

**MENNONITE BROTHERS BIBLICAL SEMINARY**  
**SPRING 2008**

<b>COURSE:</b>	MF 620	<b>INSTRUCTOR:</b>	CYNTHIA MCGRADY, PH.D.
<b>TITLE:</b>	PSYCHOPATHOLOGY	<b>TELEPHONE:</b>	(559) 452-1750
<b>UNITS:</b>	3 UNITS	<b>E-MAIL:</b>	MCSTAR1@YAHOO.COM
		<b>OFFICE HOURS:</b>	TUES. 8:30-9:00; 12:00-12:30

**COURSE DESCRIPTION:**

This course is designed to provide the student with a basic understanding of clinical psychopathology. The course will examine the essential nature of mental disease, character pathology, and emotional disorder. This will include an in-depth scrutiny of causes, structural and functional changes within the individual, and clinically significant manifestations of various mental illnesses. Emphasis will be placed on students being able to accurately assess and categorize individuals utilizing the diagnostic framework of the DSM system. Spiritual and religious explanations of symptomatic behaviors, and the role of the church in the treatment process will be presented.

**COURSE OBJECTIVES:**

1. Students will acquire a basic understanding of clinical psychopathology.
2. Students will be introduced to fundamental clinical assessment procedures that will be utilized and refined under supervision in their practicum placements.
3. Students will become proficient at recognizing clinically significant symptoms and assigning diagnostic categories based on various symptom configurations.
4. Students will be able to differentiate between major diagnostic categories.
5. Students will be trained to diagnose disorders in accordance with the five axis DSM system.
6. Students will develop skills in considering the prognosis, etiology, and preferred course of treatment associated with various mental illnesses.

**COURSE EXPECTATIONS:**

Clinical psychopathology is an extremely broad and complicated subject. This course will form the basis for understanding all individuals the student will come into contact with in their practicum placements and future counseling careers. A great deal of material will be covered in a very short amount of time. As such, students will be expected to be fully prepared for each class session. This will include having read assigned material, participating actively in class discussion, and formulating clinical inquiries to enhance diagnostic understanding.

**PRIMARY TEXTS:**

American Psychiatric Association. (2000). Diagnostic and statistical manual of mental disorders: Text revised (4<sup>th</sup> ed.). Washington, D.C.: American Psychiatric Association.

Maxmen, J.S., & Ward, N.G. (1995). Essential psychopathology and its treatment (2<sup>nd</sup> ed., revised for the DSM-IV). New York: W.W. Norton.

## **COURSE EVALUATION:**

Evaluation in this course will consist of four components: exams, integrative reading, pop quizzes, and class participation. Each component is designed to enhance the student's understanding of the material and is explained in detail below.

**PLEASE NOTE: ALL ASSIGNMENTS ARE DUE ON THE DATE INDICATED IN THE COURSE OUTLINE. GRADES WILL DECREASE FIVE (5%) PERCENT FOR EACH DAY AN ASSIGNMENT IS LATE.**

1. **EXAMS:** Four exams will be given that will cover assigned readings, lecture, and class discussions. Each exam will be cumulative in scope, and the final exam will be comprehensive. Exams will consist of multiple choice, fill-in-the-blank, matching, short answer, case vignettes, and essay questions. Make-up exams will be permitted for documented family or medical emergencies only.
2. **INTEGRATIVE READING:** Students will compile a list of readings done in addition to primary assigned class readings.
  - a. Approximately 300 pages of independent reading should be included in this assignment. The readings must be in areas which integrate psychopathology and Christianity.
  - b. Students are encouraged to choose ONE AREA OF STRONG INTEREST and do an IN-DEPTH STUDY of that area.
  - c. In an effort to ensure a degree of breadth of perspectives is a part of this assignment, readings must encompass a MINIMUM OF 10 DIFFERENT SOURCES.
  - d. Assigned readings handed out in class may NOT be used for this assignment.
  - e. For each source read, write a bibliographic citation in APA format. Include the **number of pages read** from the source, and a few brief sentences describing your **personal reaction or response** to the material. DO NOT present a summary of the material.
  - f. Please include the **total number** of pages read at the end of the assignment.
3. **POP QUIZZES:** As previously stated, there is a great deal of material to be covered in this class that will form the foundation for all later assessment and clinical intervention with clients. To ensure that students are prepared for each class and that all assigned reading is completed in a timely manner, occasionally quizzes will be given in class throughout the semester. Quizzes will consist of objective and short-answer items. The timing and number of quizzes will be at the instructor's discretion. If a student is not present in a class session in which a quiz is given, they will be allowed to complete an alternate quiz provided they have a documented excuse of a family or medical emergency.
4. **CLASS PARTICIPATION:** All students will be expected to participate fully in class discussions.

**EVALUATIVE WEIGHT IN GRADING:**

1. Exams (four)	80%
2. Integrative Reading	10%
3. Pop Quizzes	6%
4. Class Participation	4%

**GRADE RANGES:  
(INCLUDING +/- GRADES)**

A = 90-100%
B = 80-89%
C = 70-79%
F = 69% and below

**CLASS POLICIES:**

- **Grade Raises.** NO GRADE RAISES WILL BE ALLOWED FOR THIS COURSE.
- **Attendance.** Consistent attendance and active participation in class are expected. Please be on time to all class sessions.
- **Active Participation.** Class Participation is one of the most significant parts of the shared learning experience at MB Biblical Seminary. Any student who misses more than 25% of the class time in a course may have their grade reduced by a full letter grade and may be at risk for failing the course. Exceptions to this policy may be considered because of medical or family emergencies. All exceptions must be approved by both the faculty member and the Academic Dean.
- **Inclusive Language.** MB Biblical Seminary is committed to the use of non-discriminatory language. Therefore students are required to use inclusive language in both class discussion and assignments. This is an expression of our commitment to [gender equality](#). It is also in keeping with generally accepted writing and communication styles in North America today. Suggested web sites that provide alternatives to gender specific communication are: <http://www.ncte.org> and <http://www.esc.edu>.
- **Confidentiality.** If a student wishes to have heightened confidentiality of assignment results, s/he is to submit the assignment in a self-addressed envelope. The assignment will be returned in the same envelope.
- **Academic Policies.** MBBS academic policies (as well as other school policies) are described at <http://www.mbseminary.edu/fresno/policies/>. These policies provide guidance on academic integrity and plagiarism, accommodations for disability, incomplete course work, extensions, dates for changing registration, non-discriminatory and inclusive language, appeals, etc. Students are expected to be familiar with these policies and will be held responsible for adhering to them. If you have questions about how these policies relate to you or to a situation that you face in your studies, please speak to the professor or consult the Registrar.
- **Course Evaluations.** Course evaluations are to be completed online and are due one week after the completion of the course. Official grades will not be posted until the student's evaluation of the course is completed.
- **Writing Resources.** For writing resources, style manuals, and especially for guidance in avoiding plagiarism, use the excellent Internet site <http://owl.english.purdue.edu/>.

**MF 620: PSYCHOPATHOLOGY  
COURSE OUTLINE**

<b>SESSION</b>	<b>LECTURE TOPIC</b>	<b>ASSIGNMENT DUE *</b>
Session 1	Overview of Course History & Issues in Psychopathology	Maxmen pp. 1-100 DSM-IV-TR pp. xxiii-37
Session 2	Disorders Usually First Diagnosed in Infancy, Childhood, or Adolescence	Maxmen pp. 419-457 DSM-IV-TR pp. 39-134
Session 3	Sleep Disorders Eating Disorders Adjustment Disorders	Maxmen pp. 332-376; 458-463 DSM-IV-TR pp. 583-661; 679-683
Session 4	<b>EXAM 1</b> Sexual & Gender Identity Disorders	Maxmen pp. 320-331 DSM-IV-TR pp. 535-582
Session 5	Mood Disorders	Maxmen pp. 206-243 DSM-IV-TR pp. 345-428
Session 6	Mood Disorders Somatoform Disorders	Maxmen pp. 284-303 DSM-IV-TR pp. 485-512
Session 7	Factitious Disorders Dissociative Disorders	Maxmen pp. 304-319 DSM-IV-TR pp. 513-534
Session 8	<b>EXAM 2</b> Impulse Disorders Not Elsewhere Classified	Maxmen pp. 377-388 DSM-IV-TR pp. 663-677
Session 9	Anxiety Disorders	Maxmen pp. 244-283 DSM-IV-TR pp. 429-484
Session 10	Anxiety Disorders Personality Disorders	Maxmen pp. 389-418 DSM-IV-TR pp. 685-729
Session 11	Personality Disorders	Assigned Readings
Session 12	<b>EXAM 3</b> Delirium, Dementia, Amnestic & Other Cognitive Disorders	Maxmen pp. 109-131 DSM-IV-TR pp. 135-180
Session 13	Schizophrenia & Other Psychotic Disorders <b>INTEGRATIVE READING LIST DUE</b>	Maxmen pp. 173-205 DSM-IV-TR pp. 297-343
Session 14	Substance-Related Disorders	Maxmen pp. 132-172 DSM-IV-TR pp. 191-295
Session 15	<b>FINAL EXAM</b> Integration: Psychopathology & Christianity	Assigned Readings

\* Additional readings will be handed out in class. Exams & quizzes will also cover these readings.