Professor: Kelly Breen Boyce, Psy.D.
Course Dates: Feb. 27-28, Mar. 27-28, and Apr. 24-25
Course Times: Friday-6:30-9:30, Saturday-8:30-4:30
Instructor Contact Information:
Phone Number: 704-527-9909   Email address: kboyce@gordonconwell.edu
Office Hours: By Appointment   Office Location: 209

Course Description:
This course provides an overview of the basic theories, concepts and structures that form an understanding of psychopathology. Special emphasis is given to the development of skills in using the DSM-5.

Gordon Conwell Mission:
Article 2: To maintain academic excellence in the highest tradition of Christian scholarship in the teaching of the biblical, historical and theological disciplines. Theological education, which is properly done within and for the Church, ought to function with rigor and academic integrity. The seminary, therefore, must provide an environment within which teaching and learning can best occur and encourage high levels of scholarly competence and research in its faculty.

Article 3: To train and encourage students, in cooperation with the Church, to become skilled in ministry. The Church and the seminary share the goal of seeing knowledge, skills and experience integrated in the person who ministers. Through the courses and the practica/internships, a combination of careful training and supervised experience in counseling ministries are pedagogical practices essential to achieving that goal.

Course Objectives:
Students will:
- Explore the nature of psychopathology through biological, anthropological, sociocultural, psychological and theological perspectives.
- Gain an understanding of abnormal psychology as it relates to the etiology, development, and manifestation of symptomatology of behavioral, emotional and mental dysfunction.
- Obtain a working knowledge of the DSM-5 including differential diagnosis, describing specific mental conditions using the language of the DSM, and categorizing disorders with the multi-axial system. Learn about changes from DSM-IV to DSM-5.
- Develop a rudimentary knowledge of empirically supported treatment approaches (Psychosocial, spiritual, therapeutic, community based, psychopharmacological, etc.) for specific disorders.
CACREP Section II. G. 3
Students will gain knowledge and be able to identify and develop plans to address:

f. Human behavior, including and understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

And will demonstrate evidence of learning through:

CMHC
C-2 Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
C-5 Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.
C-7 Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
E-3 Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
G-1 Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
G-3 Understands basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified.
K-1 Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM).*
K-2 Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.

**Class Structure and Instruction:**
Course objectives will be met through the following teaching methodologies: Lecture, guest lecturers, watching videotapes of various mental illness issues, exploring case studies, group discussion and practicing using the diagnostic system with case scenarios.

**Required Texts and/or Readings**


Each student should have access to the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5). This text does not necessarily need to be read in its entirety, but will serve as a reference and resource. **Bring your copy of the DSM-5 to every class meeting. If you can borrow a copy of the DSM-IV, please bring that as well.**

**Recommended Readings:**
(Please see the extensive extended bibliography of recommended readings on Sakai. This document is organized by topics/disorders).


**Course Requirements and Expectations**

Attendance and full participation is expected during all class meetings. If you miss up to three hours of class for any reason, you can either choose to:
1. Have five points deducted from your final course grade or
2. Submit an annotation for an additional 500 pages of reading pertaining to course content as well as making up any pertinent assignments related to missed content, to be decided by professor.

**Assignments:**

1. Research Paper:
    Students will research one of the following disorders:
    - Persistent Depressive Disorder (Dysthymia)
    - Any of the sexual and gender identity disorders
    - Schizophrenia
    - Post-traumatic Stress Disorder
    - Hoarding Disorder (new to the DSM-5)
    - Social Anxiety Disorder (Social Phobia)
    - Disruptive Mood Dysregulation Disorder (new to the DSM-5)
    - Binge Eating Disorder (new to the DSM-5)
    - Oppositional Defiant Disorder
    - Bipolar I Disorder

    The paper should include but not necessarily be limited to the following information: Description of symptoms, theories of etiology, prevalence, various treatment modalities and research
regarding efficacy of said treatments. While the various treatments should focus on professional resources and modalities of treatment (clinical counseling and psychopharmacological interventions), treatment options that include familial and community resources should also be included and how persons can gain access to said resources. A biblical and theological critique should be included for both the development and the various treatments of the disorder. Other pertinent issues specific to the disorder should be included. The paper should include recent research (within the last 5 years) from at least 5 journal articles along with other resources. Journal articles should provide information regarding empirically-supported treatment options for specific populations. The reference list should include at least ten sources total. The paper should be between 10-12 pages, double-spaced, using APA style. Grading will be based on correct usage of APA style, professional tone, clarity and flow of writing, breadth of research and accuracy. As with other research papers, this paper should include effectively illustrate and support a particular thesis or theses. [CACREP II.G.3f; CMHC C-2, E-3, K-2]

**Due: Uploaded onto Sakai by Monday May 4, 2015 by 5:00 PM**

2. **Exam**
The exam will cover the etiology, description of symptoms, course, prevalence, and possible treatments for three disorders. One of these disorders will be substance use disorder and the exam will cover theories of etiology, prevention/intervention/treatment of substance use disorders and how they co-exist, impact and interact with other mental disorders. The two other disorders are TBA. The exam will involve multiple choice questions, short answer, essays and two case studies. The case studies will require the student to accurately diagnose based upon client presentation and symptoms based upon DSM-5 criteria (i.e. The student will have to explain the rationale for the diagnosis based upon the symptoms.) Students will also need to provide a differential diagnosis in that they will provide an explanation of which disorder/s they considered but ruled out and why. Case scenarios will also assess students’ ability to identify appropriate level of treatment within a continuum of care. More information regarding the exam will be provided in class. [CMHC C-2, G-1, G-3, K-1, K-2]

**Due: Saturday May 9, 2015 by 5:00 PM**

3. **Reading and Response Requirements**
Reading Instructions TBA.

**Due: Uploaded onto Sakai by 5:00 pm, Friday April 24, 2015**

Up to 600 pages of the required 2000 pages of the reading requirement an be met by attending the NC Counseling Association which will be held in Greensboro, NC from February 11-13, 2015. Please see the following link for more information: http://nccounselingassociation.org/events/721-2/ncca-2015-annual-conference-registration/. Discounts for students are available.

In order to receive credit, a one paragraph summary of each seminar attended at the conference should be included with your required reading assignment. Students will receive 200 pages of
credit towards this assignment for each day they attend the conference (The conference lasts three days, so up to a maximum of an equivalent of 600 pages is possible).

Document naming conventions: All documents (with the exception of exercise #3) should be uploaded onto Sakai and should be named with the convention of student name, course number and assignment name.

For example: the Required Reading for this course may be named:
Smith, Mary; CO710; Required Reading

**Grading:**
Evaluation:

- Required Reading 10%
- Research Paper 50%
- Final Exam 40%

Rubric:
**Grading:** Final letter grades will be assigned based on the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>A</td>
<td>94-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>84-86</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<td>C+</td>
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<td>D+</td>
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<td>D</td>
<td>64-66</td>
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<td>D-</td>
<td>60-63</td>
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</tbody>
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**Course Schedule:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1 Feb. 27-28</td>
<td>Nature of pathology, wellness and problems in living; differential diagnosis; how culture shapes perspectives on psychopathology (e.g., Nigerian grieving practices); overview and history of the DSM; updates to the DSM5; Prevention, intervention, and treatment of Neurodevelopmental and Neurocognitive disorders; psychopharmacology [CACREP II.G.3.f] *Guest speaker on Saturday: Kathy Myatt (Psychopharmacology)</td>
<td>At least 50% of the Essential Psychopathology text should be read by the first class meeting. Begin reading from other required texts and the extended bibliography as well.</td>
<td>Consider topic for research paper</td>
</tr>
<tr>
<td>Module 2 March 27-28</td>
<td>Prevention, intervention, and treatment of: Bipolar and Depressive Disorders; Feeding and eating disorders; substance-related and addictive behaviors; sexual and gender identity disorders *Guest speakers on Saturday: Dr. Lauren King (Eating Disorders) and Jim Cress (Addiction)</td>
<td>The entire Darkness is my only companion should be read by March 27. Begin reading from the Modern Psychopathologies text.</td>
<td>Begin conducting research for and begin writing paper</td>
</tr>
<tr>
<td>Module 3</td>
<td>Prevention, intervention, and treatment of: Anxiety disorders; Obsessive-Compulsive Disorders; Trauma and Stressor-related disorders including crises and disasters; schizophrenia and psychotic disorders; Personality Disorders</td>
<td>The entire <em>Modern Psychopathologies</em> should be read by April 24. All outstanding reading due by April 24.</td>
<td>Annotated Bibliography due April 24; Research Paper due May 4; Exam due May 9</td>
</tr>
</tbody>
</table>

**Academic Standards/Policy**

Cheating and plagiarism are considered serious breaches of personal and academic integrity. Cheating involves, but is not necessarily limited to, the use of unauthorized sources of information during an examination or the submission of the same (or substantially same) work for credit in two or more courses without the knowledge and consent of the instructors. Plagiarism involves the use of another person’s distinctive ideas or words, whether published or unpublished, and representing them as one’s own instead of giving proper credit to the source. Plagiarism can also involve over dependence on other source material for the scope and substance of one’s writing. Such breaches in academic standards often result in a failing grade as well as other corrective measures. For more information, please consult the Student Handbook.

**ADA Policy**

The seminary complies with the provisions of the Americans with Disabilities Act. A student with a qualifying and authenticated disability who is in need of accommodations should petition the seminary in accordance with the stated guidelines in the Student Handbook.

**Cancellation of Class**

In the event the seminary has to cancel a class meeting (impending storm, professor illness, etc.), the Registration Office will send out an email (via the GCTS email account) notification to all students registered in the respective course. If the cancelation occurs the day of the scheduled meeting, the Registration Office will also attempt to contact students via their primary phone contact on record. The professor will contact the students (via GCTS account) regarding make-up. If a weekend class is cancelled, the class will be made up during the scheduled Make-Up weekend (see the academic calendar for the designated dates). For more info, consult your Student Handbook.

**Extension Policy**
Arrangements for submission of late work at a date on or before the “last day to submit written work”, as noted on the seminary’s Academic Calendar, are made between the student and professor. Formal petition to the Registration Office is not required at this time. This includes arrangements for the rescheduling of final exams. However, course work (reading and written) to be submitted after the publicized calendar due date, must be approved by the Registration Office. An extension form, available online, must be submitted to the Registration Office prior to the “last day to submit written work.” Requests received after this date will either be denied or incur additional penalty. For a full discussion of this policy, please consult the Student Handbook.

**Grades**

Grades are posted on line within twenty-four hours of receipt from the professor. Students are expected to check their CAMS student portal in order to access posted grades. Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office. Faculty have six weeks from the course work due date to submit a final grade.

**Returned Work**

Work submitted through Sakai will be returned via Sakai since no hard copies will be turned in. Enclose a self-addressed, stamped envelope with any hard copy work submitted if you wish to have it returned.