

**VANGUARD UNIVERSITY  
FALL 2009**

**PSYG 603. ADVANCED PSYCHOPATHOLOGY**

Tuesdays 7:10-10:00 pm

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**COURSE CREDITS**

3 Graduate Units

**REQUIRED TEXTS**

- 1) American Psychiatric Association. (1996). *Publication manual of the American Psychological Association 4<sup>th</sup> ed.* Washington, DC: Author.
- 2) American Psychitric Association. (2000). *Diagnostic and statistical manual of mental disorders (4<sup>th</sup> ed.—TR).* Washington DC: Author.
- 3) Manning, Brennan. (2002). *Abba's Child: The Cry of the Heart for Intimate Belonging.* Colorado: Navpress.
- 4) Mitchell, James, E. (2001). *Points of View: Stories of Psychopathology.* Pennsylvania: Taylor and Francis.
- 5) Maxem, Jerrold, S. (1995). *Essential Psychopathology and It's Treatment 2<sup>nd</sup> edition.* New York: WW. Norton & Company.
- 6) Robinson, David, J. (2003) *The Personality Disorders Explained 2<sup>nd</sup> ed.* Michigan: Rapid Psychler press.

**RECOMMENDED READING**

- 1) Zimmerman, Mark. (1994). *Interview Guide for Evaluating DSM-IV Psychiatric Disorders and the Mental Status Examination.* Rhode Island: Psych products press.

**COURSE DESCRIPTION**

This course explores the sociocultural, spiritual, emotional, physiological and behavioral deviations of human behavior. Descriptive explanation, patterns of development, assessment and treatment models are examined. Adult psychopathology is emphasized and an introduction to child, adolescent and elder psychopathology is presented.

**COURSE OBJECTIVES**

- To understand the forms of psychopathology from a medical model or descriptive viewpoint.

- To explore the etiology and treatment of psychopathological disorders and to assist in the awareness of the impact that psychopathology has upon a person and their families.
- To understand and begin to master the current diagnostic system and become comfortable with the process of diagnosing.
- To provide an introduction to the unique issues of child, adolescent and elder psychopathology.
- To develop sensitivity toward appreciating how cultural differences influence the diagnostic process.
- To integrate spiritual issues as they relate to psychopathology and explore Christian perspectives that influence psychopathology.

### VANGUARD EDUCATIONAL GOALS

This class engages students in the educational target goals of:

- **Intellectual Engagement** as they learn to critically evaluate descriptions of psychopathology and develop diagnostic skills.
- **Professional Excellence** as they understand how to accurately assess and differentiate the key features of psychiatric disorders while developing sensitivity toward those who suffer from a mental illness.
- **Sociocultural Responsiveness** as they learn ethical and cultural issues that may be significant in evaluating psychopathology.
- **Responsible Stewardship** as they learn to utilize their professional knowledge in ways that effectively assist in treating emotionally disturbed individuals.
- **Spiritual Formation** as they learn to assess spiritual issues related to psychological issues.

### ASSIGNMENTS

<b>Exams</b> <b>300 pts. (total)</b>	The three exams will include multiple choice questions and vignette questions covering readings and lectures.
<b>Reaction Papers (2)</b> <b>20 pts. (total)</b>	This class may raise your anxiety and transference. In order to process your reactions (emotions, thoughts, past events, future concerns etc.) you will complete <u>two</u> reaction papers. These papers are for your <i>reactions</i> only. Do not present a summary of the lectures or readings or you will not receive full points for the assignment. Each reaction paper must be at least <u>two</u> full pages in length and turned in electronically the <u>following class period</u> about which you are writing. These papers are <i>not</i> graded, but checked for credit and completion. Each reaction paper is 20 points. All papers will be considered confidential and are due before 7:10 p.m.
<b>Spiritual Integration Project/Discussion</b> <b>30 pts.</b>	As you are reading the assigned text, <u>Abba's Child</u> , by Manning and a reading hand-out provided in class, you will respond to the discussion questions provided at the end of the syllabus. Next, you will formulate pledges regarding how you plan to integrate your faith into your clinical work. Third, you will prepare your reactions for presenting during a class discussion time. Please see details for this assignment on page six of your syllabus.
<b>Final Autobiography Project</b> <b>150 pts.</b>	You will read an autobiography of your choice about an individual who has experienced a psychological condition. Next, you will write a 12 to 15 page paper. Your paper will be broken down into parts. Please see the format for this paper at the end of the syllabus.

**COURSE EVALUATION/GRADING CRITERIA**

Reaction Papers (2)	20
Autobiography paper	150
Spiritual Integration Discussion	30
Exam 1	100
Exam 2	100
Exam 3	<u>100</u>

**500 pts. total**

Final letter grades are determined by the following point distribution:

<b>A</b>	475-500	(95-100%)
<b>A-</b>	450-474	(90-95%)
<b>B</b>	425-449	(85-90%)
<b>B-</b>	400-424	(80-85%)
<b>C</b>	375-399	(75-80%)
<b>C-</b>	350-374	(70-75%)

**CLASSROOM ATTENDANCE AND COURTESY**

Students are expected to arrive on time and treat this course with professionalism. Cellular telephones are expected to be turned off prior to class.

**ASSIGNMENT POLICY**

- All assignments must be submitted electronically [BGesell@vanguard.edu](mailto:BGesell@vanguard.edu). These assignments must be sent electronically prior to the start of the class period when it is due or they will be considered late. The final project materials are due one class session *before* the presentation is due. Late assignments will not be accepted.
- If a question arises as to if and/or when the assignment was sent electronically, it will be the responsibility of the student to prove that it was originally sent on time. Therefore, it is strongly advised that you save all "Sent" e-mails regarding assignments in order to be able to show evidence of the date, time and attachment sent.
- If there are extenuating circumstances which contributed to the lateness of an assignment a formal request for an incomplete for the class may be made. Forms to *Petition for an Incomplete Grade* are available online at the Grad Psych web page, using the link for *Current Students/Forms* or go to <https://www.vanguard.edu/gradpsych/index.aspx?id=11795>.

*For students with documented medical or psychological disabilities, please contact the Coordinator of Disability Services to request reasonable accommodations. The Coordinator of Disability Services is located in the Counseling Center on the second floor of the Scott Academic Center and can be reached at extension 4489 or by email at [beth.lorance@vanguard.edu](mailto:beth.lorance@vanguard.edu). For students with a documented learning disability who would like to request appropriate accommodations, please contact Barbi Rouse, the Director of Learning Skills, located upstairs in Scott Academic Center at extension 2540 or by email at [brouse@vanguard.edu](mailto:brouse@vanguard.edu).*

**COURSE SCHEDULE**

<b>Date</b>	<b>Topic</b>	<b>Assignment Due Date</b>
09-01-09	Syllabus Review Introduction to Psychopathology	
09-08-09	Psychopathology Cognitive Disorders	
09-15-09	Schizophrenia & other psychotic disorders	
09-22-09	Substance Related Disorders	
09-29-09	Mood Disorders	<i>Exam 1</i>
10-06-09	Mood Disorders (cont) Anxiety Disorders	
10-13-09	Anxiety Disorders (cont.) Somatoform Disorders Factitious Disorders	
10-20-09	Dissociative Disorders Spirituality and Psychopathology	<i>Integration Assignment/Discussion Due</i>
10-27-09	Hospitalization Speaker	<i>Special Emphasis this Week</i>
11-03-09	Eating Disorders	<i>Exam 2</i>
11-10-09	Sexual/Gender Identity Disorders Impulse Control Disorders/Sleep Disorders	
11-17-09	Adjustment Disorders Personality Disorders /V Codes/other Conditions	
11-24-09	<i>Thanksgiving Holiday- No Class!</i>	<i>No Class</i>
12-01-09	Childhood Disorders Speaker	
12-8-09	Final Exam and Papers due today	<i>Exam 3 Autobiography Final Project Due</i>

**REMINDER:** Reaction papers must be turned in the following class period about which you are writing.

**READING SCHEDULE:** *You are expected to have read the following reading for the corresponding date of class.*

<b>Date</b>	<b>DSM-IV</b>	<b>Mitchell</b>	<b>Manning</b>	<b>Maxem</b>	<b>Robinson</b>	<b>Zimmerman</b>
09-08-09	xi-38 135-180	Chap 1-2	15-31	Chap 1-7		3-6 120-124
09-15-09	297-344	Chap 5-6	33-60	Chap 8		22-29
09-22-09	191-296	Chap 3-4	61-76	Chap 9		12-21
09-29-09	345-428	Chap 7-8		Chap 10		30-39
10-06-09	429-484	Chap 9-14	77-95	Chap 11		40-60
10-13-09 10-20-09	485-534	Chap 15-18	97-114	Chap 12-14		61-65
10-27-09	<i>No</i>	<i>Reading</i>	<i>For</i>	<i>Today's</i>	<i>Class</i>	
11-03-09	583-596	Chap 19-20		Chap 16		8-11
11-10-09	535-582 597-684	Chap 21-22	115-132	Chap 15-21	Chap 1-5	67-68
11-17-09	685-730 731-743 181-190	Chap 23-24	133-166	Chap 19	Chap 7-11	86-119
11-24-09	<i>No</i>	<i>Reading</i>	<i>Today-</i>	<i>Happy</i>	<i>Thanksgiving!</i>	
12-01-09	39-134			Chap 20		69-85

## SPIRITUAL INTEGRATION PROJECT/DISCUSSION GUIDELINES

Due: 10/20/2009

### **Section 1: Questions**

The following are questions for you to consider while you are reading the text Abba's Child by Brennan Manning and the hand-out by Thomas Keating provided in class. You are not required to write out or turn in your answers to the following questions. Rather, be prepared to discuss your personal reactions.

1. What reactions occur when you think about someone suffering from a mental illness?
2. To what degree can psychopathology be controlled by the individual and how much cannot be controlled?
3. Why does God allow psychopathology? How does the Christian evangelical sub-culture view psychopathology? If an individual struggles with an emotional problem, such as depression, what may the Christian community view as the ways to gaining emotional health?
4. On page 22 of Abba's Child, there is a quote by Thomas Merton which says, "The reason we never enter into the deepest reality of our relationship with God is that we so seldom acknowledge our utter nothingness before him." Give your reactions to this statement.
5. What are some of the ways that someone with a mental disorder may view God?
6. How may we project onto God our own attitudes and feelings toward ourselves? Can we assume that God feels the same way about us as we feel about ourselves?
7. On page 29 of the text, what does the statement, "guilt is an idol mean?"
8. How comfortable are you approaching God when you have sinned and failed? How comfortable do you think most people feel when approaching God when they have sinned or failed? Are there times when you feel more worthy of God's love than others? When are those times?
9. How does God want us to view ourselves? What does the Bible state about how we view ourselves?
10. What does the Bible tell us about mental illness? Individual's suffering from mental disorders often have strong core beliefs that they deserve to be rejected, abandoned and forgotten. In your view, how may God respond to such core beliefs about one's self?
11. In chapter two of the text, what does Manning mean by the impostor and the false self?
12. On page 42 of the text, Manning states, "We even refuse to be our true self with God and then wonder why we lack intimacy with Him." How have you refused to be your true self with God? As you consider your authentic self what reactions occur?
13. How may the "art of gentleness toward ourselves, lead us to being gentle with others?"
14. On page 44 of the text, there is a quote by Carl Jung which states, "...What I do unto the least of my brethren, that I do unto Christ. But what if I should discover that the least amongst them all, the poorest of all the beggars, the most impudent of all the offenders, the very enemy himself - that these are within me, and that I myself stand in need of the alms of my own kindness - that I myself am the enemy who must be loved - what then? As a rule, the Christian's attitude is then reversed; there is no longer any question of love or long-suffering; we say to the brother within us 'Raca,' and condemn and rage against ourselves. We hide it from the world; we refuse to admit ever having met this least among the lowly in ourselves." What are your reactions to this statement?

15. On page 58 of the text, Manning states, "If I am not in touch with my own belovedness, then I cannot touch the sacredness of others." What does he mean by this statement?
16. Consider the following statement by Manning: "The way of tenderness avoids blind fanaticism. Instead, it seeks to see with penetrating clarity. The compassion of God in our hearts opens our eyes to the unique worth of each person." How may this statement be integrated into your practice as a clinician? As a diagnostician?
17. Abba's Child discusses prejudice, bigotry, racism and homophobic feelings and attitudes. Manning explains that, "they are all defense mechanisms against loving." Give your reactions.
18. Manning says, "Blame is a defensive substitute for an honest examination of life that seeks personal growth in failure and self-knowledge in mistakes." Can you think of a time when you chose to blame someone or something instead of seeking personal growth?
19. "All day and every day we are being reshaped into the image of Christ. Everything that happens to us is designed to this end." (P. 108) In what way are you being reshaped into the image of Christ today?
20. What are your reactions to the following statement from your text? "The number of people who have fled the church because it is too patient or compassionate is negligible; the number who have fled because they find it to unforgiving is tragic."
21. Read the quotes about God's love for us on pages 149-151 in your text. What are your initial response to these quotes. Was your reaction similar to any of the responses explained by Manning on pages 151-152?
22. Manning discusses that in a deeply intimate relationship we be truly authentic. With whom can you be truly honest and authentic?

## **SECTION 2: Pledge of Faith for Clinical Practice**

Create approximately seven pledges regarding how you plan to integrate your faith into your clinical work. Your readings and your answers in section one will help you prepare for this section of the assignment. You are free to formulate your pledges in any way that you would like. You may be creative and novel and/or specific and concrete depending on your personal style. The pledges should have meaning for you. When constructing your pledges consider the following questions as well: How will you stay true to your faith yet not impose it on your client? How will your faith inform and guide your understanding of psychopathology? How will you accept God's grace when you mess up with you client's? How may you remember to experience each client you encounter as a son and daughter of God? Bring these pledges with you to class to share with a small group of your colleagues.

The following is an example of a pledge of faith for clinical practice. You do *not* need to use this format for your pledges. Rather, this is just one example.

### The Christian Therapists Pledge

- I publicly profess my intent to practice psychotherapy for the glory of God.
- I pledge to reflect God's mercy in caring for the all patients who I encounter.
- I aim to bring my authentic self to God and allow God to fully accept me for who I am. I believe this pledge will assist me in my profession by allowing me to more fully accept my patients for who they are.

- I pledge to honor and care for each patient as a person made in the image of God, putting aside selfish interests.
- I intend to give myself grace and continue to learn to accept God's grace as I make mistakes while practicing as a clinician.
- As God offers me His acceptance, I will accept my patients and I pledge not to impose my beliefs upon them rather accept them as they are.
- With God's guidance, I pledge to care for all my patients, rejecting those interventions which either intentionally harm or reflect self-centeredness.

**SECTION 3:** *Reaction Discussion*

Be prepared to share your own personal reactions to this assignment as a whole with your colleagues. You should have some thoughts and questions thought through for this discussion. Consider questions from the readings and themes from your own life and personal faith.

## AUTOBIOGRAPHY PAPER FINAL PROJECT GUIDELINES

Due: 12/08/09

Read an autobiography of your choice about a person who has coped with a psychological condition. Write a 12-15 page paper which includes your personal reactions to the book and current research on the mental disorder. Your paper will be broken down into two parts and has a total of five sections. The paper should follow the outline below. You are expected to use APA format. Points will be deducted for not following the correct format guidelines for this paper.

### **Part I:** *Reactions and Research*

Section A : Personal Reactions (approximately 3-4 pages)

This section should include your own thoughts and reactions. Do not include research in this section. In this part of the paper describe how reading this book may help you as a clinician, assist those suffering with a mental condition as well as any transference themes, integration or spiritual issues as well as how your faith is impacted by your reactions.

Section B: Research Section (approximately 8-10 pages)

Find seven articles from scholarly research journals. Two journals integrating theology and psychology may be used. Articles should be dated from 1997 to current. You may not use books or chapters from books as your research. These articles are expected to be only about the diagnosis of the individual in your autobiography. Next write an eight to ten page summary of what you learned from the research covering the following areas: etiology, diagnosis and treatment.

### **Part II:** *Clinical Report (1 page total)*

Section A: Identifying Information

Name of individual in the autobiography, age, sex, marital status, ethnicity and occupation.

Section B: DSM-IV Diagnosis

Provide a complete (5 axis) DSM-IV diagnosis. Include a brief explanation of what led you to this diagnosis.

Section C: Prognosis

What is your best guess concerning the course of this individual's disorder? Do you expect him/her to recover completely? If so, how long will recovery take? If not, to what extent will s/he return to previous (pre-disorder) functioning? How likely is relapse? You may support your prognosis by citing relevant literature and applying it to the case at hand.

## SUGGESTION LIST FOR AUTOBIOGRAPHIES

The following is a small list of biographies and autobiographies about people with mental disorders. **These are only suggestions.** Please feel free to select other autobiographies that are not on this

- *An Unquiet Mind*, psychologist Kay Redfield Jamison describes her experience with manic-depression.
- *The Center Cannot Hold: My Journey Through Madness*, Elyn Saks reveals her struggle to overcome the disease and shares what it is like to experience a psychotic episode.
- *Darkness Visible: A Memoir of Madness*, in which William Styron, Pulitzer Prize winning author (e.g., of *Sophie's Choice*), describes his experience of major depression.
- *The Diary of Vaslav Nijinsky*. The Russian dancer's diary, written during the months immediately preceding his diagnosis of schizophrenia (which was made by Eugen Bleuler, the physician whose seminal work set the stage for the DSM and all classification systems of psychopathologies).
- *The Stranger Beside Me*, Ann Rule's biography of her "friend" Ted Bundy, one of the more infamous serial killers of our time.
- *Stranger on the Earth: A psychological biography of Vincent van Gogh*, by (professor of psychiatry) Albert Lubin.
- *Fear Strikes Out: The Jim Piersall Story*. The autobiography of the Boston Red Sox player who suffered from a mental breakdown due to his anxiety disorder.
- *Wired : The Short Life and Fast Times of John Belushi*; by Bob Woodward (of Watergate fame), in which he describes Belushi's addiction to cocaine.
- *Crossing: A Memoir*, renowned economist Deirdre (formerly Donald) McCloskey recounts his conversion from man to woman.
- *The Three Faces of Eve*, by Corbett H. Thigpen, Hervey M. Cleckley. The famous true story of a multiple personality disorder.
- *Wasted : A Memoir of Anorexia and Bulimia*, by Marya Hornbacher. Evocative book by a 23 year-old woman about her disorder.
- *Nobody Nowhere: The Extraordinary Autobiography of an Autistic* by Donna Williams. A memoir of the nature and her personal experience of her illness.

## References

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4<sup>th</sup> ed.—TR). Washington DC: Author.
- Dana, R.H. (2000). *Handbook of cross-cultural and multicultural personality assessment*. Mahwah, NJ: Erlbaum.
- Frances, Allen, J. & Ross, Ruth. (2001). *DSM-IV-TR Case Studies: A Clinical Guide to Differential Analysis*. Washington DC: Author.
- Fink, P.J., & Tasman, A. (Eds.). (1992). *Stigma and mental illness*. Washington, DC: American Psychiatric Press.
- Hersen, Michel, Turner, Samuel & Beidel, Deborah, C. (2007). *Adult Psychopathology and Diagnosis*. (5<sup>th</sup> ed.). New Jersey: John Wiley and Sons.
- Maxem, Jerrold, S. (1995). *Essential Psychopathology and It's Treatment* 2<sup>nd</sup> edition. New York: WW. Norton & Company.
- Meyer, R.G. (1989). *The clinician's handbook: The psychopathology of adulthood and adolescence*, (2<sup>nd</sup> ed.). Needham Heights, MA: Allyn & Bacon.
- Mitchell, James, E. (2001). *Points of View: Stories of Psychopathology*. Pennsylvania: Taylor and Francis.
- Milton, T. & Davis, R.D. (2000). *Personality Disorders in modern life*. New York: Wiley.
- Robinson, David, J. (2003) *The Personality Disorders Explained* 2<sup>nd</sup> ed. Michigan: Rapid Psychler press.
- Rapoport, Judith, L. & Ismond, Deborah, R. (1996). *DSM-IV Training Guide for Diagnosis Of Childhood Disorders*. New York: Brunner-Routledge.
- Sue, D.W., & Sue, D. (2003). *Counseling the culturally diverse: Theory and practice* (4<sup>th</sup> ed.). New York: Wiley.
- Tseng, W. (1997). *Culture And Psychopathology: A Guide To Clinical Assessment*. New York: Brunner/Mazel Inc.
- Zimmerman, Mark. (1994). *Interview Guide for Evaluating DSM-IV Psychiatric Disorders and the Mental Status Examination*. Rhode Island: Psych products press.