

Syllabus
GCSL 670—Introduction to Psychopathology
3 Credit Hours
Fall 2015

I. COURSE DESCRIPTION

An introductory study of abnormal behavior. Emphasizes DSM-V classification system; description, clinical causation, and treatment of the major forms of psychological disorders; and associated developmental, personality, and religious variables affecting behavioral patterns. Prerequisites: None.

II. COURSE GOALS

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

- A. Understand psychopathology from an integrative approach in which the intricate interactions of biological, psychological, and social factors are explicated in as clear and convincing a manner as possible.
- B. Develop an appreciation and understanding of lifespan developmental factors in the manifestation and treatment of psychopathology.
- C. Be able to explain why the scientist-practitioner approach to psychopathology is both practical and ideal.
- D. Understand the major psychological disorders from three broad categories: clinical description, causal factors, and treatment and outcomes.
- E. Understand issues of culture and gender as integral to the study of psychopathology.

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. Explain abnormal behavior from various historical and integrative perspectives.
- B. Assess and evaluate, either orally or in writing, historical and recent research dealing with psychological disorders.
- C. Classify and discuss in writing maladaptive and abnormal behavior in accordance with the diagnostic criteria of the DSM-V and religious perspectives.
- D. Discuss orally and in writing the effects of developmental, personality, and religious variables upon behavioral patterns.
- E. Explain orally and in writing the common forms of psychological disorders in terms of their description, clinical causes, and methods of treatments and outcomes.
- F. Be able to describe in writing current thinking about which aspects of the disorders are culturally specific and which are universal, and about the strong and sometimes puzzling effects of gender role.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

American Psychiatric Association. *Diagnostic and Statistical Manual of Mental Disorders (DSM-V)*. 5th ed. Washington: American Psychiatric Association, 2013. ISBN: 978-0890425558

Barlow, David H., and V. Mark Durand. *Abnormal Psychology*. 7th ed. Pacific Grove, CA: Brooks/Cole, 2015. ISBN: 9781285755618

B. Other

None

C. 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. Graduate School of Theology and Ministry 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 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 administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive

impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

- a. Students will receive one letter grade reduction after missing more than two weeks of classes.
 - b. Students who miss more than one month of classes will fail the course.
 - c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
 - d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
 - e. Students are expected to be prompt for classes.
 - f. Students are expected to remain for the entire class session.
 - g. 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. The final grade for this class is determined in the following manner:

Exams (3 @ 100 points each)	300 points
Diagnoses	120 points
Special Interest Paper	130 points
Final Exams	<u>150 points</u>
Total	700 points

- b. Grades are assigned as follows:
A=630-700 points (90-100%)
B=560-629 points (80-89%)
C=490-559 points (70-79%)
D=420-489 points (60-69%)
F=419 and below (59% and below)

2. 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

3. Other Policies and/or Procedures

- a. Method uses classroom format, a mixture of didactic presentation (using such aids as films, slides, overhead transparencies, and demonstrations) and discussion.
- b. Three Exams (100 points) come directly from contextual material.
- c. Diagnoses over all major disorders (120 points).
- d. Special Interest Paper explores one particular disorder in-depth and must follow the outline of the text (general information, theoretical facets, specific manifestations, and current treatment methodologies). Students

should consult the comprehensive textbook of psychiatry and psychology, several current journal articles, and other reference material and textbooks. The material should relate to the *DSM-IV-TR* classifications. The paper should be 8-10 pages in length (130 points).

VI. **Final Exam** is comprehensive in nature and is directly related to the course objectives (150 points).

VII. COURSE CALENDAR

Date	Topic	Assignment
8/19/15	Introduction: Abnormal Human Behavior in Historical Context	Chapter 1
8/26/15	An Integrative Approach to Psychopathology	Chapter 2
9/2/15	Clinical Assessment and Diagnosis	Chapter 3, DSM-V
9/9/15	Research Methods	Chapter 4
9/16/15	Exam I Anxiety, Trauma- and Stressor-Related...Disorders	Chapter 5, DSM-V
9/23/15	Anxiety, Trauma- and Stressor Related... Disorders Cont. Somatic Symptom... and Dissociative Disorders	Chapter 5, DSM-V Chapter 6, DSM-V
9/30/15	Mood Disorders and Suicide	Chapter 7, DSM-V
10/7/15	Eating and Sleep-Wake Disorders	Chapter 8, DSM-V
10/21/15	Exam II Physical Disorders and Health Psychology	Chapter 9
10/28/15	Physical Disorders and Health Psychology Cont. Sexual Dysfunctions...and Gender Dysphoria	Chapter 9 Chapter 10, DSM-V
11/4/15	Sexual Dysfunctions... and Gender Dysphoria. Substance-Related... and Impulse Control Disorders	Chapter 10 Chapter 11, DSM-V
11/11/15	Substance-Related... and Impulse Control Disorders Cont. Personality Disorders	Chapter 11 Chapter 12, DSM-V
11/18/15	Personality Disorders	Chapter 12
12/2/15	Exam III Schizophrenia Spectrum and Other Psychotic Disorders Neurodevelopmental Disorders	Chapter 13, DSM-V Chapter 14, DSM-V

Special Interest Paper Due

Final Examination (university schedule)

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry
M. A. Christian Counseling**

GCSL 670 Introduction to Psychopathology

Dr. James Norwood, Instructor

Fall 2015

This course contributes to student learning outcomes for the M.A. 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
Theology/Philosophy of Counseling				
Develop a cohesive theology of counseling with theological reflection on the counseling process, emphasizing Spirit-directed change.			X	
Assessment Techniques				
Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.		X		
Clinical/Theoretical Diagnostic Appraisal				
Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.	X			
Treatment Plans in Response to Diagnosis				
Display the ability to develop relevant treatment plans in response to specific diagnoses, and the skill to implement them in the context of a therapeutic relationship.		X		
Research Skills and Methodologies				
Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.		X		
Professional Code of Ethics				
Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.		X		