

# Western Seminary Sacramento

## Psychopathology

**CNS 505M; 3 credit hours**

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**Spring Semester 2009**

**Session C: Jan. 5 – Apr. 25**

## Syllabus

### COURSE SCHEDULE

**Dates:** Saturday, January 31; February 21; March 7, 21; April 25

**Meeting Time:** 8:00 A.M. – 5:00 P.M.

### COURSE DESCRIPTION

This course will focus on diagnosis and treatment of the major psychopathologies. Focus will be given to using the DSM-IV TR (Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision).

### COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the MFT degree for which this course is a requirement. Below are the formal degree outcomes which this class supports:

BE a person whose godliness is worthy of being emulated by others, and whose integrity imparts credibility to his/her ministry (SFS 501-504; CNS 506; overarching). **LOVING GOD**

- motivated by a genuine love for God, others and self; (Loving God)
- reflects biblical balance and skill in life management, appropriately fulfilling those roles and responsibilities mandated by God; (Theology I and II)
- regularly practices the spiritual disciplines; (Intp. Scripture)
- aware of and applying biblical principles for forming new habits. (Theo. III)

KNOW HOW to think critically so that various truth claims can be effectively evaluated (THS 501-503; CNS 508; INTEGRATION overarching).

- awareness of world view components and can articulate their own beliefs; (Intp. Scripture and Theo I, II, III and Integration and Practicum)
- familiarity with the unique contributions of world view systems other than their own. (Social and Cultural)

KNOW HOW to think like an effective counselor, able to face new and unique situations with self-efficacy, personal integrity, and professional competence (CNS 530-534, overarching). **PRACTICUM**

- awareness of the characteristics and practices of an effective counselor, (Interpersonal Communication and Psych. Theory and Tech. and Practicum)
- mastery over personal skills and growing edges, (Practicum and Research))
- maintains a plan for growth and development. (Practicum)

KNOW HOW to build upon his/her seminary training to be a true life-long learner (CNS 530-534; overarching). (Practicum)

## **COURSE GOALS/OBJECTIVES**

The student will acquire knowledge on classifications of psychopathology and how a psychological diagnosis is determined. The student will also be introduced to effective treatment modalities for various diagnoses. Integrational issues will be covered; dealing with biological, psychological, and spiritual issues associated with the development and effective treatment of adult forms of psychopathology.

The student will:

1. Be able to understand and explain the application of the DSM-IV-TR.
2. Be able to make a preliminary diagnosis using the DSM-IV-TR.
3. Become familiar with various diagnostic classifications and how they relate to client characteristics such as age, gender and culture.
4. Be introduced to various etiological explanations for psychopathology.
5. Gain a sense of confidence in his/her ability to determine a diagnosis, understand forms of psychopathology
6. Be able to facilitate treatment from a perspective that integrated biological, psychological, and spiritual wholeness.

## **TEXTBOOKS**

*We are happy to announce that Western Sacramento is now an Amazon Associate. Any purchases (not just books) you make on Amazon using this link will mean that a minimum of 4% of the purchase price comes to Western. Please support your seminary by using this link for all your Amazon purchases.*

Click [here](#) to order texts and other products.

### **Required**

American Psychological Association (2000). *Diagnostic and Statistics Manual of Mental Disorders*, Fourth Edition, Text Revision. Washington D.C.: American Psychological Association. ISBN: 0890420254

Butcher, J. N., Mineka, S., Hooley, J. M. (2008). *Abnormal Psychology: Core Concepts*. Allyn & Bacon. ISBN-10: 0205486835. ISBN-13: 9780205486830

### **Recommended**

- Fonagy, P., Target, M., Cottrell, D., Phillips, J. & Kurtz, Z. (2005). *What Works for Whom? A Critical Review of Treatments for Children and Adolescents*. New York: The Guilford Press. ISBN-10: 0-471-31924-4
- Frances, Allen & Ross, Ruth. (2002). *DSM-IV TR Case Studies: A Clinical Guide to Differential Diagnosis*. American Psychiatric Press Inc. ISBN-10: 1585620556. ISBN-13: 978-1585620555
- Jongsma, A. E., & Peterson, L. M., (1999) *The Complete Adult Psychotherapy Treatment Planner, Second Edition*. New York: John Wiley & Sons, Inc. ISBN-13: 978-1-59385-272-6
- Logan, K. (2008). *Diagnostics (Version 2.5)* (software). Available from: <http://www.DoctorLogan.net/software/dx2.htm>
- Roth, A., Fonagy, P. (2006) *What Works for Whom?, Second Edition: A Critical Review of Psychotherapy Research*. New York: The Guilford Press. ISBN-10: 159385272X. ISBN-13: 978-1593852726

## COURSE REQUIREMENTS

### Reading

Please keep in mind that according to Western Seminary standards there are two levels of reading for assignments.

*“Familiarity level: This level assumes knowledge of the material assigned and leads to accountability in class. (45 pages per hour). Mastery level: Reading at this level will average about 20 pages per hour and assumes careful reflective interaction with the ideas, note taking, and will lead to accountability in class, and papers at a mastery level (1000 pages = 50 hours). These are intended to serve as flexible guidelines or rules of thumb; they are not thought to be rigid. It is certainly understood that books are printed with varying numbers of words per page and written to varying reading levels.*

Please keep these guidelines in mind as you complete homework assignments.

### Assignments

**Mental Health Paper:** Students to write a paper defining mental health. Students are encouraged to integrate psychological theory, research, scripture, and personal experience. Paper length to be 5 pages.

**DSM IV TR Disorder Paper:** Write an 8-10 page paper on a specific disorder. Include diagnostic requirements for the disorder, associated features of the disorder including recent research on the disorder, and integration of psychological and theological ideas related to the disorder. Use this paper to provide a brief class presentation of 20-30 minutes focusing on recent developments related to the

disorder.

**Diagnostic Practice:** Students to practice symptom identification diagnosis by responding to vignettes. Each response to the vignette will include a five axis diagnosis with supporting statements for the diagnosis, at least one rule out, additional information which would be required to needed to complete the diagnosis and how that information would be obtained. Vignettes will be distributed during the class prior to the assignment due date and are to be attached to your paper when turned in. Assignments will be 1-1.5 pages in length.

Your papers will be graded based on the rubric included below. They must be written to graduate level standard. That is, minimum format standards must be met, as defined below. English grammar, idiom and spelling must be up to graduate level. Always include a strong introduction paragraph-declare what you intend to show the reader-and conclusion paragraph. Qualities valued include clarity, succinctness, and precision. Western style standards include the following:

- 1" margins top, bottom and sides
- Double-space (= 3 vertical lines per inch, 27 lines per page)
- 12-point standard.
- Indent paragraphs 5 spaces or 0.6 inch (Western's Thesis standard is 5/8 inch)
- No extra line-feed between paragraphs (Format-Paragraph-Space After)
- Underline section headings
- Staple; no paperclips, folders, or fanfold
- Page numbers
- Title page is preferred. Any paper sent by email must include a title page.

All work must reflect Master's Level use of the English Language. Plagiarism will result in the execution of Western Seminary's contract on cheating.

**\*\*\*Grading Rubric for the Paper**

6	Superior	<p>A superior article review evaluates the topic in a complex way and executes an evaluative presentation convincingly and skillfully. It will have one or more of the following attributes:</p> <p><u>Purpose</u>: shows a sophisticated sense of its own purpose throughout, along with sophisticated organization.</p> <p><u>Topic</u>: addresses topic fully and is alert to implications and broader issues.</p> <p><u>Critical Thinking &amp; Logic</u>: Supports its own ideas and addresses opposing ideas, revealing occasional inadequacies in arguments or details of opposing viewpoints.</p> <p><u>Development</u>: shows extensive development both in terms of abstractions and details; often offers cogent or imaginative sources of information that go beyond those presented in text.</p> <p><u>Style</u>: has variety and sophistication in both sentence structure and diction.</p> <p><u>Usage and Grammar</u>: exhibits superiority in written English and APA style, though it need not be flawless.</p>
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5	Strong	<p>A strong article review evaluates the topic sufficiently and executes an evaluative presentation with a solid plan. It will have one or more of the following attributes:  <u>Purpose</u>: shows a clearly identifiable purpose with good organization.  <u>Topic</u>: addresses the topic by competent employment of many issues raised in the reading passage.  <u>Critical Thinking &amp; Logic</u>: supports its own ideas, and reveals awareness of opposing ideas.  <u>Development</u>: shows full development.  <u>Style</u>: has effective use of sentence structures and vocabulary.  <u>Usage and Grammar</u>: exhibits a command of written English and APA style, though there may be flaws.</p>
4	Adequate	<p>An adequate paper takes a meaningful approach to evaluating the article and handles it satisfactorily. It will have one or more of the following attributes:  <u>Purpose</u>: shows clearly identifiable purpose and an adequate organization.  <u>Topic</u>: has engaged the primary issues raised by the reading passage.  <u>Critical Thinking &amp; Logic</u>: supports its own ideas.  <u>Development</u>: offers appropriate and reasonable support.  <u>Style</u>: has adequate use of sentence structures and vocabulary.  <u>Usage and Grammar</u>: exhibits satisfactory control of written English; the flaws it has are not overwhelming or part of a consistent pattern.</p>
3	Flawed	<p>A flawed paper fails to address the article in some significant way, but demonstrates developing skills. It will have one or more of the following attributes:  <u>Purpose</u>: shows some focus, but occasionally wavers in its sense of purpose; often shows problems in organization.  <u>Topic</u>: addresses some issues of the reading passage – but some significant aspects may be slighted or ignored.  <u>Critical Thinking &amp; Logic</u>: reveals contradictions or flaws in logic.  <u>Development</u>: shows one or more underdeveloped paragraphs, or merely echoes and paraphrase uncritically elements of the reading.  <u>Style</u>: has some sentences that are difficult to read or seem confused.  <u>Usage and Grammar</u>: exhibits wavering control of written English and APA style, so that many readers might be annoyed by faults.</p>
2	Seriously Flawed	<p>A seriously flawed paper will reveal serious and repeated problems, including confusion as to the task or uncertainty as to the plan of the article review. It will have one or more of the following attributes:  <u>Purpose</u>: shows very little sense of focus  <u>Topic</u>: addresses the reading only marginally or randomly.  <u>Critical Thinking &amp; Logic</u>: shows very little analysis of materials or is often illogical.  <u>Development</u>: is significantly underdeveloped; often avoids expansion or explanation of ideas by comparison with higher level essays.  <u>Style</u>: has numerous sentences that pose significant difficulties for readers; frequently misuses vocabulary.  <u>Usage and Grammar</u>: exhibits persistent problems in grammar, mechanics, and APA style.</p>
1	Incompetent	<p>An incompetent article evaluation will fail to communicate the assessment of the article. It will have one or more of the following attributes:  <u>Purpose</u>: shows no sense of purpose or direction; often incoherent.  <u>Topic</u>: does not address the reading or exhibits little understanding of the writing task.  <u>Critical Thinking &amp; Logic</u>: reveals chaotic or nonexistent analysis of materials and serious problems in logic.  <u>Development</u>: is radically underdeveloped. Essays in this category make little attempt at offering evidence or argument.  <u>Style</u>: has very few sentences that are coherent or clear.  <u>Usage and Grammar</u>: exhibits pervasive errors that regularly prevent understanding. APA style is non-existent or there is use of some other style (MLA, manuscript, etc.)</p>

## STANDARDS FOR WRITTEN WORK (APA)

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend

to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 5<sup>th</sup> edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- <http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>
- <http://owl.english.purdue.edu/owl/resource/560/01/>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

## **CLASS POLICIES**

**Cover page:** To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

**Attendance and Late Assignments:** Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who miss two or more classes will not pass the course, without a request for and the completion of additional assignments. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

**Enrichment Students:** Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

**Incompletes:** Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar (p.16). In the case of serious illness, family emergency, or other extenuating circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. The maximum extension permissible is six weeks, **with assignments due to the professor for grading on Fri., 5/29/09**. All course assignments not completed by the extended deadline will be given a failing grade. Under no circumstances may this six-week period be extended except by petition and approval of the Administrative Committee.

**The Availability of Disability Services at Western Seminary:** Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

## **LIBRARY AND INTERNET RESEARCH**

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit [www.westernseminary.edu](http://www.westernseminary.edu) .
- Click the link "Sacramento Campus" in the left navigation pane.
- Click the link "Library Resources" in the left navigation pane.

### **Reserve Collection**

The library carries all required readings for this course.

### **Print Resources**

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Search the Library Collection Online".

### **Periodical & Research Databases**

As you complete your assignments for this course, don't forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link "Research Databases" from the bottom menu.
- Click the link "Ebsco Host Research Databases".
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link "EBSCOhost Web".
- Click the database(s) you wish to use. Start with *PsycARTICLES*.

To cite your information, consider the following APA composers:  
<http://www.noodletools.com> and <http://www.citationmachine.net>

**Course Packs (if applicable)**

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link 'Course Packs'.

**Reference and Research Contact Information**

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 / [dholifield@westernseminary.edu](mailto:dholifield@westernseminary.edu)

**GRADING**

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
98-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

Activity	Percent of Final Grade	Estimated Time to Complete
Reading	25%	12-17 hrs.
Mental Health Paper	15%	10-15 hrs.
Vignette Diagnostics	25%	10-15 hrs.
Disorder Paper & Presentation	35%	20-25 hrs.
<b>Total</b>	<b>100%</b>	<b>52-72hrs.</b>

**COURSE OUTLINE AND SCHEDULE**

Date	Topic	Due
1/31 A.M.	Class overview Introduction to the DSM IV TR Disorders of Infancy, Childhood and Adolescence	Abnormal Psychology, Ch. 1-3,14
1/31 P.M.	Personality Disorders	Abnormal Psychology, Ch. 9
2/21 A.M.	Stress and Stress Related Disorders Panic, Anxiety and Related Disorders Impulse Control Disorders Adjustment Disorders	<b>Vignette 1 &amp; 2 Due</b> Abnormal Psychology, Ch. 4-5
2/21 P.M.	Mood Disorders	Abnormal Psychology, Ch. 6

Date	Topic	Due
3/7 A.M.	Sexual and Gender Identity Disorders Eating Disorders Sleep Disorders	<b>Mental Health Paper Due</b> <b>Vignette 3 Due</b> Abnormal Psychology, Ch. 8, 11
3/7 P.M.	Psychotic Disorders	Abnormal Psychology, Ch. 12
3/21 A.M.	Somatoform Disorders Factitious Disorders Dissociative Disorders	<b>Vignette 4 Due</b> Abnormal Psychology, Ch. 7
3/21 P.M.	Substance-Related Disorders	Abnormal Psychology, Ch. 10
4/25 A.M.	Cognitive Disorders Mental Disorders Due to General Medical Condition	<b>Vignette 5 Due</b> Abnormal Psychology, Ch. 13
4/25 P.M.	Class Presentations	<b>Final Paper Due</b>