Course Description:
The course will introduce students to the basics of psychopathology and psychological diagnosis for use in clinical and pastoral work. This course is designed to help students cultivate the ability to think critically and creatively about psychopathology and diagnosis and diagnosis “on the ground,” so that they can work from a diagnostic standpoint that is human, flexible, empathic, and non-judgmental, with a focus on the real person one meets in the consulting room or ministry setting.

Learning Goals:
The aims of the course include the following competencies:

- **Empathic, human approach:** Students will learn to think from a diagnostic standpoint that is human, empathic, and non-judgmental, with a focus on the real person one meets in the consulting room.
- **Discernment:** Students will learn how to listen deeply to patients' communications with a “discerning mind” – i.e. to listen for clues about cognitive, affective, relational, and personality patterns and problems – always with a patient-centered attitude. This includes the skill of “differential diagnosis,” or the ability to discriminate among several potential diagnoses.
- **Contextual Thinking:** Students will learn to place diagnosis and pathology in the context of the human story (including socio-cultural context), and to consider its relative usefulness and limitations in clinical work.
- **Clinical Judgment:** Students will learn to use their clinical knowledge and skills in the service of making decisions about appropriate diagnosis, treatment planning, and referral where appropriate.

Course Format:
This is an intensive online course. In 8 weeks, we will cover material equivalent to that found in a regular 15-week classroom course. Each week, students should be prepared to devote roughly the same amount of time they would invest in two weeks' worth of in-class coursework – that is, approximately four hours of “class” time, along with time for reading, discussion, and writing.

Accessing Materials:
- There will be weekly reading assignments from required texts, which students should purchase in advance of the course.
- Each week's materials will be accessible through the “Learning Space” folder in the main course menu. Within the Learning Space is a folder for each week of the course, and within each week, folders for “Part One” and “Part Two” of that week's material.
• Weekly folders will contain direct links to lectures, power point presentations, videos, additional readings, and any other material related to the week’s topic(s). You will also find the assignments for the modules posted here.

• Discussion Boards:
  o Discussion questions: Students will be assigned to small groups for purposes of discussion questions, and the groups will change weekly. You can identify your discussion group by looking for your name in the discussion board for that week. Specific instructions for discussion will be clearly posted for each week.
  o Case Assessments: Each student will post their case assessment in the designated board for each week. All students will post case assessments in the same board.
  o Research: There will be one discussion board assigned to each student for purposes of posting research resources and summary.

Required Texts/Resources:
   (NOTE: If you do not want to purchase it, you can RENT it from Amazon for a semester at a cost of approximately $22).

   (This is an expensive book, but worth it. You can also RENT it on Amazon).


Recommended Texts:

Course Requirements:
1. Thorough preparation and participation in online discussions: Students are expected to read all assigned texts and to view all lectures and other materials provided in each week’s “Learning Space.” Students will post responses to discussion questions in the Discussion Board for the week, as assigned. (25%)

2. Case assessments: There will be one or more cases posted each week. Students will post responses to questions about the cases, and when applicable, include differential diagnoses and a tentative diagnosis. (25%)
3. **Research Project:** Students will research one area of interest and post a 750-word summary of findings in their Research folder. In addition to the summary, students will provide at least 5 outside resources accessible to their colleagues. (15%)  

4. **Final Exam** (35%)  

**Schedule of Topics:** Each week we will cover one or more aspects of psychopathology and clinical assessment/diagnosis. In addition, most weeks will contain a “context focus” – that is, material which discusses some pressing questions about a particular category of psychopathology and its place in our thinking about mental health. **NOTE: the initials “LS” indicated that the material is accessible directly from the Learning Space for the specified week.**

**Week 1: GETTING STARTED**  
**Part I: Introduction to Psychopathology and Diagnosis:** Course overview; the DSM-IV and new DSM V; The art of diagnosis – uses, limitations, cultural issues.  
**CONTEXT FOCUS:** What is “mental illness?” Who decides?  
**READ:**  
1. McWilliams (2011), Ch. 1: “Why diagnose?”  
2. Morrison, Introduction  
3. Ciarrocchi, Ch. 1, 2  
4. Ramsay, Ch. 1  

**Part II: Clinical Interviewing:** Starting with the person; establishing trust; the working alliance; the “directed” vs. “non-directed” interview; clarifying goals  
**READ:**  

**Week 2: ASSESSMENT, CONT. AND THE PSYCHOTIC SPECTRUM**  
**Part I:** Clinical Interviewing review: the mental status exam; discernment and differential diagnosis  
**READ:**  
1. Morrison, *the First Interview*, Ch. 9, 11, 13 (LS)  
2. Readings and Websites on Mental Status Exam (LS)  
3. Ciarrocchi, Ch. 3  

**Part II:** Understanding Psychosis and Cognition; Cognitive Disorders, Schizophrenia Spectrum and other Psychotic Disorders.  
**CONTEXT FOCUS:** Who’s “crazy,” where?.  
**READ:**  
1. DSM-5, applicable sections  
2. Morrison, Ch. 2 (and skim Ch. 1)  
3. Ciarrocchi Ch. 7 (LS)  
4. Weblinks and videos on psychotic disorders (LS)
Week 3: MOOD DISORDERS
Part I: Understanding Moods; Bipolar and Related Disorders.
CONTEXT FOCUS: Chemistry vs. Dynamics
READ:
1. DSM-5, applicable sections
2. Morrison, Ch. 3
3. Video material on Mood Disorders (LS)

Part II: Depressive Disorders
READ:
1. DSM-5, Applicable sections
2. Morrison, Ch. 3
3. Ciarrocchi, Ch. 5
4. Video material: Living with Bipolar Disorder (LS)

Week 4: ANXIETY DISORDERS, OBSESSIVE-COMPULSIVE DISORDERS, TRAUMA AND STRESSOR-RELATED DISORDERS
Part I: Understanding Anxiety; Panic, Generalized Anxiety, Phobias
READ:
1. DSM-5, applicable sections
2. Morrison, Ch. 4
3. Abnormal Psychology With Cases (9th Edition), G. Davison, J. Neale, A. Kring, John Wiley & Sons, Inc.: Ch. 6 (excerpt)
4. Ciarrocchi, Ch. 4
5. Video Material on Anxiety Disorders (LS)

Part II: Obsessive-Compulsive Disorders; Trauma and Stressor-Related Disorders; CONTEXT FOCUS: The new attention to trauma
READ:
1. DSM-5, applicable sections
2. Morrison, Ch. 5 and 6
3. Video Material: OCD, Hoarding, Compulsive behaviors (LS)
4. Trauma Pages (link through LS): Trauma and war – soldiers return home

Week 5: BODY AND MIND
Part I: Substance Abuse; Eating Disorders, Somatic Symptoms and Related Disorders
READ:
1. DSM-5, applicable sections
2. Morrison, Ch, 8, 9, 15
3. Ciarrocchi, Ch. 6
4. Link to the National Institute on Drug Abuse website (LS). This page addresses commonly abused drugs and their effects. It is a handy reference.
You can also find a great deal of useful information on the NIDA website, including links to articles, studies, and more.

5. Video material: Eating Disorders; Substance Abuse (LS)

**Part II: Dissociative Disorders; Sexual and Gender Identity Issues**

**CONTEXT FOCUS:** What is “perversion” anyway?

**READ:**
1. DSM-5, applicable sections
2. Morrison, Chs. 7, 12, 13 (you can skim 7)
3. Ciarrochi, Ch. 8 (LS)
4. J. Stevens - Doubling. This is a first-hand account of a transgendered person who lives part of the time as a man, and part as a woman. (LS)
5. Maher: Narratives of LGBT Catholic School Alums (LS)
6. Video material: Transgender issues in children and adults

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**Week 6:** PERSONALITY DISORDERS

**Part I: Understanding character; Paranoid, Schizoid, Antisocial Characters**

**READ:**
1. DSM-5, applicable sections
2. Morrison, Ch. 17
3. McWilliams (2011), Ch. 7, 9, 10
4. Ciarrocchi, Ch. 9
5. Video material on Antisocial Personalities (LS)

**Part II: Narcissistic and Borderline Personalities; CONTEXT FOCUS:** The gender factor

**READ:**
1. DSM-5, Applicable sections
2. McWilliams, Ch. 8 (skim Chs. 11 – 14)
3. Video material: Living on the borderline (LS)

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**Week 7:** DISRUPTIVE, IMPULSE-CONTROL, AND CONDUCT DISORDERS, and Other Factors Needing Clinical Attention

**Part I: Learning and Pervasive Developmental Disorders (the Autism spectrum). Attention and Conduct/Behavior Disorders**

**CONTEXT FOCUS:** The Autism controversies

**READ:**
1. DSM-5, Applicable sections
2. Morrison, Ch. 1 (sections on Autism Spectrum), Ch. 14

**Part II: Other Factors that May Need Clinical Attention**

**READ:**
1. DSM-5, applicable sections
2. Morrison, Ch. 19

Week 8: PASTORAL DIAGNOSIS; Putting it all Together

READ: Ramsay, Ch. 7 - 8