

Associated Canadian Theological Schools

MFT 580 Psychopathology

Joan M. Schultz, Ph. D., R. Psych
Spring 2012
3 credit hours
Prerequisite: Undergraduate course in
Abnormal Psychology, Brain and Behaviour,
(opt)

jsch@telus.net
Class Dates: January 11- April 4, 2012
Class time: Wednesdays 2:30 – 5:10

I. Course Description

This course will cover the assessment and treatment of major psychopathologies of the DSM – IV- TR. Students will gain a thorough knowledge of the DSM. Students will learn about various diagnostic techniques and some psychological assessment tools relevant to the disorders studied. Psychopharmacological treatment of the different disorders will also be addressed. The role of spirituality in psychological dysfunction will be explored.

II. Objectives

By the end of this course, each student should:

1. Become acquainted with the use of the DSM-IV-TR for making 5-axial diagnoses.
2. Examine clinical manifestations, epidemiology, etiology, treatment, course and prognosis of selected disorders.
3. Be introduced to a variety of therapeutic models used to treat DSM disorders, including discussion on culturally sensitive approaches.
4. Learn bio-psychological models of selected major mental disorders and psychopharmacological treatment.
5. Be informed about physical /organic problems that can cause or exacerbate emotional and interpersonal problems.
6. Investigate the role of spirituality in psychological dysfunction and treatment.
7. Be introduced to research investigating the relationship between protective factors and psychopathology.

Class Format:

This class will be interactive and conducted in a combination of lectures/student presentations/seminar style. In order to enhance your comprehension of the selected major disorders a case report from Barlow's textbook is expected to be submitted weekly. The format of this is described below.

III. Course Textbooks

Required Texts:

American Psychiatric Association (2000). Diagnostic and Statistical Manual of Mental Disorders, 4th Edition. (DSM-IV-TR) , Washington, DC.

Barlow, David (Ed.) (2008). Clinical Handbook of Psychological Disorders, 4th Edition. New York: Guildford Press.

Barlow, David (Ed.) (2001). Clinical Handbook of Psychological Disorders, 3rd Edition. New York: Guildford Press. (Chapter 8 only. Pages 332-375).

Preston, John & Johnson, James. (2010). Clinical Psychopharmacology made Ridiculously Simple, 7th Edition. Miami, FLA: Medmaster, Inc.

Recommended Texts:

Prochaska, O.J. & Norcross, J.C. (2010). Systems of psychotherapy: A transtheoretical Analysis, 7th Edition. Pacific Grove, CA: Brooks/Cole.

Frances, Allen & Ross, Ruth (2001). DSM-IV-TR Case studies. A Clinical Guide to Differential diagnosis. Washington, DC: American Psychiatric Publishing, Inc.

American Psychological Association.(2010). Publication manual of the American psychological Association. 6th Edition. Washington, DC.

IV. Course Assignments

1. Weekly Case Report (25 %)

The purpose of this assignment is to facilitate understanding and use of the 5 axial diagnosis procedures of the DSM-IV-TR. Transform the case history from the assigned reading in Barlow (see course outline) to a case report as if you were presenting it to a colleague. Each student submits this written case report to the instructor weekly which concisely delineates the diagnosis- making process, including the 5 –Axis diagnosis, differential diagnosis and any further steps for clarification and treatment proposals. The format is as follows:

- a. Identifying information (age, gender, ethnicity, marital status, vocation, etc.) of the client.
- b. Reason for Referral, or chief complaint (headlines are enough).
- c. History of the Present Illness, or problems (concise account of the actual illness).
- d. Personal and Family History (significant features of personal development, past sicknesses, injuries, family dynamics, mental illnesses in the family and relatives etc. which may be related to the present illness).
- e. Mental Status Exam (appearance, mannerisms, consciousness, orientation, features of thought disorder, mood states including suicidal ideation, bizarre behaviour, sleep, appetite, activity levels, etc.)
- f. 5 - Axis Diagnosis.
- g. Discussion: The following questions need to be addressed:
 - What symptoms and signs justify your Axis I & II diagnosis?
 - Are there medical conditions (AXIS III) as well as psychosocial and environmental factors (Axis IV) in the text that relate to your Axis I and II diagnosis?
 - What is a differential diagnosis you would consider? Why? Is there more than one?
 - What other information might you need to complete the Axis I through IV diagnosis?
 - What is your global assessment of functioning (Axis V) of the client? Please justify briefly.

- h. Treatment Plan and expected follow through. For the purposes of this assignment, summarize the treatment procedure based on Barlow's text.

DUE: Weekly

2. Team Research project and Class Presentation (30 %)

As a team (size to be determined in class – may be pairings only), write a paper which reviews at least 10 recent articles or book chapters on a critical question in psychopathology. This paper should be 18 -20 pages in length, and will be presented in class. Presentations should be about 1 1/2 hours in length plus discussion to follow. Presenters will need to

- **Provide the instructor with a one page outline of their presentation to the instructor at least one week before** they present. (This can be done via e-mail).
- **Provide a handout highlighting key points** such as key symptoms of the psychological disorder of the presentation topic, epidemiology, etiology, course, prognosis, treatment of the assigned disorder and the outline of the results of your research topic. This can be done at the beginning of your presentation.

A list of potential topics will be given to students at the first class session. Student teams will be determined at this time. **DUE: As per sign-up schedule**

3. Individual Research paper (20 %)

Write an 8 – 10 page paper that examines the research literature (minimum 5 references) on some aspect of or the relationship between spirituality and psychopathology. Students will **provide the instructor with a copy of a key article or book chapter on their subject to accompany their paper, 1 week before presentation.** Presenters will provide a **1 page summary** of findings for their classmates. Since this is a short presentation, the topic will be narrowed to a specific subject. **DUE: Papers will be presented by students on March 21 and March 28.**

4. Final Exam (25 %)

The final exam will be comprehensive and will consist of essay questions, case studies and multiple choice questions developed from course readings, lectures and presentations over the course of the semester.

Evaluation and Grading Scale

1. Students are to ensure their writing is at graduate level, with written assignments checked for spelling, grammar and coherence. All assignments are to be neatly typed, double-spaced and written with APA formatting.

2. Student's work will be evaluated on the basis of:
 - Organization (10%)
 - Writing skills: format, grammar, spelling, coherence and comprehensiveness (20%). The writing centre on campus may be consulted if needed.
 - Quality of scholarly research (30%)
 - Comprehension of the topic expressed with clarity and use of analytical and critical argument (30%)
 - Communication skills in presentations and class participation (10%)

Letter Grade	Percentage	Grade Point
A+	97-100	4.30
A	93-96	4.00
A-	90-92	3.70
B+	87-89	3.30
B	83-86	3.00
B-	80-82	2.70
C+	77-79	2.30
C	73-76	2.00
C-	70-72	1.70
F	Below 70	0.00

V. Miscellaneous Notes/Policies

Policies and Expectations

3. Weekly attendance is expected. Readings are to be completed prior to class to facilitate meaningful discussion.
4. Students are expected to budget their time and anticipate due dates for assignments. Only medical emergency or other extreme circumstances will be acceptable for late assignments. Late assignments will be deducted 3% per day.
5. Those who have extenuating circumstances delaying their work are required to fill out the necessary paperwork and pay the \$50 fee to the registrar. An incomplete

(INC) will be entered on the student transcript until all work is completed (15 weeks maximum).

6. Please ensure your assignments are clearly identified by assignment name, class title and your name. It is your responsibility to ensure the instructor receives your assignments. Submission of assignments is preferred in hard copy.

VI. MFT 580: Psychopathology Spring 2011:Tentative Course Outline

January 11: Orientation - to the course and assignments. Historical perspectives of psychopathology, psychotherapy and psychopharmacology. History of the DSM. 5 Axial Diagnosis. Differential diagnosis. Effectiveness of Psychotherapy.

Readings: DSM-IV-TR pp. XXIII-37, Seligman, M. E. P. The Effectiveness of Psychotherapy.
<http://horan.asu.edu/cpy702readings/seligman/seligamn.html>

January 18: Anxiety Disorders I - Anxiety, Panic disorder and Agoraphobia.

Readings: Barlow, Ch.1; DSM IV-TR p. 429-443; Preston & Johnson, Ch. 1, 4

Due: Case report #1 -on "Julie"(Panic Disorder, in Barlow, Chapter 1)

January 25: Anxiety disorders II – Social anxiety and Generalized anxiety.

Readings: Barlow, Ch.3; DSM IV-TR pp. 450 – 456 & 472-479

Due: Case report #2- on "Josie" (Social Anxiety) in Barlow, Chapter 3

February 1: Anxiety Disorders III – Post Traumatic Stress Disorder.

Readings: Barlow, Ch 2; DSM-IV-TR p. 463-472, Preston & Johnson, pp 55-56.

Due: Case report #3 -on "Tom" in Barlow, Chapter 2

Team Presentation on PTSD

February 8: Mood disorders I - Major Depressive disorder (MDD).

Readings: Barlow, Ch. 6 & 7; DSM - IV-TR pp. 345-382; Preston & Johnson, Ch. 2.

Due: Case report #4- on "Denise" in Barlow, Chapter 6

Team presentation on MDD

February 15: Mood disorders II – Bipolar disorder.

Readings: Barlow Ch.10, DSM – IV-TR pp. 382-428; Preston & Johnson, Ch. 3

Due: Case report #5-on “Debra” in Barlow, Chapter 10

February 22: Personality Disorders.

Readings: Barlow Ch. 9; DSM-IV-TR p.685-729.

Due: Case report #6- on “Cindy” in Barlow, Chapter 9

Team presentation on Borderline Personality Disorder

February 29 : Reading Week-- No class.

March 7: Eating disorders.

Readings: Barlow, 3rd edition, pp 332-375, DSM-IV-TR p.583-595

Due: Case report #7- on “Claire” in Barlow, (3rd Edition, pp. 346-368)

Team presentation on Eating disorders

March 14: Schizophrenia and Delusional disorders.

Readings: Barlow Ch.11, DSM – IV-TR pp. 297-343, Preston & Johnson, Ch. 5

Due: Case report #8- on “Jim” in Barlow, Chapter 11

Team presentation on Schizophrenia and Delusional disorders

March 21: Individual Research papers and class presentations

March 28: Individual Research papers and class presentations

April 6: Protective factors and Psychopathology: Therapeutic Implications.

Readings: Tedeshi, R.G. & Kilmer, R.P. (2005) Assessing strengths, resilience and growth to guide clinical interventions. Professional Psychology: Research and Practice, 36, (3), 230-237.

April 11: Final Exam

Supplement: Important Academic Notes from ACTS

Web Support – Student Portal <https://students.twu.ca>

All students at TWU have a TWUPass username and password. This is determined at the time of an online application or can be managed through the computing services help desk or the link on the student portal. Your student email account is also available through this student portal and is vital for communication about grades, account statements, lost passwords, sign-up instructions, etc. If you do not know your account or password, there is a link at the login area called “I forgot my password.” When you click on that link, you will be walked through the process of retrieving your account information.

Campus Closure

In the event of deteriorating weather conditions or other emergency situations, every effort will be made to communicate information regarding the cancellation of classes to the following radio stations CKNW (980 AM), CKWX (1130 AM), STAR FM (107.1 FM), PRAISE (106.5 FM) and KARI (550 AM). As well, an announcement will be placed on the University’s campus closure notification message box (604.513.2147) and on the front page of the University’s website (<http://www.twu.ca> – also see <http://www.twu.ca/conditions> for more details).

An initial announcement regarding the status of the campus and cancellation of classes is made at 6:00 AM and covers all classes beginning before 1:00PM. A second announcement is made at 11:00AM that covers all classes which begin between 1:00PM and 5:00PM. A third announcement is made at 3:00PM and covers those classes which begin after 5:00PM.

Paper Formatting

Students need to adhere to Turabian Notes (Bibliography) format except for in counselling courses, for which APA format is used and for CanIL courses.

Students are strongly encouraged to use RefWorks (available through the library home page www.twu.ca/library) as their bibliographical manager and as a tool for formatting bibliographies. They will need to be aware of the need to “clean up” most bibliographies generated by this program. Students are encouraged to view the documents on the following websites for format samples:

http://www.press.uchicago.edu/books/turabian/turabian_citationguide.html or www.dianahacker.com/resdoc/. Note that in RefWorks the available formatting styles are those of Turabian (Notes), 7th edition, and APA – American Psychological Association, 6th edition. For Turabian, note that there are two formats – Notes (or Bibliography Style) and Reference List (a short format citation style). ACTS uses the Notes (Bibliography) format, not Reference List.

Counselling students are expected to purchase the APA Publications Manual. More information found at the following website. <http://www.apastyle.org/pubmanual.html>.

For free online programs that will enable you to create properly formatted bibliography citations, go to <http://www.calvin.edu/library/knightcite/> ("Chicago stands for "Turabian") or <http://www.sourceaid.com/citationbuilder/>

CANIL students can locate this on the CANIL intranet, under the "student" side. A hard copy is given to incoming students in the fall.

Please check with your professor to see which one he/she recommends you use!!

Course Evaluations

Course evaluations are an important aspect of improving teaching outcomes and for students and faculty professional development. Therefore, completion of course evaluations are considered a course expectation. Professors will schedule time to fill out the online course evaluation (20-30 minutes) during their last scheduled class of the semester, for students to complete on their personal laptop or a collegium computer. Students who are absent or otherwise unable to complete the online course evaluation in the last class, will be expected to make every effort to do so by the last day of exams. Information about how to access online evaluation forms will be provided to the faculty and students prior to the last week of classes by the ACTS Administration.

Research Ethics

Please note that all research projects involving human participants undertaken by members of the TWU university community (including projects done by ACTS students to satisfy course or degree requirements) **MUST** be approved by the Trinity Western University Research Ethics Board. Information and forms may be found at <http://www.twu.ca/academics/research/ethics/> Those needing additional clarification may contact the ACTS Academic Dean's office. Please allow at least three (3) weeks from the date of submission for a review of the application.

Academic Integrity and Avoiding Plagiarism at TWU

As Christian scholars pursuing higher education, academic integrity is a core value of the entire TWU community. Students are invited into this scholarly culture and required to abide by the principles of sound academic scholarship at TWU. This includes, but is not limited to, avoiding all forms of plagiarism and cheating in scholarly work. TWU has a strict policy on plagiarism (see academic calendar 2008-09, pp. 37-38). Further details on this subject are contained in the ACTS Student Handbook in section 4.12. The handbook is available online on the ACTS webpage (www.acts.twu.ca) at the following link: www.acts.twu.ca/Handbook.html.

Learning what constitutes plagiarism and avoiding it is the student's responsibility. An excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self-running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt>

<http://acts.twu.ca/library/Plagiarism.swf> (14 minute flash tutorial)

http://acts.twu.ca/library/Plagiarism_Short.swf (8 minute flash tutorial)

Equity of Access

It is the responsibility of a student with a learning disability to inform the ACTS Director of Student Life of that fact before the beginning of a course so that necessary arrangements may be made to facilitate the student's learning experience. We are unable to accommodate any student who informs the Director of Student Life of a disability after the beginning of class.

