, etc.) do **not** count as scholarly journals therefore they only count as additional information. Web-based references must come from journals whose contexts have been placed on the web.
8. The REFERENCE list [not bibliography] at the end of your paper denotes everything that you cited in the body of your paper. In other words, all references should show up at least once in the text of your paper (and not necessarily as a direct quote!) and the bibliographic data is given at the end of the paper in the Reference list.
9. Do not make your paper a series of quotes! Use direct quotes sparingly. Instead, paraphrase important concepts and then cite the source. If you have questions about this, see the current edition of the American Psychological Association Publication Manual.
10. Do not make your paper a serial book report. An integration of sources yields a better paper. Serially summarizing authors' work **without** critique, comparison, or evaluation yields a mediocre grade.
11. Your paper needs to start with an introduction, which states the purpose of it and describes the major movements of your presentation [Tell me what you are going to write about]. Conclude your paper with a well-written paragraph or two that restates your purpose and reviews the flow of your work [tell me what you wrote about].
12. Check and double check your spelling and grammar. Have somebody else read your paper before you submit it.

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| Factor | Superior Paper | Competent Paper | Weak Paper | Grading |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| Research What references you use. | Demonstrates the author's ability to conduct and present graduate-level research, i.e., uses current primary data (nothing older than 10 years, unless the reference is a "classic" source); selects data appropriate to the topic and the aims of the paper; employs a valid balance of journal articles to books. References include empirical articles, theoretical articles, and books written for professional audiences. Solid documentation is evidenced by using a substantial number of sources (more than 10 references). | Demonstrates the author's emerging ability to conduct and present graduate-level research. Begins to show fluency dealing with empirical and theoretical data. Considers relevant data from scholarly journals and books, without undue reliance on books. Uses data that has been published within the past 10 years, unless the source is a classic reference. Avoids citing secondary sources [quoting someone in another book]. The minimum references needed to write a workable paper were used (no fewer than 10 references). | Research seems like a hodge-podge of the most easily accessible sources. Many are not centrally relevant to the topic. Many are not scholarly works, but are written for the popular market. Heavy reliance on books with little to no attention given to the most current empirical research on the topic (journals). No new insight is offered. Writing style lacks fluidity and consistency. Too few references are cited (10 references or less). | Scale: 0-20 pts, Expectation for "B" = 16 pts. |
| Use of Clinical Thinking | Accurately identifies, defines and uses salient clinical concepts for the selected topic. Author clearly understands the concept and how it is manifested in the psychopathology under consideration. Concepts are fully integrated into the discussion. | Accurately defines the clinical concepts that are used. Author shows moderate understanding of the concepts and how they are manifested. | Inaccurately defines and deploys clinical concepts. Important and relevant concepts are missing from the discussion. | Scale: 0-20 pts. Expectation for B = 16 pts. |
| Critical Engagement How you use your references. | Demonstrates graduate-level engagement with scholarly resources. Author employs research data to present the thesis of the paper. Scholarly works are compared and contrasted. Independence of thought is demonstrated through the author's presentation of his/her own evaluation and opinion on the topic, supported by appropriate data. The author uses in-text citations when presenting data that is obviously not the author's own. The author succinctly summarizes the opinions of others rather than relying on direct quotes. | Demonstrates emerging critical engagement with scholarly resources. Data is presented accurately, but does not include a critical comparison of sources. The author may sometimes represent the work of others as his or her own thinking. The paper displays an appropriate use of direct quotes. | Has the appearance of a collage of the opinions of others without critical reflection. Data presented does not work together to form a coherent whole or to build a case for the author's thesis. | Scale: 0-40 pts. Expectation for B = 33 pts. |

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| Factor | Superior Paper | Competent Paper | Weak Paper | Grading |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|
| Organization How logical is your paper? | The organization enhances the author's case. The paper includes an introduction and a conclusion that are coherent with the body of the paper. Thoughtful transitions link sections of the paper together in a logical way. Sequencing is logical and effective for making the author's case. | The organization is workable and does not detract from the author's case. It has recognizable introduction and conclusion. Transitions often work well, but are fuzzy at other times. Sequencing shows some logic, but is not under control enough that it consistently supports the ideas. | The organization lacks a clear sense of direction and focus. The relationships between ideas are not clear. Data seems strung together in a random or haphazard fashion. | Scale: 0-10 points Expectations for B = 8 pts |
| Presentation How well written and typed is your paper? | A superior research paper is presented in a professional manner in terms of spelling, sentence, and paragraph construction, and use of appropriate /form style. The paper follows APA style accurately and consistently. | A competent research paper shows only minor and infrequent errors in spelling, grammar, and form/style. | A weak research paper contains major grammatical errors, with no real attempt at proof-reading or spell-checking. Does not conform to appropriate form/style criteria. | Scale: 0-10 points Expectation for B = 8 pts. |

Some Comments on the Development of Your CO720 Group Presentation

At the beginning of the course, you will select a topic for further research. Each topic is pre-assigned a presentation week. This date is not negotiable. Your presentation topic is linked to the main class topic, and should provide a significant contribution to the content and substance of the readings for the class. You and the others who select this topic are to work together as a team to create a 30-minute presentation on your topic and prepare for a 10-minute discussion after presenting. Consider this a professional presentation. Your **entire group** should come to class dressed in a **professional manner** and ready to lead the class for the first 40 minutes.

Your presentation has three components. The first component is a meeting with me **prior** to your session to discuss the focus and direction of your presentation. Your group should schedule a 15-minute appointment no later than 1 week prior to your presentation. You will review your presentation with me during this time. The second is an organized and coherent presentation about your topic. The third component is a handout for your course mates, which must be emailed to me at least 48 hours before your scheduled presentation date so that I can upload it to the course icon.

Let's look at these components one at a time.

Meeting about your Presentation

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At least 1 week prior to your presentation date, your group will schedule a 15-minute meeting with me to discuss the flow and direction of your presentation. You should bring (1) a proposed time outline of your 40-minute teaching session and (2) a rough draft of your handout. We will work together to make your presentation one of high quality. You should talk to me to schedule the time. Ideally all team members should attend.

Class Presentation

On your assigned Tuesday, your group will present a 30-minute workshop dealing with your topic area. Your workshop **must** include an overview of the key features of this problem, and a substantial discussion of counseling considerations. Consider what you would want to know about this topic as you construct your presentation. Then, the team will lead a 10-minute Q&A time with your classmates.

Class Handout

Your group presentation will include a handout for each class member. In your handout you will include: (1) Key summary of your in-class presentation; (2) Resource list (with resources designated for counselors or clients); and a (4) Reference list. These packets **MUST** be **no** longer than 5 pages.

General Handout Contents:

1. No typographical or grammatical errors.
2. Thoroughly summarizes the presentation.
3. Resource list included items for clients. Minimum of 6 items - maximum of 10. [Ex. Hotline numbers, support group contact information, reading material for clients (self-help books, etc.)]
4. Resource list included items for counselors. Minimum of 6 key books or journal articles for counselors. Maximum of 10 items.

Team Work

Because I am thinking about this experience as a "whole," I expect each team member to work to develop an excellent presentation. Your team decides how you want to divide your time, talents, and efforts. For example, one member may develop the handout, while another works on the class presentation. You will receive a grade as a "team" for your combined efforts to prepare an excellent 40-minute class on the disorder of your choice. **Each team member is expected to submit the team feedback evaluation form to the instructor at the end of their presentation.**

Grading: See rubric at the end of this document. I consider the overall presentation as well as individuals' presentations. In other words, some variation in grades may exist within a team.

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Team Feedback Sheet

Describe the nature of your contribution to your team:

Answer the following questions using the rating scale.

| | Strongly Strongly Agree Disagree | | | |
|------------------------------------------------------------------------------------------------------------|----------------------------------------|---|---|---|
| We worked together as a team. | 1 4 | 2 | 5 | 3 |
| I contributed an equitable amount of time and energy compared to my team members. | 1 4 | 2 | 5 | 3 |
| If you strongly disagreed to the item above, did you feel obligated to contribute too much? Or too little? | Too little Too much | | | |
| We resolved differences of opinion in a respectful manner. | 1 4 | 2 | 5 | 3 |
| Some team member(s) did not pull their weight in the group. | 1 4 | 2 | 5 | 3 |

Your comments?

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Grading Rubric for Class Presentation

| | Excellent | Good | Weak | POINTS |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Class Presentation Excellent = 46-50 Good = 45-41 Weak = 40 or lower | Presentation reflects a graduate level engagement with topic. Reviewed an advanced understanding of counseling issues germane to this situation. You dress and conduct yourself in a professional manner . Time was well allocated. You did not go overtime. Audio-visual aids reflect professional excellence and are used properly. Engaged class successfully. | Demonstrates an emerging graduate level understanding about your topic. Your dress and conduct was somewhat professional . Time was allocated in an appropriate manner. You did not go overtime. Audio-visual aids were used appropriately. Class participation was fair. | Presents basic information that does not go beyond textbook. Dress and presentation were too casual in nature. Time was not used well. Presentation was too short or too long. Audio-visual aids were not used well. Class members were not engaged in discussion. | |
| Class Handout Excellent = 24-25 Good = 23-21 Weak = 20 or lower | Covers all required elements in graduate level manner. No typographical or grammatical errors. Thoroughly summarizes the presentation. A number of extra resources were added. It goes beyond PowerPoint used. | Covers most key aspects of presentation. Some typographical or grammatical errors. Information moderately appropriate to topic. Topic presented lacks clarity. Resource information is good, but some aspects are missing. | Many aspects of presentation are missing. Many typographical or grammatical errors. Information presented is inadequate. Resource information is inadequate. Handout is only a copy of PowerPoint use in presentation. | |
| Overall Comments Excellent = 24-25 Good = 23-21 Weak = 20 or lower | Class session flowed smoothly in all ways. Team members gave equitable investment of time and energy as evidenced in the overall presentation. Coherent. | Class session had some problems to flow smoothly. Uneven involvement by team members is evident. Moderately coherent presentation. | Class session seemed thrown together at last minute. No depth to information or counseling strategies. | |

Total: _____ out of 100