

**ASHLAND THEOLOGICAL SEMINARY**  
CLC 7751- Special Issues in Abnormal: Personality Disorders  
Fall 2020 Mondays 6:00 – 8:45 p.m. 8/31/20 – 12/14/20  
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**This course utilizes an online synchronous “face-to-face” teaching medium. Thus the class will “meet” during the scheduled class time via an internet connection rather than in a specific physical location. Therefore, access to a computer with a web camera with sound and the internet is required, as is familiarity with the use of the Blackboard Learning Management System. Consult the following link if you are unfamiliar with Blackboard LMS:**

**[https://help.blackboard.com/Learn/Student/Quick\\_Start](https://help.blackboard.com/Learn/Student/Quick_Start)**

**Proper functioning of the components of this course will require a high speed internet connection (3MB/sec download speed is a minimum). It is highly recommended that you be familiar with your computer and web functions (e.g. settings to your webcam, sound input and output and Blackboard in particular) prior to starting the course. It is not advised that you to try to learn them while the course is in progress and the professor reserves the right to determine whether you will be successful in this course based upon your skill with these tasks. An internet connection speed test is available on the Blackboard page for this class. Please follow the instructions for this test well prior to the first class session to insure that you have sufficient bandwidth and connection stability to find success with this class.**

### **I. Course Description**

This course is designed to give the student a deeper understanding of personality disorders. Attention is given to recognizing and addressing the dynamics related to the various personality in the therapeutic process and to adapting treatment plans to address these dynamics.

**II. Student Learning Outcomes:** Upon completion of this course, the student should be able to:

1. Provide evidence of knowledge of the dimensional nature of the diagnostic process with the DSM-5 taxonomy as applied to personality disorders. (KO7)
2. Generate diagnoses of these disorders in response to video or written clinical vignettes. (PSO5)
3. Develop treatment planning and approaches to therapy that are specific to personality disorders. (PSO2)
4. Explain the Five Factor model of personality as a heuristic foundation for the understanding of personality and personality disorders. (PSO6)

*This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.*

### **III. Knowledge Base**

**Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure**—This course meets the Ohio Administrative Code (OAC) requirement for 4757-13-01 (5) (a) Clinical psychopathology, personality, and abnormal behavior.

#### **CACREP CMHC Standards Met in this Course Include:**

F.3.c. theories of normal and abnormal personality development

### **IV. Teaching Strategies for Student Learning**

- a. **This is a hybrid online class that in addition to the ‘live’ or synchronous portion of the class will also include prerecorded lectures and graded assignments as outlined in the conspectus. The following schedule will be followed for this course:**
  - i. During the week between classes students will watch the online lectures available on the Blackboard LMS for that week.
  - ii. Students will meet with the professor as a class synchronously (aka “live”) online at the appointed time. These meeting times will be primarily focused on a brief review of diagnostic criteria and demonstration of the specific personality disorder(s) for the week by the professor as well as a discussion of treatment planning and interventions.
  - iii. Students will be expected to complete and submit assignments as outlined in the conspectus (Posted on the Blackboard LMS).
- b. Students are expected to listen to all online lectures, attend all class meetings and to complete all assignments and assigned readings.

### **V. REQUIRED TEXTS**

Beck, A.T., Davis, D.D. & Freeman, A. (2015). *Cognitive Therapy of Personality Disorders*, Third Edition. New York, The Guilford Press, ISBN: 978-1-4625-2581-2 (paperback edition).

Sperry, Len (2016). *Handbook of Diagnosis and Treatment of the DSM-5 Personality Disorders*. Levittown, PA. Brunner/Mazel, ISBN: 0-415-84191-7

Students also will need to have reliable access availability for reference: A.P.A. (2013). *Diagnostic & Statistical Manual of Mental Disorders, APA Fifth Edition (DSM 5)*. Arlington, VA: Author

**Online at the Blackboard page for this class for your readings**

Costa, P. and Widiger, T. (2013). *Personality disorders and the five-factor model of personality, third edition*. Washington, D.C American Psychological Association.

**VI. Tentative CLASS SCHEDULE (subject to change)**

Date	Assignment	Reading	Lecture Topic
8/31			Course Overview, orientation to the Five Factor Model
9/14		Beck, Davis & Freeman Chpts. 1,2; Sperry chapter 1	History, Theoretical Models, Etiology
9/21	Quiz 1 Posted on Blackboard system	Beck, Davis & Freeman Ch. 3 Costa & Widiger Chpts. 3,6 (on Angel)	DSM 5, Proposed Dimensional Diagnostic Model
9/28	Quiz 1 Due	Beck, Davis & Freeman Ch. 4, 16; Sperry chapter 3	Antisocial Personality Disorder
10/5		Beck, Davis & Freeman Ch. 6, 17; Sperry Ch. 5	Borderline Personality Disorder
10/12	Quiz 2 Posted	Beck, Davis & Freeman Ch. 7,15; Sperry Ch. 7	Histrionic Personality Disorder, Treatment planning
10/19	Quiz 2 Due	Beck, Davis & Freeman Ch. 14, Sperry Chapter 8	Narcissistic Personality Disorder
10/26		Beck, Davis & Freeman Ch. 8 Sperry Chapter 6	Dependent Personality Disorder
11/2	Quiz 3 Posted	Beck, Davis & Freeman Ch. 9; Sperry Chapter 4	Avoidant Personality Disorder
11/9	Quiz 3 Due Final Exam Posted	Beck, Davis & Freeman Ch. 10; Sperry Chapter 9	OCPD
11/16		Beck, Davis & Freeman Ch. 12 Sperry Chapter 11	Schizoid Personality Disorder
11/23		Beck, Davis & Freeman Ch. 13 Sperry Chapters 10, 12	Paranoid, Schizotypal Personality Disorder
11/30	Personality Disorder Paper Due	Beck, Davis & Freeman Ch. 18 Sperry Chapter	Personality change, other and unspecified
12/7		Beck, Davis & Freeman Ch. 19, 20.	Treatment Specific Issues
12/14	Final Exam Due		Overview and evaluation

**VII. Grading Elements**

1. **Professionalism and positive engagement (10%):** Throughout your time at ATS thus far, you have been developing as a counselor in a number of important ways. This class provides you with further opportunities for growth. Attendance and participation in class sessions is expected, however, being “present” (and professional) is much more than simply showing up. Since it is my belief that there are parallels between how one approaches academic training and one’s professional conduct in field,

the following are expected of all students (failure to meet these guidelines will negatively impact your final grade).

- promptness (in arriving to class and meeting class requirements when due),
- preparedness (e.g., reading all assigned texts; **Note:** you may be asked to verify this in class),
- presence (e.g., your in-class verbal and non-verbal communication [e.g. eye contact]),
- positive engagement (remaining attentive and involved during class), and
- professionalism (e.g., manner, conduct, and submitted work).

You are encouraged to monitor your class-related professionalism and to seek feedback from others (e.g., me and other students) as you deem prudent. Your final grade for this course element will be based upon your 1.) class attendance and my assessment of your in-class participation and positive engagement; 2.) completion and timely satisfaction of, along with professionalism in, all submitted material; and 3.) your verification of keeping up with assigned readings.

## 2. Quizzes (30%)

Three quizzes will be given, completed, and returned according to the course schedule. These quizzes will be objective and cover material from the assigned readings and class lectures. The quizzes will be available for download on the Blackboard web page for this course and must be mailed in to the professor or a scanned copy may be emailed. These quizzes must be received by the professor by the scheduled due date. Your final grade for this course element will be based upon the total number of items answered correctly on each quiz. Each quiz will be worth 10% of your final course grade (extra-credit will be included on each quiz).

## 3. Personality Disorder paper (30%)

To enable you to express your understanding of the assessment and treatment of one personality disorder in which you are interested, you will develop a “personality disorder” paper using provided guidelines. The paper will be due week 13 and will be graded based upon a combination of professionalism (e.g., spelling, grammar), synthesis of class material, depth of exploration of the chosen topic, and use and citation of references.

**4. Final Examination (30%):** At the end of the course, a final examination will be administered. The exam should take about 120 minutes to complete, will be non-cumulative, and will cover assigned readings, handouts, lectures, video presentations, and any other class related materials. This exam will consist of a combination of True-False, Multiple-Choice, Definition, and/or Short Answer items aimed at evaluating both your knowledge, understanding, and application of important class concepts. Your final grade for this course element will be based upon the total number of items answered correctly (extra-credit will be included). A make-up examination, if allowed, may include brief essay items in addition to the other item types listed above.

\*Detailed descriptions of each of these grading elements and their respective due dates are available online on the Blackboard LMS.

## VIII. CALCULATION OF GRADE AND CONNECTION OF LEARNING OUTCOMES

<i>Grading element title</i>	<i>Associated Student Learning Outcomes</i>	<i>Associated CACREP CMHC</i>	<i>Portion of Final Grade</i>
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		<i>Standards</i>	
<i>Professionalism and engagement</i>	<i>1</i>	<i>NA</i>	<i>10%</i>
<i>Quizzes</i>	<i>1, 2, 4</i>	<i>NA</i>	<i>30%</i>
<i>Personality Disorders Paper</i>	<i>3, 4</i>	<i>F.3.c</i>	<i>30%</i>
<i>Final Exam</i>	<i>1, 2, 4</i>	<i>F.3.c</i>	<i>30%</i>

## IX. ATS GRADING SCALE

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

## XII. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

**To schedule an appointment**, visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

## XIII. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to [dservices@ashland.edu](mailto:dservices@ashland.edu). The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet

your learning needs.

## **X. RECOMMENDATIONS FOR LIFELONG LEARNING**

Students are encouraged to continue learning about addictions and addiction counseling issues through intentional efforts, throughout their careers, to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, and conferences in this area of interest for continuing education and specialization. Students are encouraged to remain informed and updated about cultural and societal shifts and trends regarding addiction and its treatment.

## **XI. ACADEMIC INTEGRITY POLICY**

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

### **Personality Disorders Paper Guidelines**

The outcome of this final is the development of an initial assessment and treatment approach to a particular personality disorder. The purpose of this project is to enable you to express your understanding of the assessment and treatment of one personality disorder in which you are interested. In addition, the project will provide you with a research based approach to the personality disorder of your choice. In order to demonstrate that you have accomplished these goals, the following will be present in your project.

1. Personality Disorder with DSM 5 diagnostic code
2. Rationale for your choice of this particular disorder
3. Identification of the hallmarks, or primary characteristics of this disorder that distinguish it from other personality disorders (i.e. not just the diagnostic criteria)
4. Address how you would initially assess for the presence of this personality disorder (e.g. structured interview, objective/projective personality testing, self-report measure) and why you feel this choice is appropriate.
5. What would you expect the results of the chosen assessment approach to show, and why?
6. An initial treatment plan to include:
  - a. At least five (5) Short term goals for counseling
  - b. Specific interventions that you would implement to accomplish your five (5) short term goals.
  - c. An indication of the general time line that you anticipate using for the accomplishment of the initial treatment goals (should be within 6 months).
  - d. An indication of at least three (3) long term goals (up to one year) with a client diagnosed with this personality disorder.
  - e. A brief rationale for why these particular goals were chosen.

This project should take around eight pages, double spaced. Please contact me with any questions or concerns should this assignment be unclear. My office phone number is on the syllabus, but email is checked even when I'm off campus and will likely result in a more timely response at those times.