

**SOUTHERN CALIFORNIA SEMINARY**  
2075 EAST MADISON AVENUE • EL CAJON • CALIFORNIA 92019-1108

**CO-508 PSYCHOPATHOLOGY**

SUMMER 2017, MODULE 6  
JULY 13 – AUGUST 24, 2017  
THURSDAY, 4:00 – 10:00 PM

Blended

***PROFESSORS***

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***COURSE DESCRIPTION***

A study in understanding and treatment of mental health disorders which include, but is not limited to, stress and adjustment disorders, anxiety disorders, mood disorders, somatoform and dissociative disorders, eating disorders, personality disorders, substance abuse disorders, sexual variants, schizophrenia and cognitive disorders. *3 Units*

***PROFESSOR'S COMMENT***

In this class we will explore the various theories and ideas that exist to explain behavior that deviates from social norms. The course will include historical information and theories of psychopathology. The system emphasized will be from the American Psychological Association's DSM-5. Also, scriptural approaches will be reviewed and integrated, along with other classification systems.

***REQUIRED TEXTBOOKS***

1. *The Holy Bible*. A translation based on formal equivalence, such as the *New King James Version* or the *New American Standard Bible*, is recommended for study.
2. Butcher, J., Monka, S. and Hooley, J. 2014. *Abnormal Psychology*, (16<sup>th</sup> Ed.). Boston: Pearson. ISBN 978-0-205-94428-6
3. *Diagnostic and Statistical Manual of Mental Disorder*, (5<sup>th</sup> Ed.). DSM-5. 2013. Washington D.C.: American Psychiatric Association. ISBN-978-0-890-42-555-8

**Please Note:** In order to get your books before classes begin, it is your responsibility to order the texts at least one month prior to the start of class or be willing to pay expedited shipping.

**Prerequisite/Corequisite/Recommended Preparation:** Undergraduate Abnormal Psychology

***STUDENT LEARNING OUTCOMES***

The student who successfully completes this course will be able to . . .	PROGRAM OBJECTIVES *	SCS INSTITUTIONAL OBJECTIVES*	COURSE REQUIREMENT (CR #)
1. Understand the behavioral health care delivery system, its impact on the services provided, and the barriers and disparities in the system.	1	3,4	1,2,5,7
2. Consider health status, mental status, other therapy, and other systems involved in the client's lives (e.g., Courts, and social services)	1,2	3,4	1,2,5
3. Recognize issues that might suggest referral for specialized evaluation, assessment, or care.	1	3,4	1,2,
4. Determine who should attend therapy and in what configuration (e.g., individual, couple, family, extended familial resources). Consider health status, mental status, other therapy, and other systems involved in the client's lives (e.g., Courts, and social services)	1,2	3	1,2,3,5
5. Evaluate case for appropriateness for treatment within professional scope of practice and competence.	1,3	3,4,6	1,2,3,5
6. Understand the major behavioral health disorders, including the epidemiology, etiology, phenomenology, effective treatments, course and prognosis.	1,4	3,4	1,2,3,5
7. Understand the clinical needs and implications for persons with co-morbid disorders (e.g., substance abuse and mental health; heart disease and depression).	1,4	2,3,4	1,2,3,5
8. Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.	1,3,4	2,3,4	1,2,3,4,5
9. Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.	1,2	3,4	1,2,5
10. Diagnose and assess client behavioral and relational health problems systemically and contextually.	1,4	2,3,4	1,2,3,5
11. Elicit a relevant and accurate bio-psycho-social history to understand the context of the client's problems.	1,2,3	3	1,2,3,5
12. Identify client's strengths, resilience, and resources.	1,3	3	1,5
13. Elucidate presenting problems from the perspective of each member of the therapeutic system.	1,2	3,4	1,5

14. Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit.	1,3,4	2,3,4	4
15. Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socio-economic status, culture/race, ethnicity, and sexual orientation), disability, personal history, larger systems issues of the client.	1,2,4	2,3	1,2,3,5,7
16. Discuss the role of the therapist in Christian ministry and maintain professional integrity in the counseling environment.	3,4	1,2,5,6,7,8	3,5,6,7

\* *The program and institutional objectives are published in the Academic Catalog.*

### SEQUENCE OF INSTRUCTION

Read the table like this, “At Session \_\_\_\_ on \_\_\_\_\_, the scheduled session content is \_\_\_\_\_, and the assignment ***due before that session*** is \_\_\_\_\_.”

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
1	07/13/17	1. Introduction 2. Topics <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Adjustment disorders</li> <li>• Panic, anxiety , OCD</li> <li>• Body dysmorphic disorder</li> </ul>	<input type="checkbox"/> Read DSM-5: pages XIII - 24 <input type="checkbox"/> Read Butcher: Chapters 5 & 6 <input type="checkbox"/> Discussion Board #1: <ul style="list-style-type: none"> <li>➤ Introduce yourself. If you could be any disorder, which one would it be and why? Please note the question and do not deviate from it. Thank you.</li> </ul> <input type="checkbox"/> Complete Taylor Study Method for this week
2	7/20/17	1. Review last week’s topics 2. Topics <ul style="list-style-type: none"> <li>• Causal factors of M.D.D.</li> <li>• Clinical picture</li> <li>• Causal factors of suicide</li> <li>• Bereavement</li> </ul> 3. Diagnosis	<input type="checkbox"/> Read Butcher Chapters 7 & 8 on Disorders of Mood and Suicide, Somatoform and Dissociative Disorders. <input type="checkbox"/> Read related issues on the DSM-5 <input type="checkbox"/> Discussion Board #2 <input type="checkbox"/> Complete Taylor Study Method for this week
3	7/27/17	1. Review last week’s topics 2. Topics <ul style="list-style-type: none"> <li>• Eating disorders</li> </ul>	<input type="checkbox"/> Read Butcher Chapters 9, 10 <input type="checkbox"/> Read the equivalent issues of the DSM-5.

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
		<ul style="list-style-type: none"> <li>Personality disorders</li> </ul>	<ul style="list-style-type: none"> <li>View You Tube: The Ice Man and the Psychiatrist. <a href="https://www.youtube.com/watch?v=aGfPY7httAw">https://www.youtube.com/watch?v=aGfPY7httAw</a></li> <li>View power points</li> <li>Discussion Board #3 <ul style="list-style-type: none"> <li>Discuss the topic of nature vs nurture as it relates to the Ice Man. Examine your own feelings as you view this video and discuss them. Pay close attention to the diagnosis of the psychiatrist.</li> </ul> </li> <li>Complete Taylor Study Method for this week</li> <li><b>Note: It's Time To Order All Textbooks For Next Module!</b></li> </ul>
4	8/03/17	<ol style="list-style-type: none"> <li>Review last week's topics</li> <li>Topics <ul style="list-style-type: none"> <li>Substance related disorders</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Read Butcher Chapters 11 &amp;12</li> <li>Read the equivalent issues of the DSM-5.</li> <li>Discussion Board #4</li> <li>Research paper: Begin working on this. All instructions are uploaded to the Blackboard site.</li> <li>Complete Taylor Study Method for this week</li> </ul>
5	8/10/17	<ol style="list-style-type: none"> <li>Review last week's topics</li> <li>Topic <ul style="list-style-type: none"> <li>Schizophrenia &amp; other psychotic disorders</li> <li>Neurocognitive disorders</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Read Butcher Chapters 13 &amp;14</li> <li>Read the equivalent issues of the DSM-5.</li> <li>Discussion Board # 5 <ul style="list-style-type: none"> <li>View You Tube video: What are Long Term Effects of Marijuana <a href="http://www.youtube.com/watch?v=5lpK2v_kitA">http://www.youtube.com/watch?v=5lpK2v_kitA</a></li> <li>Is schizophrenia nature or nurture? Is it genetic, parenting or live events or both? How does marijuana exacerbate</li> </ul> </li> </ul>

SESSION	DATE	SESSION CONTENT	ASSIGNMENT DUE
			<p>schizophrenia? Refer to this week's You Tube video.</p> <p><input type="checkbox"/> Complete Taylor Study Method for this week</p>
6	8/17/17	<ol style="list-style-type: none"> <li>1. Review last week's topics</li> <li>2. Topics: <ul style="list-style-type: none"> <li>• Disorders of childhood &amp; adolescence</li> </ul> </li> </ol>	<p><input type="checkbox"/> Read Butcher Chapter 15</p> <p><input type="checkbox"/> Read the equivalent issues of the DSM-5.</p> <p><input type="checkbox"/> Discussion Board #6</p> <p style="padding-left: 20px;">➤ The earlier the trauma event occurs in a child's life, the greater &amp; more permanence is seen in the child's life span. One statistic states that families with children who have mild to profound intellectual disability suffer 80% divorce rate. After reading the text &amp; the power points discuss society's responsibility to people with intellectual disability when it comes to schooling, occupation, training, and support for the homes.</p> <p><input type="checkbox"/> Complete Taylor Study Method for this week</p>
7	8/31/17	<ol style="list-style-type: none"> <li>1. Review last week's topics</li> <li>2. Topics <ul style="list-style-type: none"> <li>• Personality disorders</li> </ul> </li> </ol>	<p><input type="checkbox"/> Review.</p> <p><input type="checkbox"/> Discussion Post # 7</p> <p><input type="checkbox"/> Research paper is due: Review the instructions available in Blackboard.</p> <p><input type="checkbox"/> Final Examination</p> <p><input type="checkbox"/> Complete Taylor Study Method for this week</p>

***STUDENT EVALUATION***

Discussion Board Post.....	140 pts.,
Research Paper.....	100 pts.,
Final Examination.....	100 pts.,
Taylor Study Method.....	60pts,
 Total Points:	 400 pts, 100%

***GRADE SCALE`***

The final course grades are not given out until at least three weeks after the course is finished. A student will not be given their final grade unless the course has been paid for in full.

<b>Grade</b>	<b>Percent</b>	<b>Points</b>	<b>Grade</b>	<b>Percent</b>	<b>Points</b>
A	95–100%		C	77–79%	
A-	92–94%		C-	74–76%	
B+	89–91%				
B	86–88%				
B-	83–85%				
C+	80–82%				

Any grade lower than “C-” will be lowered to “F.”

***APA FORMAT FOR PAPERS***

The Division of Behavioral Science requires that students use APA format. The American Psychological Association offers a couple of workbooks for learning APA style: *APA’s Publication Manual* and *Mastering APA Style*. These resources cover basic format issues you will encounter when writing your papers. The student is also referred to an electronic resource: *APA Style Guide for Electronic Resources* for clarification on citing documents available in the internet. These resources can be found at [www.apastyle.org/faqs](http://www.apastyle.org/faqs). **It is the students’ responsibility to consult the *Manual* to resolve unanswered questions.**

One recommended textbook is the *Publication Guide for the American Psychological Association, 6<sup>th</sup> edition*. This manual will be used to address questions of form. If it is not approved by the publication, it is not acceptable. Several rules are placed by the instructor for this level of instruction. In order to be respected as an author in the field you must use the right form.

1. All work must be your own or it must be quoted and referenced. I prefer to see more of your work and less of the quotes.
2. Research papers should have a minimum of 5 primary sources with a minimum of 3 different authors to illustrate your research and examination of different views.

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### *ATTENDANCE POLICY*

For MACP and PSYD Courses (42 lecture hours/ 7 weeks), more than 20 minutes missing from class is considered a Tardy, more than 40 minutes missing from class is counted as an Absence. Two tardies = one absence. You are permitted one absence for a 7-week course. Two absences results in being dropped from the course.

General School Policy: A student who takes an absence from class will receive a penalty resulting in an immediate reduction of their final grade by 7 percent in a modular class and 3.5 percent in a trimester class. However, the student will have the ability to make up between 0 percent and all of the deduction at the professor's discretion. **Students are expected to participate in a class meeting and discussion.**

### *LATE COURSE WORK POLICY*

No late work will be accepted with a passing grade. Late work will be given 50% of the earned total points.

### *ACADEMIC INTEGRITY*

Southern California Seminary expects its students to conduct themselves honestly in their personal and academic lives. If evidence arises of academic dishonesty, the dean of the program will investigate the matter and take appropriate action.

#### **Offenses Against Academic Integrity**

***Cheating.*** Cheating is never tolerated at SCS.

***Plagiarism.*** Plagiarism can occur intentionally or inadvertently. Intentional acts of plagiarism involve knowingly and willingly treating another person's work as one's own original work. It includes copying or imitating the words, sentences, outlines, or ideas of another person. Inadvertent plagiarism can occur when a student fails to properly cite original sources. Plagiarism will not be tolerated at SCS. Therefore, all offenses of plagiarism will be reported to the dean of the program in which the offense occurred and an investigation will be made to determine what disciplinary action should be taken.

Aiding or Conspiring in the Commission of Plagiarism. Helping someone commit plagiarism is viewed as equally dishonest as plagiarism, for all participating parties.

***Multiple Submissions.*** This offense occurs when a student submits a paper that was written for another course as if it were an original paper satisfying the requirements of the present course. Attempting to submit such work is deceptive and a form of academic dishonesty. On the occasion that a student's previous work has some potential for expansion, improvement, or to serve as a starting point for another line of thought (as with Doctrinal Summary/Synopsis) the student will be advised by the professor to what extent a particular previous work may be permitted. The professor may require that a copy of the previous work be submitted with the later work.

#### *Penalty Guidelines for Offenses Against Academic Integrity*

Upon determination by the appropriate dean that an offense against academic integrity has occurred, the dean, in conjunction with the professor, will penalize the student according to the following guidelines.

- When investigation reveals that the offense constitutes an inadvertent violation of academic integrity (the student acted ignorantly), the dean may issue a written warning, which will become a part of the student's record. Upon agreement of the dean and the professor, the student may be afforded the opportunity to correct the offense and resubmit the assignment for whole or partial credit.
- When investigation reveals that the offense constitutes an intentional breach of academic integrity the student will suffer the immediate penalty of the grade F (0%) on the assignment, test, etc. Furthermore, the dean may impose additional discipline such as a failing grade in the course in which the offense occurred or recommendation of the student to the Academic Affairs Committee for suspension or expulsion.
- A repeated willful offense will result in the immediate penalty of a failing grade in the course in which the offense occurred. Furthermore, determination will be made concerning what further discipline is necessary, whether suspension, expulsion, or otherwise.
- SCS reserves the right to revoke a degree if it finds that plagiarism was committed to earn it.

### ***LIBRARY***

The SDC/SCS Library website is your gateway to library resources and information. For a complete description of the library's holdings, services, staff and access to its online collections, go to: <http://sdcc.edu/library>.

We welcome and encourage any questions you may have about using the library. If you need assistance searching the online Library Catalog or the Library's Research Databases, locating materials, or with any other research or reference need, visit the Library, email the library ([library@sdcc.edu](mailto:library@sdcc.edu)), or call us at (619) 201-8966. The Seminary Librarian, Jennifer Ewing, M.L.I.S., may be contacted at (619) 201-8967, or by email: [jewing@socalsem.edu](mailto:jewing@socalsem.edu).

### **Course Bibliography**

Any book listed in the back of your textbook is suitable, as is any commentary or other resource in the college / seminary library. If you want to use a book from your own library that is not on the approved list (in the back of your textbook or in the college / seminary library), please check with your instructor before using it.

### Appendix A

## **Assignment: Research Paper: Mental Health in The Movies.**

Students will rent one of the movies listed below, so don't wait until the last minute to begin this assignment. Students will use their DSM-5 to describe symptoms accurately portrayed in the movie in the form of a "case conceptualization." Based upon the information presented in the movie, student's will provide their rational on why the character does or does not meet the criteria for a full diagnosis, will provide at least five additional assessment questions a therapist might ask to clarify the disorder presented, will list at least one possible treatment option, provide at least one possible referral option for additional support, and provide two Scriptures that could be used to offer this client hope in a Christian counseling setting. Conclude your paper with a summary of why you do or do not think the diagnosis is accurately portrayed in the movie and whether you would recommend this movie to someone wanting to learn more about this particular disorder. Please limit your paper to 4-6 pages.

Cautionary note: Movies have not been pre-screened and are compiled from the *Abnormal Psychology*, by Ronald Comer instructor resources list. Please use your own discernment to select a movie from this list that will be a good fit for you.

Key to Film Listings:

P = psychopathology focus

T = treatment focus

E = ethical issues raised

Please note that some of the films suggested may have graphic sexual or violent content due to the nature of certain subject matters.

*As Good As It Gets*

From 1997, this Academy award-winning film details the trials and tribulations of a writer (Jack Nicholson) dealing with obsessive-compulsive disorder. **P, comedy**

*Copycat*

This 1996 film stars Sigourney Weaver as a forensic psychologist who develops agoraphobia as the result of an assault. Her help is needed to capture a psychopath who is copying the crimes of renowned serial killers. **P, T, serious/commercial film**

*Vertigo*

This Hitchcock classic from 1958 stars Jimmy Stewart as a police detective overcome with a severe case of acrophobia—a deep fear of heights. **P, serious/commercial film**

*What About Bob?*

From 1991, this comedy stars Bill Murray as a neurotic, insecure new patient attempting to see a preeminent psychiatrist (played by Richard Dreyfuss). Failing that, Murray stalks Dreyfuss and his family while they vacation. **P, T, E, comedy/commercial film**

*Benny & Joon*

From 1993, this film portrays an artist with psychological dysfunction who is finding love. After watching the film, some who have seen it question the diagnosis of the main character—some argue schizophrenia, and some argue schizotypal personality disorder. **P, serious film**

*The Hand That Rocks the Cradle*

This 1992 film stars Rebecca De Mornay as a nanny with borderline personality disorder. **P, thriller**

*Single White Female*

From 1992, Jennifer Jason Leigh portrays a young woman with borderline personality disorder who tries to eliminate and replace her roommate played by Bridget Fonda. **P, serious film**

*Magnolia* (1999), narcissistic personality disorder. **P, serious film**

*Ordinary People*

This 1980 film examines the treatment of a teenager suffering from depression, anxiety, and posttraumatic stress disorder in the aftermath of his brother's death. *P, T, serious film*

*Mr. Jones*

This 1993 Richard Gere film follows the relationship between a bipolar man, Mr. Jones, and the female doctor who takes more than a professional interest in his treatment. **P, T, E, commercial film**

*The Best Little Girl in the World*

From 1986, this film poignantly portrays a young woman's struggle with anorexia nervosa. **P, T, serious film**

*I Don't Buy Kisses Anymore*

This 1991 film stars Jason Alexander as a store owner with a compulsive eating disorder. **P, comedy/serious film**

*A Beautiful Mind*

This Academy Award-winning film from 2001 stars Russell Crowe as real-life mathematician John Nash Jr., a Nobel prize-winner who developed a groundbreaking economic theory while struggling with schizophrenic delusions. **P, T, E, serious film**

*Clean Shaven*

This accurate and graphic 1993 film depicts life through the eyes of an untreated man with paranoid schizophrenia searching for his daughter. **P, serious film**

*I Never Promised You a Rose Garden*

From 1977, this gripping drama recounts the struggle of a teenager with schizophrenia coping with her illness with the help of a caring psychiatrist. **P, T, E, serious film**

*Love Actually*

In a secondary plotline, this Hugh Grant film from 2003 depicts the impact of schizophrenia on a family. **P, T, comedy**

*Hannah and Her Sisters*

From 1986, this film chronicles the changing relationships among three sisters living in New York City. The film stars Woody Allen as a television writer who is divorced from Hannah and suffers from hypochondriasis. **P, T, comedy**

*Send Me No Flowers*

From 1964, this film stars Rock Hudson as a sweet and hopeless man with hypochondriasis. **P, comedy**

*On Golden Pond*

From 1981, this film tells the story of Norman, a retired professor (Henry Fonda), and Ethel, his wife (Katharine Hepburn), who visit their summer cottage for Norman's birthday. Over the course of their trip, Ethel comes to realize Norman is in the early stages of Alzheimer's disease. **P, serious film**

*Away from Her*

Starring Julie Christie, this 2006 film chronicles a woman's descent into Alzheimer's disease and her husband's decision to institutionalize her. **P, T, E serious film**

*Crazy/Beautiful*

This 2001 film stars Kirsten Dunst as a troubled, rebellious rich girl who abuses drugs and alcohol and is medicated for depression. Her romance with a boy from the wrong side of the tracks helps her put her life back together. **P, serious film**

*The Other Sister*

From 1999, this film stars Juliette Lewis as a young woman with intellectual disability striving for independence from her (overly) protective mother (Diane Keaton). **P, commercial/serious film**

*Rain Man*

This 1988 film stars Dustin Hoffman as a man with autism and savant syndrome who is forced to travel cross-country with his self-centered, greedy younger brother (Tom Cruise). **P, T, serious film**

*What's Eating Gilbert Grape*

This 1994 film stars Johnny Depp as Gilbert, the eldest brother in a family with a very large mother (Darlene Cates) who hasn't left the house since her husband committed suicide years before. Leonardo DiCaprio plays Arnie, Gilbert's teenage brother who suffers from intellectual disability and needs constant supervision. **P, serious film**