

## **PASTORAL DIAGNOSIS AND PSYCHOPATHOLOGY**

### **PC 322-3**

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#### **Course Description:**

Diagnosis refers to an evaluative process that intends to discern and understand dysfunctional relationship patterns in persons, couples, families, and groups, including those in which mental disorders are involved. Effective assessment leads to the selection of appropriate and helpful treatment plans. Pastoral diagnosis places this process of discernment in a theological context and is an exercise in practical theological reflection that approaches analysis with multicultural sensitivity. In this course students will become familiar with current psychiatric diagnostic categories through the use of the DSM-IV-TR. The course will address the differential treatment strategies as well as systemic approaches to assessing dysfunctions in family relationships. The diagnostic process will be critically and theologically examined as it applies to marriage and family therapy and clinical pastoral counseling.

#### **Objectives for Student Learning Outcome (SLO)**

1. Demonstrate multicultural competency in the diagnosis of psychopathology of client and client family's using evaluation and diagnostic categories in the current Diagnostic and Statistical Manual for Mental Disorders (DSM-IV-TR) published by the American Psychiatric Association. ( SLO 3, 5)
2. Demonstrate competence to use marriage and family therapy evaluation tools. ( SLO 3, 4, 5)
3. Demonstrate competence to use the DSM-IV-TR categories, AXIS I-AXIS VI (SLO 2, 3, 4)
4. Demonstrate competency to write an intake, case assessment, and treatment plan. (SLO 3, 4, 5)
5. Demonstrate competency to identify differential treatment strategies in diagnosing. (SLO 1-3)
6. Demonstrate competency to develop and lead a professional pastoral diagnosis case study in classroom setting. (SLO 1-5)
7. Demonstrate critical analysis of the pastoral diagnostic categories using practical theological reflection. (SLO 1-5)
8. Demonstrate competence to select and use research for evaluation and diagnosis. (SLO 1-3)

#### **Inclusive Language:**

Learning is fundamentally concerned with communication, self-expression, and personal and social transformation. Learning respects individuals, their feelings, their value and worth, and their particular potential for contribution to common knowledge.

All learning is inherently ethical and political, and theological discourse has traditionally been patriarchal and gender exclusive. In the interest of constructing an inclusive and egalitarian community the Seminary has established a policy that the language (symbols, metaphors) used in class discussions and written work shall be gender inclusive and respectful of all persons and groups as valued human creatures of God.

Racism also permeates our society and is detrimental to any learning environment. We need to use language, symbols, and metaphors that honor our commitment to racial inclusiveness.

### **Academic Honesty:**

Be careful to fully document in your papers any information that is not original. Also be aware that when you summarize information, even when you give the complete documentation information, your summaries should be in *your own words* and not retain too much of the original author's style.

A paper that presents the ideas or writing of someone else as if they were your own is considered plagiarism, and school and departmental policies on academic honesty will be followed.

### **Attendance:**

In line with seminary policy, attendance at class sessions is expected out of respect for your fellow classmates as well as the instructor. Missing more than six class periods will result in a failing course grade.

### **Requirements**

#### **Class participation is evaluated by the follow criteria:**

1. Thoughtful use of material assigned.
2. Ability to engage material and classmates.
3. Openness to reflect critically on the implications of ideas from readings and presentations.
4. Prompt, regular attendance; absences and/or tardiness will seriously impact your participation grade.

### **Evaluation:**

Graduate level writing is expected in this course. This includes clear organization, correct grammar, careful proofreading and proper citation of sources. Double-spaced, 12 font, one inch margins are considered standard in this class unless otherwise specified. Grading of all written material will be affected by careless writing. The Academic Skills Center provides instruction in all of these matters.

ASC (the Academic Support Center) is available Mon. and Wed. from 9:00-5:30 and Tues., Thurs., and Fri. from 9:00-3:30 or other times by appointment. Please call or stop by to make an appointment, or visit our website at:

[http://lpts.edu/Academic\\_Resources/ASC/Online\\_Writing\\_Lab.asp](http://lpts.edu/Academic_Resources/ASC/Online_Writing_Lab.asp)

Tutors are available to work with you on study habits, reading skills, and writing assignments.

**Grading scale:**

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D	60-69
B-	80-82	F	Below 60

**Required reading on library reserve**

- Jordan, M. (1988). *Taking on the gods: The Task of the Pastoral Counselor*. Nashville, TN. Chapters 1-3. Pp. 1-58.
- Josephson, A. & Petee, J. (2003) *Handbook of Spirituality and Worldview in Clinical Practice*. Arlington, VA. Chapters 1-4 & 11
- Morrison, J. (1995). *DSM-IV Made Easy: The Clinician's Guide to Diagnosis*. NY: Guildford Publications, Inc.
- Pruyser, P. (1976). *The Minister as Diagnostician*. Philadelphia: Westminster Press. Pp. 30-80.
- Rigazio-DiGilio, et.al. (2005) *Community Genogram: Using Individual, Family and Cultural Narratives with Clients*. New York:NY. Chapters 1-3. Pp. 1-68
- Roth, Anthony & Peter Fonagy. (2005) *What Works for Whom?* NY: Guildford Press.
- Stevenson-Moessner, Jeanne & Teresa Snorton, editors. (2009) *Women Out of Order: Risking Change and Creating Care in a Multicultural World*. Minneapolis: Fortress Press.
- Taylor, B. B. (2002). *Speaking of Sin: The lost language of salvation*. Cambridge, MA: Cowley Publications. Pp. 1-70.

**Recommended Reading on Library reserve**

- L'Abate, L. *Family Assessment: A Psychological Approach*.
- McWilliams, Nancy. (1994) *Psychoanalytic Diagnosis: Understanding Personality Structure in Clinical Practice*. Guildford Press. Part I.
- Sperry, L. (2003). *Handbook of Diagnosis and Treatment of DSM-IV-TR Personality Disorders* (5<sup>th</sup> ed). New York: Brunner-Routledge.
- Walsh, Froma, editor. (2009) *Spiritual Resources in Family Therapy*. New York: Guildford.

### Grading Rubric for Written Assignments

Grade	Conceptual	Rhetorical	Thesis	Development and Support	Structuring	Language
<b>A</b>	Has cogent multicultural analysis, shows command of interpretive and conceptual tasks required by assignment and course materials: ideas original, often insightful, going beyond ideas discussed in lecture and class.	Commands attention with a convincing argument with a compelling purpose; reflects multicultural analysis; highly responsive to the demands of a specific writing situation; sophisticated use of conventions of academic discipline and genre; anticipates the reader's needs for information, explanation, and context.	Essay is controlled by clear, precise, well-defined thesis; reflects cultural sensitivity; is sophisticated in both statement and insight.	Well-chosen examples; uses persuasive reasoning to develop and support thesis consistently; uses specific quotations, statistics, aesthetic details, or citations of scholarly sources effectively; logical connections between ideas are evident.	Well-constructed paragraphs; appropriate, clear, and smooth transitions; arrangement of organizational elements seems particularly apt.	Uses sophisticated sentences effectively; usually chooses words aptly; observes professional conventions of written English and manuscript format; makes few minor or technical errors.
<b>B</b>	Shows a good understanding of the texts, ideas and methods of the assignment; reflects multicultural analysis; goes beyond the obvious; may have one minor factual or conceptual inconsistency.	Addresses audience with a thoughtful argument with a clear purpose; reflects multicultural analysis; responds directly to the demands of a specific writing situation; competent use of the conventions of academic discipline and genre; addresses the reader's needs for information, explanation, context.	Clear, specific, arguable thesis central to the essay; culturally sensitive to contextual issues; may have left minor terms undefined.	Pursues explanation and proof of thesis consistently; develops a main argument with explicit major points with appropriate textual evidence and supporting detail.	Distinct units of thought in paragraphs controlled by specific, detailed, and arguable topic sentences; clear transitions between developed, cohering, and logically arranged paragraphs.	A few mechanical difficulties or stylistic problems (split infinitives, dangling modifiers, etc.); may make occasional problematic word choices or syntax errors; a few spelling or punctuation errors or a cliché; usually presents quotations effectively, using appropriate format.
<b>C</b>	Shows an understanding of the basic ideas and	Presents an adequate response to the essay prompt;	General thesis or controlling idea; may	Only partially develops the argument; shallow	Some awkward transitions; some brief,	More frequent wordiness; unclear or awkward sentences;

	information involved in the assignment; show cultural sensitivity as required; may have some factual, interpretive, or conceptual errors.	pays attention to the basic elements of the writing situation; shows sufficient competence in the conventions of academic discipline and genre; signals the importance of the reader's needs for information, explanation, and context.	not define several central terms.	analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately; warrants missing.	weakly unified or undeveloped paragraphs; arrangement may not appear entirely natural; contains extraneous information.	imprecise use of words or over-reliance on passive voice; some distracting grammatical errors (wrong verb tense, pronoun agreement, apostrophe errors, singular/plural errors, article use, preposition use, comma splice, etc.); makes effort to present quotations accurately.
<b>D</b>	Shows inadequate command of course materials or has significant factual and conceptual errors; confuses some significant ideas.	Shows serious weaknesses in addressing an audience; unresponsive to the specific writing situation; poor articulation of purpose in academic writing; often states the obvious or the inappropriate.	Thesis vague or not central to argument; central terms not defined.	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence; relies on too few or the wrong type of sources.	Simplistic, tends to narrate or merely summarize; wanders from one topic to another; illogical arrangement of ideas.	Some major grammatical or proofreading errors (subject-verb agreement, sentence fragments, word form errors, etc.); language frequently weakened by clichés, colloquialisms, repeated inexact word choices; incorrect quotation or citation format.
<b>F</b>	Writer lacks critical understanding of lectures, readings, discussions, or assignments.	Shows severe difficulties communicating through academic writing.	No discernible thesis.	Little or no development; may list disjointed facts or misinformation; uses no quotations or fails to cite sources or plagiarizes.	No transitions; incoherent paragraphs; suggests poor planning or no serious revision.	Numerous grammatical errors and stylistic problems seriously detract from the argument; does not meet Standard Written English requirement.