

Syllabus for
PRM 770—Diagnosis and Treatment of Psychopathology
3 Credit Hours
Spring 2012

I. COURSE DESCRIPTION

An advanced course to provide students with an in-depth understanding of the various definitions, theories, and empirical foundations of psychopathology. Emphasis is given to the role of various disorders. Special emphasis is given to religious expressions of psychopathology. The efficacy and effectiveness of treatment methodologies is also explored.

Prerequisite: PRM 670.

An advanced class in abnormal human behavior, this course orients students to the diagnosis and treatment of mental disorders. Psychiatric assessment and the etiology of specific mental disorders are discussed.

This course is taught with an emphasis on writing. Writing is used in both teaching and assessment of student learning.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Become more fully oriented to the diagnostic nosology of *DSM-IV-TR* and the procedures of psychiatric diagnosis.
- B. Study the etiology and empirical foundations of specific mental disorders as well as treatment planning.
- C. Develop competence in making diagnoses within a five axis framework.
- D. Improve student's writing skills and facilitate student learning of psychopathology through writing.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Demonstrate, in writing, how to convey diagnostic information.
- B. Discuss the importance of utilizing the *DSM-IV-TR* to make accurate diagnoses.
- C. Correctly identify and explain in writing the etiology and empirical foundations of major mental disorders.
- D. Use assessment and diagnostic data to write a treatment plan.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR)*. 4th ed. Washington, DC: APA, 2000. ISBN: 9780890420256

Berman, Pearl S. *Case Conceptualization and Treatment Planning*. 2nd ed. Thousand Oaks, CA: Sage Publications, 2010. ISBN: 9781412968904

Craighead, W. E., Miklowitz, J., and Craighead, L. W. (Eds.) *Psychopathology: History, Diagnosis and Empirical Foundations*. Hoboken, NJ: John Wiley & Sons, 2008. ISBN: 9780471768616

Kendall, P. C., & Comer, J. *Childhood Disorders*. New York: Psychology Press, 2010. ISBN: 9780415486422

2. Other

None

B. Optional Materials

1. Textbooks

None

2. Other

None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.

2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.

3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:

- a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
- b. Failing to meet group assignment or project requirements while claiming to have done so;
- c. Failing to cite sources used in a paper;
- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.

By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.

4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School of Theology Policies and Procedures

1. **Completion of Assignments**

Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.

2. **Incompletes**

- a. An incomplete is given only after the student establishes with the academic committee by written petition that student's work is incomplete for good cause (i.e., lengthy illness, death in the family). **Incompletes are rarely granted.** Only those absences that are incurred within the time period of the extenuating circumstances prompting an incomplete are excused. The student is still accountable for any other absences and is penalized for them according to the attendance policy.
- b. A Petition for Incomplete Grade with all supporting documentation must be submitted for approval one week prior to the end of normal classes. **The submitting of a petition does not automatically ensure the granting of an incomplete.** The petition must be approved by the academic committee of the Graduate School of Theology and Ministry. Students are expected to continue all course work until an incomplete is granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean's office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)

- c. Students taking late exams should expect alternate versions of the original exams.
 - d. **Not being present for the final examination automatically results in failure of the course.**
4. **Attendance**
 The Official Attendance Policy for the Graduate School of Theology and Ministry is as follows:
- a. If the class meets three times a week:
 - (1) Missing of 6 class sessions results in a grade reduction of one letter grade.
 - (2) Missing 8 class sessions results in a grade reduction of two letter grades.
 - (3) Missing 12 class sessions automatically results in a grade of F.
 - b. If the class meets twice a week:
 - (1) Missing of 4 class sessions results in a grade reduction of one letter grade.
 - (2) Missing 6 class sessions results in a grade reduction of two letter grades.
 - (3) Missing 8 class sessions automatically results in a grade of F.
 - c. If the class meets once a week:
 - (1) Missing of 2 class sessions results in a grade reduction of one letter grade.
 - (2) Missing 3 class sessions results in a grade reduction of two letter grades.
 - (3) Missing 4 class sessions automatically results in a grade of F.
 - d. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
 - e. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
 - f. Students are expected to be prompt for classes.
 - g. Students are expected to remain for the entire class session.
 - h. Leaving early without permission constitutes an absence.
5. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu.

C. Course Policies and Procedures

1. Evaluation Procedures

a. Grading:	
Three take-home exams (100 points each)	300 pts.
A theoretical paper	100 pts.
Final Exam: Case Study Analysis	100 pts.
Two other in-class writing assignments (50 each)	<u>100 pts</u>
Total	<u>600 pts.</u>

- b. Grading scale:
 A=540-600 points
 B=480-539 points
 C=420-479 points
 D=360-419 points
 F=Below 360
2. All assignments (including exams) are to be submitted to the Dropbox for the class on or before the due date.
 3. Whole Person Assessment Requirements
 - a. All students entering the seminary are required to enroll in PRF 059—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
 - b. WPA requirements for this course:
None

VI. COURSE CALENDAR

Week	Topic	Assignment
Jan. 4	Course Introduction, Issues in Diagnosis Models of Childhood Disorders Key Features in Dev. a Treatment	Craighead, v-xiv, 1 Kendall, 2 Berman, 1, 11
Jan. 11	Evidence-based Assessment The Complexity of Human Experience	Craighead, 2 Berman, 2
Jan. 18	Anxiety Disorders Issues Facing Childhood Disorders	Craighead, 3, 4, 6 Kendall, 8, 6
Jan. 25	Posttraumatic Stress Disorder Obsessive-Compulsive Disorder Take Home Exam 1 Due	Craighead, 7, 5
Feb. 1	Religious Psychopathology	Outside Reading
Feb. 8	Major Depressive Disorders Depression	Craighead, 8, 9 Kendall, 7
Feb. 15	Bipolar Disorder Dysthymia and Chronic Depression Theoretical Paper due	Craighead, 10 Craighead, 9
Feb. 22	Schizophrenia and the Psychotic Spectrum Childhood Schizophrenia	Craighead, 11 Outside Reading
Feb. 29	Eating Disorders Take Home Exam 2 Due	Craighead, 12, 13
Mar. 7	Spring Break	
Mar. 14	Personality Disorders Conduct Disorders Psychopathy	Craighead, 18 Kendall, 4 Craighead, 17
Mar. 28	Addictive Disorders Case Conceptualization due	Craighead, 14 Outside Reading
Apr. 4	Attention-Deficit Disorders: Mental Retardation Learning Disabilities	Kendall 5 Kendall 9
Apr. 11	Pervasive Developmental Disorders	Kendall, 10

Week	Topic	Assignment
	Tics and Elimination Disorders	Kendall, 11
April 18	Take Home 3 Exam Due	
Final Exam = Comprehensive Case Study		

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

**Master of Arts in Christian Counseling
PRM 770—Psychopathology Dr. Edward Decker, Instructor
Spring 2012**

This course contributes to student learning outcomes for the Master of Arts in Christian Counseling degree as indicated below:

Significant Contribution—Addresses the outcome directly and includes targeted assessment.

Moderate Contribution—Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution—Addresses the outcome indirectly and includes little or no assessment.

No Contribution—Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1 Foundational Context				
Master the foundational information necessary to prepare for licensure as an LPC and/or an LMFT.		X		
2 Theology/Philosophy of Counseling				
Formulate a self-reflective theology of counseling that integrates theological, theoretical, and research perspectives.			X	
3 Assessment Techniques				
Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.				X
4 Clinical/Theoretical Diagnostic Appraisal				
Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.	X			
5 Treatment Plans in Response to Diagnosis				
Display the ability to develop relevant treatment plans in response to specific diagnoses.	X			
6 Research Skills and Methodologies				
Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.			X	
7 Professional Code of Ethics				
Demonstrate awareness of professional codes of ethics and the ability to apply those codes to ethical dilemmas through following an ethical decision-making model.			X	