GORDON-CONWELL THEOLOGICAL SEMINARY
CENTER FOR URBAN MINISTERIAL EDUCATION (CUME)
CO 710  PSYCHOPATHOLOGY
January 24 through March 12--Wednesdays  6-10 Pm --Spring 2015

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Professor: J. Abede Alexandre, ThM, DMin, PsyD
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Office Hours:  By scheduled appointments

CATALOGUE DESCRIPTION
An overview of the basic theories, concepts and structures that form an understanding of psychopathology. Development of skills in using DSM-5. Pre-requisite: CO 500. Open to M.A. in Counseling students only.

COURSE PURPOSE:
This course examines the classification, etiology, and intervention for a wide variety of identified mental diseases, and the theoretical underpinnings for each, including the history of the Diagnostic and Statistical Manual. Students will study historical, cultural, and religious differences related to mental illness, for the purpose of forming their own views and critical thinking skills, most specifically in diagnosis and theoretical orientation toward etiology and treatment.

COURSE OBJECTIVES
The objective of the course is to provide the student with the opportunity to:

1. Develop a broad theoretical knowledge in the area of psychopathology, the empirical study of psychological disorders.

2. Be exposed to and develop an advanced understanding of abnormal psychology as it relates to the etiology, development and sustaining factors contributing to a wide range of psychological dysfunctions.

3. Learn from the existent biological, social, psychological, and spiritual areas of explanation and research in psychopathology and to integrate such areas.

4. Focus on specific conditions and to learn to utilize the available systems of classification, such as DSM IV, in a functional way.

5. Integrate theoretical, clinical, and practical knowledge in the formulation of cases, diagnosis and selection of proper modalities in treatment. Students are required to practice in writing at the graduate level so as to learn to express the events and process of therapy in terms of case presentations.

Upon completion of the course, the student will have:
- defined psychopathology and the understood the etiology of major psychological disorders
- described categories of abnormality and how they are determined.
- designed an intake form.
- formed a personal theoretical orientation for addressing etiology and treatment.
- used critical thinking skills in determining normal vs. abnormal, especially as related to lifespan development.
- been aware of and demonstrated high standards of ethical behavior.
- used meaningful terms specific to the field.
- compared and contrasted historical and cultural differences in the field of psychopathology as viewed globally and in contemporary language.
- used technology in a variety of ways related to the field of psychopathology.

**COURSE REQUIREMENTS**

**Textbooks**

*Psychopathology: Foundations for a Contemporary Understanding Hardcover – February 24, 2012* by James E. Maddux (Editor), Barbara A. Winstead (Editor)

This is the most up-to-date text about the etiology and treatment of the most important psychological disorders. Intended for first-year graduate students in clinical and counseling psychology, the third edition of *Psychopathology* continues to focus on research and empirically supported information while also challenging students to think critically. The first part of the book is devoted to the issues, ideas, and concepts in psychopathology. These chapters give students a set of conceptual tools that will help them read more thoroughly and critically the second half of the book, which focuses on specific disorders.

*Diagnostic and Statistical Manual of Mental Disorders, 5th Edition: DSM-5 Paperback May 27, 2013* by American Psychiatric Association (Author)

This new edition of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM-5), used by clinicians and researchers to diagnose and classify mental disorders, is the product of more than 10 years of effort by hundreds of international experts in all aspects of mental health. Their dedication and hard work have yielded an authoritative volume that defines and classifies mental disorders in order to improve diagnoses, treatment, and research.

Recommended:


**Readings**

1. The Assigned Textbook
2. Weekly Assigned Collateral Reading

**Exams:**

One Comprehensive Exam. Study Questions will be provided

**Term Paper and Presentation**

A term paper is required for the course which is to be 12-14 pp. in length (double spaced) and should be completed in APA style.
The topic is open to the student's choice, but must be approved by the Instructor; it must deal with a discrete psychopathology (illness, syndrome, or dysfunction), mainly from areas such as mood disorders, anxiety disorders, psychosis, or character pathology. As an example, it may include the following:

1. Description of the issue/problem/dysfunction with etiological considerations (dynamic/social/physiological/spiritual explanations as to probable origins and development of psychopathology).

2. Current research done in the area, with treatment available and with a theoretical/practical emphasis. Issues and problems in classification and description of symptomatology, mental status, diagnosis, choice of treatments, outcomes, may be included. Brief statements as to the current approaches utilized in treatment of the problem described may be included. The utilization of journals in the field is expected, beyond textbooks and topical texts.

3. Presentation to the class: pamphlets, organizations, information for helping those with this illness. (Due at assigned time.)

**Attendance**
The student is expected to attend all classes and participate in the classroom experience. Students who are absent, late, or leave early will have their grade lowered. There will be one or two breaks each class period.

**Final Grade**
The final grade will reflect the results of the combined efforts represented by the quality of the term paper and presentation, the results of exam, and attendance/participation/the reading log.

**Course Content:**
Introduction to the course, introduction of peers as a community of learners.
Views of what is normal and abnormal in domains, historically, culturally, and according to DSM-TR.
Causes and therapeutic strategies as described by theorists/theories such as Hippocrates, Freud, Erikson, Behaviorists, Geneticists, Interactionists, Social learning theory, Social theory, Information Processing and Brain development, as well as Bio-physical models. Intake form based on these theories, and personal theoretical orientation.
Abnormal development from conception through old age.
Ethical guidelines related to treatment of the mentally ill, and research with human subjects.
Special education as a field: the role of education.
Psychiatric interventions: the role of medicine.
Specific mental illnesses.

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**Course Outline**

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<tr>
<th>Dates</th>
<th>Topics</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>January 24, 2014</td>
<td><strong>Introduction to the course:</strong> Psychopathology in perspective.</td>
<td>Maddux and Winstead (M &amp; W) : Pages 3-145</td>
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<td>Definitions and classifications.</td>
<td>DSM-5: Introduction and first chapter</td>
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<td>Nosology and diagnosis. Multiaxial Classification (DSM-5) and nomenclature.</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Pages/Chapters</td>
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<tr>
<td>January 29, 2014</td>
<td>Anxiety Disorders and Mood Disorders</td>
<td>M &amp; W: Pages 163-246 and corresponding chapters in DSM-5</td>
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<td>February 5, 2014</td>
<td>Schizophrenia and Psychoses</td>
<td>M &amp; W: Pages 247-277</td>
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<td>February 12, 2014</td>
<td>Personality Disorders</td>
<td>M &amp; W: Pages 277-306</td>
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<td>February 19, 2014</td>
<td>Developmental Disorders and Learning Disabilities and Eating Disorders</td>
<td>M &amp; W: Pages 429-442; 499-552</td>
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<td>February 26, 2014</td>
<td>Sexual Dysfunctions; Somatoform and Dissociative Disorders</td>
<td>M &amp; W: Pages 307-372</td>
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<td>March 5, 2014</td>
<td>Addictive Behaviors and Substance Abuse</td>
<td>M &amp; W: Pages 573-398</td>
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<td>March 12, 2014</td>
<td><strong>Comprehensive Exam</strong></td>
<td>Based on Class Notes, Readings and Presentations</td>
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**Paper Presentations**