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.

Relation to the Curriculum: Psychopathology is a core course that is required for all students in the MACC degree program. Psychopathology is also a required course for many state licensing boards, including the NC LPC Board. Offered every spring semester, it is a pre-requisite for CO735, Individual Appraisal. Please note that those wishing to pursue LPC licensure in South Carolina must also take a second course in psychopathology. This course (Advanced Psychopathology) is offered every other year at GCTS-Charlotte. CO710 is also a pre-requisite for the Advanced Psychopathology course.

Objectives (Knowledge and Skills Outcomes):
- 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 (Psychospiritual, therapeutic and psychopharmacological) for specific disorders.

**CACREP Standards are written to ensure that students develop a professional counselor identity and master the knowledge and skills to practice effectively and ethically. At the completion of this course, students should be able to satisfy the following competencies outlined in the 2009 CACREP Standards:**

- CACREP II.G.3c – Effects of crises, disasters, and other trauma-causing events on persons of all ages
- CACREP II.G.3d – Theories and models of individual, cultural, couple, family, and community resilience
- CACREP II.G.3f – Human behavior, including and understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior

**Students should also be able to apply their knowledge as required in the 2009 Clinical Mental Health Counseling Standards:**

- CMHC A1 - Understands the history, philosophy, and trends in clinical mental health counseling.
- CMHC A6 - Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.
- CMHC A9 – Understands the impact of crises, disasters, and other trauma-causing events on people.
- CMHC C2 – Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
- CMHC C4 - Knows the disease concept and etiology of addiction and co-occurring disorders.
- CMHC C7 – Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
- CMHC D8 - Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
- CMHC K1 – 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).*
- CMHC K2 – Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.
- CMHC K3 - Knows the impact of co-occurring substance use disorders on medical and psychological disorders.
CMHC K5 – Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.
CMHC L1 – Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
CMHC L2 – Is able to conceptualize an accurate multi-axis diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
CMHC L3 – Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

**Course Content:** As an introduction to abnormal psychology, students will learn the nomenclature and correct utilization of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5). Students will discuss case studies and view videos relative to the topics, which will facilitate assessment, diagnosis, and potential treatment planning.

**Methods of 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 Text(s):**


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/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. A biblical and theological critique should be included in either the development or the treatment 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. 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.3d, 3f; CMHC A.1, K.1, K.2, L.1, L.2]

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

2. **Exam**

   The exam will cover the etiology, description of symptoms, course, prevalence and possible treatments for three of four disorders TBA. [CMHC A.9, C.2, C.4, K.1, K.2, L.1, L.3]

   **Due:** Saturday May 9, 2015
3. **Annotated Bibliography**

Read from a wide variety of resources in the area of Psychopathology. In addition to the required course texts, other academic texts may be chosen from the extended bibliography (if one is provided) or may be chosen by the student, as long as they pertain to course topics. Additional sources chosen should be written for an academic as opposed to a popular audience. If there is any question about whether or not a source is appropriate, please email maccinfo@gcts.edu.

Instructions for completing annotated bibliographies:
Annotated bibliographies consists of three elements; 1. Citation in current APA style format 2. A summary of the source’s major themes 3. Your own statement/s evaluating the quality of the source. While annotated bibliographies are not specifically addressed in the Publication Manual of the American Psychological Association, 6th ed., the following website is a helpful resource: https://owl.english.purdue.edu/owl/resource/560/01/

Following each reference using APA style, indicate the number of pages read. Write a one-page annotation for a book and a paragraph annotation for a journal article or chapter in a book. If the resource was a videotape, indicate a page number equivalency (1 hour = 33 pages; 6 hour maximum). Include a tally of the total number of pages read on the cover page. For full credit, the student is expected to read a total of 2000 pages. Please note that textbooks do count towards the overall 2000 pages.

Part of the reading requirement can be met by attending the North Carolina Counseling Association Conference from February 11-13 in Greensboro. Details will be discussed in class. Please see this link for more information and to register: http://nccounselingassociation.org/events/721-2/

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

**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, assignment name.

*For example:* the annotated bibliography for this course may be named: Smith, Mary; CO611; Annotated Bibliography

**Evaluation:**
- Annotated Bibliography 10%
- Research Paper 50%
- Final Exam 40%

**Class Participation:** Meeting times are as follows:
- February 27-28
- March 27-28
- April 24-25
- Fridays 6:30pm-9:30pm, Saturdays 8:30am-4:30pm
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.

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

<table>
<thead>
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<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
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<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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</tbody>
</table>

**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</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; neurodevelopmental disorders; Neurocognitive disorders; psychopharmacology [<em>CACREP II.G.3d, 3f; CMHC K.1, K.2, K.4, L.2]</em></td>
<td>At least 50% of the Essential Psychopathology text should be read by the first class meeting.</td>
<td>Consider topic for research paper</td>
</tr>
<tr>
<td>Feb. 27-28</td>
<td>*Guest speaker on Saturday: Kathy Myatt (Psychopharmacology)</td>
<td></td>
<td></td>
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<tr>
<td>Module 2</td>
<td>Bipolar and Depressive Disorders; Feeding and eating disorders; substance-related and addictive behaviors; sexual and gender identity disorders [<em>CMHC A.6, C.4, D.8, K.2, K.3]</em></td>
<td>The entire Darkness is my only companion should be read by March 20. Begin reading from the Modern Psychopathologies text.</td>
<td>Begin conducting research for and begin writing paper</td>
</tr>
<tr>
<td>March 27-28</td>
<td>*Guest speakers on Saturday: Dr. Lauren King (Eating Disorders) and Jim Cress (Addiction)</td>
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</tbody>
</table>
Module 3
April 24-25
Anxiety disorders; Obsessive-Compulsive Disorders; Trauma and Stressor-related disorders; schizophrenia and psychotic disorders; Personality Disorders; [CACREP II.G.3c; CMHC K.2]

The entire Modern Psychopathologies should be read by this date. All outstanding reading due by April 24.

Annotated Bibliography due April 24; Research Paper due May 4; Exam due May 9

Academic Standards

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.