

**PASTORAL DIAGNOSIS AND PSYCHOPATHOLOGY**  
**PT 322-3, Spring 2008**  
**Wednesday, 2:00-4:50 p.m.**  
**Schlegel 122**

**Instructor:**

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Office hours by appointment

*This online syllabus should be used to gain a better understanding of the content and focus of a course. The syllabus given out in the class may differ from this online version and its content supersedes that of the online syllabus.*

**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. In this course students will become familiar with current psychiatric diagnostic categories through the use of the DSM-IV-TR. We will address 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 pastoral counseling in a variety of contexts.

**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:**

**20% - Class participation** evaluated by the follow criteria –

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

**30% - Two reflection papers** using assigned texts. (15% each)

1. Write a 3-4 page theological reflection paper on a clinical case applying your insights from Pruyser's categories (Chapter 5), Jordan's *Taking on the Gods* (Chapters 1-3), Josephson (Chapters 1-4 & 11), and Taylor's *Speaking of Sin*. **Due February 27.**
2. Write a 3-4 page reflection paper on your family of origin or a clinical case using the Rigazio-DiGilio, et. al. text. Structure your reflection on insights gained from the exercises in Chapters 2-3 and incorporate class resources. **Due April 2.**

**25% - In-class presentation** on a DSM-IV-TM diagnostic category and a 5-7 page write-up of your research findings that includes a critical analysis. Consult recent (within the last ten years) literature on the selected diagnostic category. Develop a community genogram and theological assessment highlighting significant issues related to determining the diagnosis and controversies involved in the assessment. Address how your theological commitments relate to this diagnostic category and inform your counseling relationship with a client.

**25% - Take home final exam due in my office on May 14 at 2 p.m..**

Using the resources and skills you've learned in this course, write a case presentation from your current clinical caseload that could be presented in Interdisciplinary Case Conference as your graduation final case. This is to be an integrative paper and should reflect your insights

about the DSM-IV, systemic, relational and theological assessments. (NOTE: Use texts required in this course and the case presentation guidelines attached to this syllabus.)

**\*\* Th.M. and D.Min. students** taking this course are expected to complete 250 pages of additional reading, and write a 10-15 page summary and analysis of the reading.

### **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. Late papers must be negotiated with the instructor.

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 Texts: (on reserve at the seminary library)**

- Jordon, M. (1988). *Taking on the Gods: The Task of the Pastoral Counselor*. Nashville, TN: United Methodist Publishing House.
- Josephson, A. & Peteet, J. (2003). *Handbook of spirituality and Worldview in Clinical Practice*. Arlington, VA: American Psychiatric Publishing, Inc.
- Morrison, J. (1995). *DSM-IV Made Easy: The Clinician's Guide to Diagnosis*. New York, NY: Guilford Publications, Inc.
- Rigazio-DiGilio, S., Ivey, A., Kunkler-Peck, K., & Grady, L. (2005). *Community Genogram: Using Individual, Family and Cultural Narratives with Clients*. New York, NY: Teachers College Press.
- American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders (Rev.)*. Washington, DC.

\* Notebook of readings on reserve at the seminary library.

## Class Schedule

### PART I

#### **February 13**

Meditation: Elizabeth J. Walker

- a. Introduction: Review of syllabus & assignment of class presentations
- b. Topic: Pastoral Assessment with Diagnostic Process

#### Reading Guide:

Jordan. *Taking on the Gods*, p. 15-45

Josephson & Peteet. *Handbook of Spirituality and Worldview in Clinical Practice*, p. 4, Chapter 2

#### **Library reserved texts and articles:**

Pruyser. *The Minister as Diagnostician*, p. 30-96

Taylor, B. B. *Speaking of Sin*.

Pruyser. *Diagnosis and the Difference it Makes*, p. 95-102

Hunter. *Dictionary of Pastoral Care and Counseling*, p. 366-372

Friedman. *Martin Buber's Life and Work*, p. 3-5; 336-353

Offer, D. & Sabshin, M. *The Diversity of Normal Behavior*, p. xi-xiv; 3-38

#### **February 20**

Meditation: Elizabeth J. Walker

Topic: Models of Pastoral Counseling and Theology Across Culture

#### Reading Guide:

Jordan. *Taking on the Gods*, p 41-52

Josephson & Peteet *Handbook of Spirituality and Worldview*, Chapters 2-3

Rigazio-DiGilio, et. al. *Community Genogram*, Chapter 1 & 3

#### **Library reserved texts and articles:**

Ramsay. *Pastoral Care and Counseling*, Chapter 6

Augsburger. *Pastoral Psychotherapy Across Cultures*, Chapter 11

Carter & McGoldrick. *The Expanded Family Life Cycle*, Chapter 19

Aponte. *Bread & Spirit*, p. 8-10, 32-57

Stone. *Theological Assessment*, p. 39-53

Hardy. *Social Healing*.

#### **February 27**

Mediation: \_\_\_\_\_

Discussion leaders: \_\_\_\_\_

Topic: Pastoral Diagnosis in Psychological Culture: DSM-IV-TR Family Systems

Reading Guide:

Josephson & Peteet *Handbook of Spirituality and Worldview*, Chapters 3 & 4  
Rigazio-DiGilio, et. al. *Community Genogram*, Chapter 3

**Library reserved texts and articles:**

Ramsay. *Pastoral Care and Counseling*, p. 9-75  
Ramsay. *Pastoral Diagnosis*, p 145-175  
Friedman. *Martin Buber's Life and Work*, p. 3-5; 336-353  
Offer, D. & Sabshin, M. *The Diversity of Normal Behavior*, p. xi-xiv; 3-38  
Augsburger. *Pastoral Counseling Across Cultures*, Chapter 3  
Hardy. *Social Healing*.

**March 5**

Meditation: \_\_\_\_\_

Discussion leaders: \_\_\_\_\_

Topic: DSM-IV-TR and Diagnostic Assumptions in Context

Reading Guide:

Jordan. *Taking on the Gods*, p. 15-45  
Josephson & Peteet *Handbook of Spirituality and Worldview*, Chapters 3 & 4  
Morrison. *DSM-IV Made Easy*, Introduction  
Rigazio-DiGilio, et. al. *Community Genogram*, Chapter 3  
*DSM-IV-TR*, Introduction p. 1-27.

**Library reserved texts and articles:**

Ramsay. *Pastoral Care & Counseling*, Chapter 5 (article by Townsend)  
Sperry. *Handbook of Diagnosis & Treatment of DSM-IV-TR personality disorders*,  
Chapter 1  
Spiegel. *The Dictionary of Disorder*.  
Research Digest article.  
Roth & Fonagy. *What Works for Whom*, p.5-15

**March 12**

Meditation: \_\_\_\_\_

Discussion leaders: \_\_\_\_\_

Topic: DSM-IV-TR and Diagnostic Assumptions in Context: Race and Ethnicity as Factors in Pastoral Diagnosis

Reading Guide:

Jordan. *Taking on the Gods*, p. 129-152

Josephson & Peteet *Handbook of Spirituality and Worldview*, Part III

Morrison. *DSM-IV Made Easy*, Chapter 18

*DSM-IV-TR*, Appendix I (p. 897-903)

**Library reserved texts and articles:**

Ramsay. *Pastoral Care & Counseling*, p 87-108 (article by Lartey)

Augsburger. *Pastoral Counseling Across Cultures*, Chapter 10

Pinderhuges. *Understanding Race, Ethnicity, and Power*, p. 147-196

Kacela. *One Session is Enough*, p. 21-36

**PART II**

DSM-IV-TR – Pastoral Case Presentations in Context

In the next few weeks, each individual will present a pastoral case narrative of a DSM-IV-TR assessment. Each presentation should attend to the following issues:

- a. Research and diagnosis
- b. Cultural / social / race / gender / class
- c. Theological reflection
- d. Systemtic critique
- e. Ethical concerns

**March 19** DSM-IV-TR: Pastoral Care Presentation in Context

Meditation: \_\_\_\_\_

Presenters: \_\_\_\_\_

Topic: Axis I – Mood Disorders: Depression

Reading Guide:

Jordan. *Taking on the Gods*, p. 59-85

Morrison. *DSM-IV Made Easy*, Chapter 5

Rigazio-DiGilio, et. al. *Community Genogram*, Chapter 6  
*DSM-IV-TR*, p. 345ff.

**Library reserved texts and articles:**

Roth & Fonagy. *What Works for Whom*

**Bibliography resources**

Suggested: Slater. *Welcome to My Country*, p 113-144

**March 23-28**

**RESEARCH AND STUDY WEEK**

**April 2** DSM-IV-TR: Pastoral Case Presentation in Context

Meditation: \_\_\_\_\_

Presenters: Axis I: \_\_\_\_\_

Axis II: \_\_\_\_\_

Topics: Axis I – Anxiety Disorders: Obsessive/Compulsive Disorder

compared with

Axis II – Personality Disorders: Obsessive Compulsive Personality Disorder

Axis I Reading Guide:

Morrison. *DSM-IV Made Easy*, Chapter 6  
Rigazio-DiGilio, et. al. *Community Genogram*  
Axis I Reading Guide: (continued)  
*DSM-IV-TR*, p.429ff.  
Roth & Fonagy. *What Works For whom*  
Bibliography resources

Axis II Reading Guide:

Morrison. *DSM-IV Made Easy*  
*DSM-IV-TR*, p. 725-729  
Axis II Reading Guide: (continued)  
Movie: *As Good As It Gets*  
Roth & Fonagy. *What Works for Whom*  
Bibliography resources

**April 2** DSM-IV-TR: Pastoral Case Presentation in Context

Meditation: \_\_\_\_\_

Presenters: \_\_\_\_\_

Topic: Axis I – Eating Disorders

Reading Guide:

Morrison. *DSM-IV Made Easy*, Chapter 11  
Rigazio-DiGilio, et. al. *Community Genogram*, Chapter 6  
*DSM-IV-TR*, p.583ff.

**Library reserved texts and articles:**

Roth & Fonagy. *What Works for Whom*

**Bibliography resources**

Suggested: Miklowitz & Goldstein. *Bipolar Disorder*  
Levant & Wollack. *A New Psychology of Men*, Chapters 4 & 8  
Stevenson-Moessner. *In Her Own Time*, p 285-309

**April 9** DSM-IV-TR: Pastoral Case Presentation in Context

Meditation: \_\_\_\_\_

Presenters: \_\_\_\_\_

Topic: Axis I – Sexual and Gender Identity Disorder

Reading Guide:

Morrison. *DSM-IV Made Easy*, Chapter 10  
*DSM-IV-TR*, p 535-582

**Library reserved texts and articles:**

Roth & Fonagy. *What Works for Whom*

**Bibliography resources**

Suggested: Marshall. *Counseling Lesbian Partners*, Chapter 1, p 1-15  
Levant. *A New Psychology of Men*, Chapter 12

**April 16** DSM-IV-TR: Pastoral Case Presentation in Context

Meditation: \_\_\_\_\_

Presenters: \_\_\_\_\_

Topic: Axis I – Schizophrenia and Other Psychotic Disorders

Reading Guide:

Morrison. *DSM-IV Made Easy*, Chapter 4

*DSM-IV-TR*, p.297-343.

Movie: *A Beautiful Mind*

**Library reserved texts and articles:**

Roth & Fonagy. *What Works for Whom*

**Bibliography resources**

**April 23** DSM-IV-TR: Pastoral Case Presentation in Context

Meditation : \_\_\_\_\_

Presenters: \_\_\_\_\_

Topic: Axis I – Diagnosis: Usually First Diagnosed in Infancy, Children or Adolescence

Reading Guide:

Morrison. *DSM-IV Made Easy*, Chapter 16

*DSM-IV-TR*. p.39-134.

**Library reserved texts and articles:**

Roth & Fonagy. *What Works for Whom*

**Bibliography resources**

**April 30** DSM-IV-TR: Pastoral Case Presentation in Context & class closure

Meditation: \_\_\_\_\_

Presenters: \_\_\_\_\_

Topics: Axis II – Personality Disorders - Cluster B: Histrionic Personality Disorder and  
Narcissistic Personality Disorder

and

Axis II – Personality Disorders - Cluster C: Borderline Personality Disorder

Cluster B & Cluster C Reading Guide:

Morrison. *DSM-IV Made Easy*

*DSM-IV-TR*, p. 685-730

**Library reserved texts and articles:**

Roth & Fonagy. *What Works for Whom*

**Bibliography resources**

**May 7**

Th.M & DMIN Case presentations.

Class Closure: What have we learned? Summary and Evaluation (4:30-5:00 p.m.)

**May 12 & 13 RESEARCH AND & STUDY DAYS**

**May 14** Final Exam Due in my office by 2 p.m.

## Bibliography

- Aponte, H. (1994). *Bread & spirit: Therapy with the New Poor*. New York: W. W. Norton.
- Augsburger, D. W. (1986). *Pastoral Counseling Across Cultures*. Philadelphia: Westminster Press.
- Borg, M. J. (2006). *Jesus: Uncovering the life, teachings, and relevance of a religious revolutionary*. New York: Harper San Francisco.
- Boyd-Franklin, N. (2003). *Black Families in Therapy: Understanding the African American Experience* (2<sup>nd</sup> ed.). New York: Guilford Press.
- Diagnostic and Statistical Manual of Mental Disorders IV-TR*. (2000). Washington, D.C.: American Psychiatric Association.
- Family Therapy Magazine*. (2002, May/June). 1(3), 10-25.
- Friedman, M. (1981). *Martin Buber's Life and Work*. New York: E.P. Dutton.
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- Hunter, R., Maloney, H., Mills, L., & Patton, J. (Eds.). (1990). *Dictionary of Pastoral Care and Counseling*. Nashville, TN: Abingdon Press.
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- Kaslow, F. (Ed.). (1996). *Handbook of Relational Diagnosis and Dysfunctional Family Patterns*. New York: John Wiley & Sons, Inc.
- Keirsey, D. & Bates, M. (1984). *Please Understand Me: Character and temperament types*. Gnosology Books Ltd.
- L' Abate, L. (1994). *Family Evaluation: A psychological approach*. London: Sage Publications, Inc.
- Levant, R. & Wollack, W. (Eds.). (1995). *A New Psychology of Men*. New York: Basic Books.
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- Miklowitz, D. J. & Goldstein, M. J. (1999). *Bipolar Disorder: A family focused treatment approach*. New York: Guilford Press.
- Morrison, J. (1995). *DSM-IV Made Easy: The Clinician's Guide to Diagnosis*. New York: Guilford Press.
- Neuger, C. & Poling, J. (Eds.). (1997). *The Care of Men*. Nashville: Abingdon Press.
- Oates, W. (1987). *Behind the Masks*. Louisville, KY: Westminster Press.
- Offer, D. & Sabshin, M. (Eds.). (1991). *The Diversity of Normal Behavior: Further contributions to normatology*. New York: Basic Books.
- Pinderhughes, E. (1989). *Understanding Race, Ethnicity, and Power*. New York: The Free Press.
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- Pruyser, P. (1976). *The Minister as Diagnostician*. Philadelphia: Westminster Press.

- Pruyser, P. (1976). *Diagnosis and the Difference it Makes*. New York: Jason Aronson, Inc.
- Ramsay, N. (1998). *Pastoral Diagnosis: A resource for ministries of care & counseling*. Minneapolis, MN: Fortress Press.
- Ramsay, N. (Ed.). (2004). *Pastoral Care and Counseling: Redefining the paradigms*. Nashville, TN: Abingdon Press.
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- Rigazio-DiGilio, S., Ivey, A., Kunkler-Peck, K., & Grady, L. (2005). *Community Genogram: Using individual, family and cultural narratives with clients*. New York, NY: Teachers College Press.
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- Roth, A. & Fonagy, P. (2005). *What Works for Whom?: A critical review of psychotherapy research* (2<sup>nd</sup> ed.). New York: Guildford Press.
- Slater, L. (1996). *Welcome to My Country*. New York: Random House.
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- Sperry, L. (2003). *Handbook of Diagnosis and Treatment of DSM-IV-TM personality disorders* (5<sup>th</sup> ed). New York: Brunner- Routledge.
- Spiegel, A. (2005, January 3) The dictionary of disorder. *The New Yorker*, 56-63.
- Stevenson-Moessner, J. (Ed.). (2000). *In Her Own Time*. Minneapolis, MN: Fortress Press.
- Taylor, B. B. (2002). *Speaking of Sin: The lost language of salvation*. Cambridge, MA: Cowley Publications.

You may use movie clips in class presentations to demonstrate your topic. Here are a few examples:

Ordinary People  
 Good Will Hunting  
 Pay it Forward  
 As Good As It Gets  
 A Beautiful Mind  
 The Unquiet Mind  
 I'm Dancing as Fast as I Can  
 Breakdown