

ASSEMBLIES OF GOD THEOLOGICAL SEMINARY

PCP 663 Psychopathology
Thursday @ 6:00 – 8:45 PM

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Spring 2010

COURSE SYLLABUS

COURSE DESCRIPTION

This course is a study of adult psychopathology and behavioral disturbance in the context of the current edition of the Diagnostic and Statistical Manual of Mental Disorders. Each major diagnostic category will be studied emphasizing the definitions, etiology, and disorder maintenance, assessment by symptom recognition, differential diagnosis and preferred therapy.

PROGRAM & COURSE OBJECTIVES

MAC Program Objectives: Student Learning Outcomes

Upon successful completion of the counseling degree, the program participant will be able to:

- *Identify* appropriate individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, and brief, intermediate, and long-term approaches.
- *Demonstrate* competencies to accurately diagnosis pathology as well to select, administer, and interpret appropriate comprehensive assessments with an awareness of cultural bias in their implementation and interpretation.
- *Explain* the interface between therapist responsibility and the professional, spiritual, social and political context of treatment.

The following course objectives are designed to meet the student learning outcomes of the MAC degree program.

Course Objectives

Upon successful completion of the course, the student should be able to:

1. Define mental disorder
2. Describe the history of the DSM
3. Identify the five axes of the DSM
4. Describe how and why the DSM is used.
5. Describe criteria for the major diagnostic categories.
6. Identify etiological factors involved in each major disorder.
7. Identify dominant treatment modalities for each major disorder.
8. Accurately diagnose mental disorders after review of case studies.

REQUIRED TEXTBOOKS

Sarason, I. G. & Sarason, B. R. (2005). *Abnormal psychology: The problem of maladaptive behavior*. (11th ed.). Upper saddle River, NJ: Prentice-Hall.

✓ ISBN # 0-13-118111-4.

American Psychiatric Association. (2000). *Desk reference to the diagnostic criteria from DSM-IV-TR*. Washington DC: Author.

✓ ISBN # 0-89-0420270.

RECOMMENDED TEXTBOOKS

American Psychological Association. (2010) *Publication Manual of American Psychological Association*, (6th ed). Washington DC: Author

✓ ISBN # 1-43-3805618.

BASIC COURSE OUTLINE

- 1/7* Introduction to Course & Review of Syllabus
- 1/14 **Ch. 1** Introduction
- “ **Ch. 2** Theoretical Perspectives on Maladaptive Behavior
- 1/21 **Ch. 3** The Therapeutic Enterprise: Choices, Techniques, Evaluation
- 1/28 **Ch. 4** Classification & Assessment
- 2/4 **Ch. 5** Stress, Coping, and Maladaptive Behavior
- 2/11 **Ch. 6** Bodily Maladaptations: Eating, Sleep, and Psychophysiological Disorders
- 2/18** **Ch. 7** Disorders of Bodily Preoccupation
- 2/25 NO Class Spring Study Break

February 22nd - February 26th -- SPRING STUDY BREAK

3/4 **MIDTERM EXAMINATION** (Chapters: 1, 2, 3, 4,5,6,7 & 17)

- 3/11 **Ch. 8** Anxiety Disorders
- 3/18 **Ch. 9** Sexual Variants and Disorders
- 3/25* **Ch.10** Personality Disorders
- 4/1 **Ch.11** Mood Disorders & Suicide
- 4/8** **Ch.12** Schizophrenia & Other Psychotic Disorders;
- 4/15 **Ch.13** Cognitive Impairment Disorders

4/22 **FINAL EXAMINATION** (Chapters 8, 9, 10, 11, 12, 13)

*Class will attend chapel together at 6:00 PM on January 7th, 2010 and March 25th, 2010.

** Assignment due.

METHODOLOGY

The format of the course will consist of lectures, class discussions, multi-media presentations, homework assignments, and examinations.

COURSE REQUIREMENTS

1. Professionalism and courtesy in regard to attendance is expected.
2. Active participation in class discussions is expected. Students who attempt to monopolize discussions will be asked to limit their contributions to class discussions.
3. Completion of all readings as assigned is expected.
4. Completion of all papers and assignments on time is expected. (Late papers/assignments will be lowered one letter grade for each date late.)
5. Each week at the beginning of class a quiz will be given over the assigned chapter. There will be no make-up quizzes. The instructor will drop the lowest quiz score.
6. Completion of two comprehensive examinations based on the assigned readings, lectures, class discussions, and multi-media presentations is expected. Grades will be based on the following: A = 95%+ B = 85-94% C = 75-84% D = 65-74% F = 64 & below. Professor reserves the right to curve scores if necessary.
7. Student will write a three page interaction paper on chapter 17 of the text book titled, *Society's Response to Maladaptive Behavior*. Student will interact with the content of the chapter as well as reflect on the church's response to maladaptive behavior. Student will incorporate creative recommendations as to how the church could more effectively respond to the mentally ill and those who struggle with emotional and psychological difficulties. Paper is due at the beginning of class, February 18th, 2010.
8. Student will write a major research paper on a mental disorder. Paper will be a minimum of 13-15 pages written text. Paper should cite a *minimum* of thirteen or more key references in the paper. (Text book does not count as a reference.) It is standard research protocol to cite two different sources for each written page. Prominent names in the field should be cited. Current research (within the past five years, 2005+) is required. Proper electronic citation is required. Sources are to be scholarly and preferably peer reviewed research. The paper must be well written, researched, and strict adherence to APA will be expected. Paper should be left margin justified, 12 Point Times New Roman font. Topic of paper must be approved by professor. Paper is due on April 8th, at 6:00 PM. Paper will be reduced a letter grade for each day it is late. Grades for writing assignments will assigned as following:

A **Paper is publishable**—Outstanding paper: Stellar research, writing, grammar, citation and adherence to APA standard. No errors

- B **Above average paper**—well written, good research and grammar, proper citation and minimal errors
- C **Meets basic requirements**—adequate grammar and research, no spelling errors
- F **Fails to meet graduate level quality**—paper does not meet graduate level writing expectations. Grammar and writing needs improvement. Paper does not meet minimum research requirements, failure to follow APA requirements.

Following are areas to address in the research paper.

- a. Description of symptomology—physical, emotional, behavioral, indicators
- b. Significant factors in differential diagnosis.
- c. Latest research on disorder.
- d. Possible etiological factors and assessment issues.
- e. Preferred therapeutic interventions of treatment.
- f. Basic treatment recommendations and prognosis for recovery.

GRADING PROCEDURE

The final course grade will be determined based on the combined scores on all quizzes, exams, writing assignments as well as attendance and class participation (See Scoring Rubric for Class Participation & Attendance.) Grades will be calculated by dividing the total number of points accumulated by the total possible points. It is hoped that students will not miss any class sessions. When it is necessary to be absent, students should send an e-mail to the professor prior to the class session if possible to maintain communication regarding material covered in class. Excessive absences may result in the student being dropped from the course.

Scoring Rubric Class Participation & Attendance

Points Possible—Description--Points Received

0 points

- Does not ask questions or make comments that indicate familiarity with topics for class
- Does not participate actively in small groups or class discussions
- Misses class often
- Is often late or leaves early w/out due reason

1-4 points

- Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class
- Does not actively participate in small groups or class discussions
- Misses no more than 1 classes w/o prior arrangement
- Is occasionally late or leaves early w/out due reason

5-10 points

- Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class
- Participates in small groups or discussions
- Misses 1 class with prior arrangement
- Is never late or leaves early w/out due reason

11-15 points

- Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class
- Participates actively in small groups in class and discussions
- Attends class regularly (no missed classes)

Total points: _____

Professional and Ethical Conduct: Students will conduct themselves in this course as professionals; preparing projects as directed and in a timely manner. They will complete assignments and exam in an ethical manner. Plagiarism, the presentation of another's work as your own, will be considered a serious violation of the Code of Ethics and may result in failure for the course.

Disability Accommodation: Any student who because of a disability may need special Arrangements or accommodation to meet the requirements of this course is encouraged to see me before or after class to discuss accommodations.

Confidentiality Notice

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality.

Electronic Device Notice

As a matter of courtesy to fellow classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make noise. Laptops are permissible for note-taking purposes; however utilization of social network applications is not permitted during class. Arrangements for your personal communication need to be made before or after class and not during class. Please do not talk on the phone during class.

SPECIFIC DATA

Syllabus prepared by Melody Palm, Psy.D., October 2009

This document is intended to provide a general orientation to the course. The instructor reserves the right to make modifications to the schedule and specific assignments during the semester.

