



**TYNDALE**  
• SEMINARY •

## Course Syllabus

**FALL 2017**  
**CURRENT ISSUES IN PSYCHOPATHOLOGY**  
**COUN 0679**

**SEPTEMBER 13 – DECEMBER 6**  
**WEDNESDAYS: 6:45 – 9:35 PM**

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Office Hours: By appointment

To access your course material, please go to <http://classes.tyndale.ca>. Course emails will be sent to your @MyTyndale.ca e-mail account. For information how to access and forward emails to your personal account, see <http://www.tyndale.ca/it/live-at-edu>.

### **I. COURSE DESCRIPTION**

This course introduces the diagnostic categories of the Diagnostic and Statistical Manual of Mental Disorders 5 (DSM-5) and considers various theoretical approaches to abnormal manifestations and psychopathology across the life span. In particular, students will gain an understanding of a range of traditional mental health problems as described in the DSM-5, the impact of these problems on relationships and current treatment strategies. Specific attention will be given to the major disorders of thinking (schizophrenia), affect (anxiety, depression, bipolar) and behaviour (personality). The emphasis will be on the impact of mental illness on family life and current methods of assessment and intervention. These methods will integrate individual and systems approaches to therapy, as well as psychiatric and biomedical approaches. The common psychotropic interventions used as adjuncts to treatment will be discussed.

*Prerequisites: COUN 0574 and COUN 0674 or equivalent.*

Instruction will include a variety of pedagogical styles: didactic lectures, PowerPoints and audiovisual presentations, as well as interactive student involvement through small group discussions, and oral presentations.

CRPO Standards addressed in this course:

1.3 Integrate knowledge of comparative psychotherapy relevant to practice

1.3.1 Recognize the major diagnostic categories in current use

1.3.2 Recognize the major classes of psychoactive drugs and their effects

1.3.3 Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches

3.1.6. Recognize the limits of the therapist's professional competence.

3.5. Provide reports to third parties.

4.1.2. Differentiate the role of the therapist in relation to other health professionals.

4.4.2. Refer to specific professional services where appropriate.

## **II. LEARNING OUTCOMES**

At the end of the course, students should be able to:

1. Understand and use the language of the DSM to define psychopathology, using DSM classification, criteria, and distinctions as it applies to children, adolescents, adults and older adults.
2. Understand how these constructs relate to screening, assessment, diagnosis, treatment selection, (including psychopharmacology), and outcomes along the treatment continuum, from outpatient to inpatient psychiatric settings and how it pertains to the counseling context.
3. Understand various paradigms relating to the study of psychopathology and treatment interventions including psychodynamic, behavioural/cognitive, humanistic/existential, family systems and transformational models and how these approaches can be integrated with psychiatric care to enhance treatment outcomes.
4. Demonstrate the ability to carry out a brief psychiatric screen and assessment, and know how to navigate and access the psychiatric/mental health system and communicate with mental health providers across the treatment continuum.

5. Articulate ethical & legal concerns in the psychiatric/mental health system.
6. Articulate the impact of gender and multicultural issues on the diagnosis and treatment of psychopathology.

### **III. COURSE REQUIREMENTS**

#### **A. REQUIRED READING:**

American Psychiatric Association (2013) *Desk reference to the DSM-5 TM*. Washington D.C.: Author. ISBN 978-0-89042-556-5

Barlow, D.H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5<sup>th</sup> ed.). New York: Guilford Press

Simpson, A., (2013). *Troubled minds: mental illness and the church's mission*. Downers Grove: InterVarsity Press.

Yarhouse, M. A., Butman, R. E., & McRay, B. W. (2005), *Modern psychopathologies: a comprehensive Christian appraisal*. Downers Grove: InterVarsity Press.

#### **B. OPTIONAL / SUPPLEMENTARY / RECOMMENDED READING:**

Carlat, Daniel, J., (2011). *The psychiatric interview*. 3<sup>rd</sup> Ed. Philadelphia: Lippincott Williams & Wilkins.

Hornbacher, M. (1999). *Wasted: a memoir of Anorexia and Bulimia*. New York: HarperCollins

Inman, S. (2010). *After her brain broke: helping my daughter recover her sanity*. Dundas: Bridgeross Communications.

Jamison, Kay, R. (1995). *An unquiet mind: a memoir of moods and madness*. New York: Random House Inc.

Kaysen, S. (1993). *Girl Interrupted*. New York: Vintage Books.

Kreisman, Jerold, J., Straus, H., (2004). *Sometimes I act crazy: living with borderline personality disorder*. Hoboken: John Wiley & Sons.

May, G. (1992). *Care of mind: care of spirit*. New York: HarperCollins Publishers

McWilliams, N. (2011). *Psychoanalytic diagnosis: Understanding personality structure in clinical process*. (2<sup>nd</sup> ed.). New York: The Guilford Press.

Millon, T. & Davis, R. (2004). *Personality disorders in modern life* (2<sup>nd</sup> ed.). New York: John Wiley & Sons.

Saks, Elyn, R., (2007). *The centre cannot hold: my journey through madness*. New York: Hyperion.

Schiller, L., (1994). *The quiet room: journey out of the torment of madness*. New York: Warner Books.

Steele, K., (2002). *The day the voices stopped: a memoir of madness and hope*. New York: Basic Books.

Styron, W., (1990). *Darkness visible: a memoir of madness*. New York: Random House

Torrey, E. F., (2013). *Surviving Schizophrenia: a family manual*. New York: Harper Perennial

### **C. ASSIGNMENTS AND GRADING**

Student evaluation will be determined from the following five areas:

**1. Class Participation:** 5 % of final grade

It is expected that students will attend all class sessions except for serious illness or because of other unavoidable circumstances. They are responsible directly to the instructor to see that course requirements are met. In addition, active participation in class discussions is a vital part of the learning experience, thus participation is expected. Respect and confidentiality of information shared by participants is an expectation. Any points awarded for participation are entirely at the discretion of the course instructor.

**2. Book Critique:** Due on [11/10/2017]; 15 % of final grade

A 3-4 page critical review or analysis paper on *Troubled minds: mental illness and the church's mission*. The assigned task is not only to summarize the volume, but to produce a creative and thoughtful discussion paper concerning the book, give a careful and thorough examination of the basic issue(s) at stake in the text, and evaluate the relative strength(s) and/or weakness(es) of the author's case. Don't merely summarize but, rather, seek to express the dominant issues and argument of the work. In addition, situate yourself theologically and review the work critically from your theological standpoint.

**3. Group Presentation:** 20 % of final grade

Group members will prepare a 45 min presentation on the assigned topic, covering the causes and treatment for the disorder in question. Grades will reflect research, breadth and depth of the topic, and currency of the resources used. There is an expectation of a PowerPoint presentation or use of other audio visual resources, and a one-page handout for class participants.

**4. Major Paper:** Due on [6/12/2017]; 35 % of final grade

Students are required to write a summary on one of the major psychological disorders covered in the course. The paper must (a) describe the disorder as it is understood within the fields of psychology and neuroscience, (b) review the theories of causation, (c) summarize the usual or recommended treatments for the disorder, and (d) provide a critique of the current state of our knowledge about the disorder, its causes and treatment.

The paper should be a substantial piece must use at least 10 additional references and should not simply report, summarize, or review class materials (though you are encouraged to draw from class lectures, discussion and readings). The paper should be in the range of 10 - 12 pages in length, double-spaced.

**5. Examination:** Date [13/12/2017]; 25% of final grade

The final exam will be a selection of cases requiring both, multiple choice responses and short answers.

**D. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK**

1. Your work should demonstrate the following characteristics:

All papers must be in APA format. For proper citation style, see the [APA Documentation Style](#).

**Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students should consult the current Academic Calendar for academic polices on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar/calendar>.

## E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Required Reading and Class Participation	5 %
Book Critique	15 %
Group Presentation	20%
Major Paper	35 %
Examination	25 %
Total Grade	100 %

## F. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. . Student names will be kept confidential and the instructor will only see the aggregated results of the class.

## IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

**13/09/2017:** Introduction to Psychopathology [Readings: DSM 5 Desk Reference, Pages: 3-11, Yarhouse, Butman & McRay, Chapters 2 & 3] DSM classification & critiques & Screening for psychiatric disorders & emergencies

**20/09/2017:** Legal & ethical issues in psychiatry

**27/09/2017:** Sin & Psychopathology, Guest: TBA [Readings: Yarhouse, Butman & McRay, Chapter 4, and article by John Carter on reserve in the library];

**04/10/2017:** Substance use disorders, treatment & pharmacology [Readings: DSM 5 Desk Reference Pages: 227-283 (Review), Barlow, Chapters 13 & 14]

- 11/10/2017:** Mood disorders, treatment & pharmacology [DSM 5 Desk Reference, Pages: 83-114 (Review), Yarhouse, Butman & McRay, Chapter 6, Barlow, Chapters 7, 8, 9, 11], **Book Critique Due**
- 18/10/2017:** Anxiety disorders, treatment & pharmacology [DSM 5 Desk Reference, Pages: 115-128 (Review), Yarhouse, Butman & McRay, Chapter 5, Barlow, Chapters 1, 2, 3, 4 & 5]
- 25/10/2017: NO CLASS, Reading Week**
- 01/11/2017:** Thought disorders, treatment & pharmacology [DSM 5 Desk Reference, Pages: 45-64 (Review), Yarhouse, Butman & McRay, Chapter 9, Barlow, Chapter 12]
- 8/11/2017: Groups 1-3, Neurodevelopmental Disorders, Autism Spectrum, Geriatric Disorders**
- 15/11/2017: Groups 4-6: Eating disorders, Dissociative, Gender Sexual disorders**
- 22/11/2017:** Personality Disorders [Readings: Yarhouse, Butman & McRay, Chapter 10; Barlow, Chapter 10]
- 29/11/2017:** Mental illness & the family
- 06/12/2017:** Review Psychiatric Interviews, **& FINAL PAPER DUE**
- 13/12/2017: FINAL EXAM**