Instructor: Vickey L. Maclin, PsyD
Course Dates: September 18-19
November 13-14
December 11-12

Course Times: Fridays 6:30-9:30
Saturdays 8:30-4:30

Instructor Contact Information:
Email: vmaclin@gordonconwell.edu

Office Number: 704-295-2358
Office Hours: Tuesday & Thursday 1:00 - 4:00 pm
Cell Number: 757-288-0803
Friday 9:30 am – 12:30 pm

Course Description:
As an advanced approach to psychopathology, students will gain increased familiarity with the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) and will develop competency in diagnostic assessment and therapeutic approaches, with an additional emphasis on neurobiology of psychopathology and psychopharmacological treatments. Students will apply this knowledge through role-play, assessment, treatment planning, watching videos, small group discussion, lectures and course readings. Upon completing the course, students will have an understanding of the techniques practitioners use in the diagnosis and treatment of psychopathology.

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:
1. Obtain advanced knowledge of the DSM-5, including differential diagnosis, treatment of serious psychopathology as depicted in the standard nomenclature of the DSM-5.
2. Demonstrate the ability of utilizing a clinical interview in the assessment of psychopathology for diagnoses from DSM-5.
3. Demonstrate competency in accurate diagnosis and developing effective treatment plans.
4. Develop an awareness of empirically supported treatments for various disorders.
5. Gain a basic knowledge and understanding of basic brain anatomy, along with an overview of psychopharmacology.
6. Learn to utilize the International Classification of Diseases (ICD) and Clinical Modification System according to the latest version.

**Class Structure and Instruction**
To achieve the objectives of this course and address the course content, the instructor will employ a variety of teaching interventions that will include small group discussions, individual projects, lectures, case interview and report, and simulated activities.

**Required Texts and/or Readings**

**Textbooks:**

**Course Requirements and Expectations:**
Upon completion of the course, the student should be able to:
1. Demonstrate an understanding of psychiatric diagnosis.
2. Demonstrate an understanding of the operational definition of psychopathology.
3. Demonstrate knowledge of the etiology of the major DSM-5 diagnostic categories.
4. Demonstrate an ability to effectively discuss the DSM-5 classification of mental disorders and the criteria for diagnosing these disorders.
5. Apply the DSM-5 classification system in determining the appropriate diagnosis of clinical cases.
6. Demonstrate substantial formation of knowledge about psychopathology to apply in formulating appropriate and effective diagnostic evaluations and treatment.
7. Demonstrate knowledge of ethical and legal considerations when diagnosing.
8. Analyze diagnosing issues with such factors as culture, ethnicity, age, gender, sexual orientation, attitudes, beliefs, religious differences, etc.
9. Analyze the etiology, the diagnostics process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.
10. Demonstrate an understanding of the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
11. Demonstrate knowledge of how living in a multicultural society affects clients seeking clinical mental health counseling services.
12. Demonstrate an understanding of how 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.
13. Analyze evidenced-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.

14. Demonstrate an ability to utilize the International Classification of Diseases and clinical Modification system according to the latest version.

Assignments

All written assignments, with the exception of the report, must be written in APA style. See http://owl.english.purdue.edu/owl/section/2/10 for more information.

Document File: All assignments should be submitted electronically in the Sakai course assignments areas. Students name, course number and assignment name should be included on cover page, that is APA formatted, for each assignment submitted.

a. Reflection and Growth Exercise on Self-Emotional Responses (50 points).

Allender and Longman (1994) write in their book, “The pains of life in a fallen world turn us into something not fully human. When we experience pain, our deepest passion is to escape the bludgeons of assault, betrayal and loss. Most of us don’t turn to deadness… But in our desperation, each of us in our own way tries to dull the intensity of our groaning” (p. 23). This assignment will be an experiential exercise regarding the integration of spirituality and emotional response and development. Students should read The Cry of the Soul: How Our Emotions Reveal Our Deepest Questions About God. After reading the book students should write a self-reflective paper about personal emotions and difficulties of which they became aware. The students should address those areas in a thoughtful, self-engaging way and identify what they need to do so as not to “…escape the bludgeons of assault, betrayal and loss” and “deaden” themselves as they continue to develop and grow as a counselor. Students should reflect on how they may begin to see healing by allowing God to answer those deepest questions that may still exist about Him. Please know this assignment is given as another way for the student to examine, self-reflect, on areas that can potentially keep the student from engaging with places of pain with clients. In light of that, I want students to know they will not be graded on what they address, but instead on how they choose to engage with the aspects of the book in his or her personal life. Also, the page limit on the assignment is in the students’ hands. Even so, to demonstrate a true engagement with the assignment, it is expected that the paper would not be less than three pages. However, because of needing to read and grade the assignments the professor is asking for the top limit to be not more than eight pages. As a reminder the cover sheet or the reference page is not included in the page count.

Due Date: Uploaded to Sakai in the assignment area by midnight on October 3rd.

b. Book Review (50 points): Students will write a book review of Handbook of Clinical Psychopharmacology for Therapists (Preston, O’Neal, & Talaga, 2010) and
Diagnosis and Treatment Planning in Counseling (Seligman, 2004). The review or
summary that is written should include information that was learned from both
sources as it relates to the topics that were addressed in each book. Students should
consider when writing their paper how they can and will implement aspects addressed
in the books in future work with clients, and consider clients from all walks of life
with many different backgrounds. Students should comment on aspects from the
books that were important when considering doing assessment, treatment planning,
treatment approaches and the implementation of those approaches with clients who
have any variety of disorders that were addressed in the books.

Due Date: Uploaded to Sakai in the assignment by midnight on October 30th

SPECIAL NOTE: The Seligman (2004) book can be dismissed from this assignment,
but students would be required to attend a CE workshop and write a brief summary about
the workshop. The CE presentation is hosted by the MACC program at Gordon Conwell.
The title of the workshop is Cultural Competence for Therapists: Developing Effective
Strategies for Working with Racially and Ethnically Different Clients. It will take place
on Friday, October 23rd. If students attend this workshop and complete an assignment,
that consists of writing a brief summary of what they learned and how it can be useful in
future work as a counselor, then they can disregard the Seligman (2004) book from the
above assignment. The assignment for the workshop will need to be submitted by
October 30th. If the summary is not submitted by October 30th, then the
aforementioned assignment will need to be completed. If the student does not
submit either a summary of the workshop or the book is not included in the Book
Review assignment then ½ the points will be given for the assignment. Additionally,
note that this assignment is only accepted in one of your courses for the term.

c. Clinical Handbook Psychological Disorder Presentation (75 points): Students
will select from one of the 18 chapters in the Barlow (2014) text and sign-up to
present on the topic on either the 2nd or 3rd weekend of class. In the presentation
students should address the disorder identified, the etiology, prevalence rates, and
identify some of the differential diagnoses, as well as how the differential diagnosis
would be ruled out from the treatment disorder. The differential diagnosis portion
will be done for all the chapters, with the exception of the last chapter. Students will
address the empirically based treatment (EBT) approaches that have been used in
treating the disorder, as noted in the Barlow (2014) text. Additionally, students need
to consider the disorder and the treatment for ethnically different clients. Students
should also include ICD-9 or 10 diagnosis associated with the disorder. Finally,
students will share a “made up” case study and demonstrate in the presentation the
use of specific treatment interventions offered in the chapter that can be used in
working with the client case study. Students should include other resources in
addressing the topic and site those sources accurately in the presentation. Students
will have 35-45-minutes to do their presentations.

Due Date: Students should upload to Sakai their PowerPoint by 10 pm the Friday
of the weekend their presentation is being done.
d. **Case Conceptualizations (25 points per case = 50 points):** Students will complete two case conceptualizations based on vignettes that will be provided by the professor. The case conceptualizations should be a 3-5 page APA formatted paper. Students will analyze symptoms and decide on an appropriate diagnosis based on their understanding of the vignette, a treatment modality and treatment interventions. Students should address psychopharmacology considerations in treating the client. Answer the question, “What might a psychiatrist or PCP recommend for the treatment of the client? The case conceptualization should also include a differential diagnosis and questions the students would want to ask the client for a rule out of the differential diagnosis, or what is not present that would rule out the differential diagnosis.

**Due Date: Uploaded to Sakai in the assignment area by midnight on November 7th.**

e. **Interview/Written Case Report (100 points):** The first class period the professor and the class will participate in an interview, after which the students will write an Intake Report based on the information the interviewee provides. In the Intake Report the students will include all the background information in the report as well as a diagnosis. The students will develop a treatment plan for treating the interviewee if the person were to continue with therapy. In light of developing a treatment plan, the students should identify a treatment modality and consider in the treatment plan specific interventions that will be used to treat the case. In addition to giving a diagnosis students should also address differential diagnosis(es) for the case and the ICD-9 Code for the case. While counselors will not provide medication it is important to have a working knowledge of neurotransmitters and the functioning of the brain in mental disorders. As such students should identify what part of the brain is likely affected by the client’s disorder or the neurotransmitters that are affected. After determining that factor students should address possible psychopharmacology that a psychiatrist or physician would use to begin to treat the client, if applicable. Students should note how the brain functioning could potentially influence the treatment and interventions that are being recommended in the treatment plan. Finally, students should consider any multicultural influences as they consider the diagnosis and treatment.

Students should use headings and subheadings when writing the report and also include an Addendum section that addresses the questions related to the additional information that needs to be included with the report. A page number is not being given for the report, but students want to be certain to have headings for information about all the areas of a client that would be included in an intake report. These would include: Reason for Referral, Overview of Presenting Problem (symptoms and impact on person’s life), Background Information, Family History, Psychological History (individual and family), Medical History (individual and family), Legal History, Substance Use History (individual and family), Trauma History, Academic History, Occupational History, and Mental Status and Observational Behavior in interview. approaches may not be the best way to treat the disorder. The paper should be written in APA format, including double-spaced, cover page and page numbers. Grading of the report will be based on the thoroughness of information reported, readability of report, professional tone, clarity and good usage of APA formatting.
Due Date: Uploaded to Sakai in the assignment area by midnight on December 5th.

f. Advanced Psychopathology Exam (150 points): The exam will cover material from all the texts, except Allender & Longman (2004). Such areas that will be addressed on the exam include: the etiology, description of symptoms, course, and possible treatments, EBT treatment interventions, brain functions, neurotransmitters and drug interactions in brain.

The proctored exam should be completed by midnight on December 18th. The exam is worth 150 points and will consist of 80-multiple choice questions worth 1.5 points each and a case study, that will be similar to the Case Conceptualization assignment and will be worth 30 points. A study guide will be provided that consists of multiple choice questions that will be selected from for the exam.

The students should select a proctor and submit the name and email address, as well as contact number to Dr. Maclin via an email to vmaclin@gordonconwell.edu. The proctor will be provided with all the information that is needed to get the student logged into Sakai to take the exam. The proctor will be provided with a proctor form that the student and the proctor should complete. The proctor should return the paperwork to the professor via the instructions that will be provided on the Proctor sheets.

Attendance

Attendance & Participation (45 pts attendance [15 pts/weekend]; 30 pts participation [10pts/weekend])

Class will meet on the weekends of September 18-19, November 13-14 and December 11-12. Classes on Friday will start immediately after Chapel and meet from 7:00-9:30 pm. Students are strongly encouraged to attend Chapel prior to the start of class. Class will meet on each of the Saturdays from 8:30 am - 4:30 pm. The style and format of this course is essentially that of a senior seminar that anticipates maximum class input and reflective discussion from the student. The student is expected to attend all class sessions and participate fully in the classroom experience.

Attendance and full participation is expected during all class meetings. The student must notify the professor prior to missing any portion of class. The student will have points deducted for missing any portion of a class AND will also have a make-up assignment that needs to be completed. The professor will give an assignment to the student based upon information that was missed during the class.

Grading of Assignments

Lateness will be penalized 2-points for each day an assignment is late. Excessive or insufficient length will be penalized three points per page over/under limits. Failure to use APA format will be penalized up to one letter grade, depending on the errors. Assistance with correct APA format is available online. Plagiarism is considered a serious academic offense at GCTS.
### Points for Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>45 points (15 pts/weekend)</td>
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<tr>
<td>Participation</td>
<td>30 points (10 pts/weekend)</td>
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<td>Reflection and Growth Exercise</td>
<td>50 points</td>
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<td>Book Review</td>
<td>75 points</td>
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<td>Presentation</td>
<td>75 points</td>
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<tr>
<td>Case Conceptualizations</td>
<td>50 points (25 pts each)</td>
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<tr>
<td>Intake Report</td>
<td>100 points</td>
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<tr>
<td>Final Exam</td>
<td>150 points</td>
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**Total Possible Points for Assignments**: 575 points

### Grading Rubric:

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>564-575</td>
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<tr>
<td>A</td>
<td>541-563</td>
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<tr>
<td>A-</td>
<td>518-540</td>
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<td>B+</td>
<td>506-517</td>
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<td>B</td>
<td>483-505</td>
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<td>B-</td>
<td>460-482</td>
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<td>C+</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
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<td>D-</td>
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<td>F</td>
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<tr>
<td>Sept 18-19</td>
<td>Syllabus Review (Review Expectations &amp; Assignments)</td>
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<td>Differences in DSM-IV-TR and DSM-V</td>
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<td></td>
<td>Intake Information &amp; Treatment Planning (individual and family)</td>
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<td></td>
<td><strong>MOCK INTERVIEW</strong></td>
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<td></td>
<td>Part I: Introduction to the DSM 5 and Historical Background</td>
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<td></td>
<td>Ethical Guidelines with Diagnosing</td>
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<td>What Is a Mental Disorder?</td>
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<td>ICD Coding</td>
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<td>Brain, Brain Functions &amp; Psychopharmacology</td>
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<td>Part II: Neurodevelopmental Disorders</td>
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<td>Bipolar Disorders &amp; Treatments</td>
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<td>Movie: <em>Mr. Jones</em></td>
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<td>Substance Use Disorders &amp; Treatments</td>
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<td>Somatic Disorders</td>
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<td>Preston, O’Neal &amp; Talaga chapters 1, 3, 4, 8, 14, 17</td>
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<td>October 3</td>
<td>Reflection &amp; Growth Due</td>
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<td>October 30</td>
<td>Book Review Due</td>
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<td>November 7</td>
<td>Case Conceptualizations Due</td>
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<td>Nov 13-14</td>
<td>Part I: Schizophrenia Spectrum &amp; Other Psychotic Disorders</td>
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<td>Depressive Disorders</td>
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<td>Part II: <strong>Eight Presentations</strong></td>
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<td>Part III: Trauma &amp; Stress Related Disorders</td>
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<td>Neurocognitive Disorders</td>
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<td>December 5</td>
<td>Intake Report Due</td>
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<td>Dec 11-12</td>
<td>Part I: Anxiety Disorders</td>
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<td>Obsessive-Compulsive &amp; Related Disorders</td>
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<td>Paraphillic Disorders</td>
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<td>Gender Dysphoria</td>
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<td>Part II: <strong>Seven Presentations</strong></td>
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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
Faculty have six weeks from the course work due date to submit a final grade. 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 (unless instructed otherwise). Those individuals who need an official grade report issued to a third party should put their request in writing to the Registration Office.

Returned Work
Submitted hard-copy course work will be returned to the students if they provide a self addressed and postage-paid envelope with their final work. Work submitted without the appropriate envelope work will be destroyed after the grade have been assessed and issued.

Virtual Writing Center
Free assistance in writing papers is available to students through the Virtual Writing Center at Gordon Conwell. The Virtual Writing Center is staffed by Gordon Conwell graduates, or writing tutors with specialized knowledge in writing and/or ESL. Generally, this service is available to students who have completed or are currently enrolled in one of the following three classes:

- CT500 (Introduction to Theological Research)
- CO501 (Introduction to Counseling Research)
- IS502 (Theological Research and Writing)

If you enrolled in GCTS before Fall 2008, you were not required to take one of the three pre-requisites above, and you may request access to the Virtual Writing Center. Also, ESL writing tutors are available to ESL students even if they are not currently enrolled in a degree program. If you do not meet one of these qualifications, but feel you would benefit from using the Virtual Writing Center, contact us and we will evaluate your status.
Email writingcenter@gordonconwell.edu for more information.
Bibliography


ANXIETY DISORDERS


ATTENTION DEFICIT DISORDER


BEHAVIOR GENETICS


BIPOLAR DISORDER


Anglada, T., Ferguson, T., & Taylor, J. (2004). *Brandon and the bipolar bear: A story for children with bipolar disorder.* Victoria, B. C.


guide to helping students succeed. Murdock, FL: BPChildren.


Fieve, R. R. (2006). *Bipolar II: Enhance your highs, boost your creativity, and escape the cycles of recurrent depression: The essential guide to recognize and treat the mood swings of this increasingly common disorder.* New York: Rodale.


Raeburn, P. (2004). *Acquainted with the night: A parent’s quest to understand depression*


**Videos**


**DEPRESSION**


**DEPRESSION: RELATION TO PERSONALITY**


**EATING DISORDERS**


**FAMILY DYSFUNCTION**


**MISCELLANEOUS**


**PROTECTIVE FACTORS**


Schaefer, F. C., & Schaefer, C. A. *Trauma and resilience: Effectively supporting those who serve God*.


**SEXUAL ABUSE**


**STRESS**


