



Advancing God's Kingdom by Preparing Competent Christian
Leaders for Spirit-Empowered Life and Ministry

CP5202 Psychopathology – Recognizing Common Mental Health Disorders

3 credit hours.

 On Campus **'A'** Live-Stream

June 6-10, 2022
Summer 2022
Monday-Friday, 9am-4pm

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Course Goals

Course Description

This course provides an overview of the etiology, presenting symptoms, diagnostic criteria, typical progression, and evidence-based treatments of common mental health disorders. Particular attention is given to the most common mental health concerns encountered in pastoral care and counselling contexts. Through this course, students are better equipped to distinguish and address common mental health issues from an integrated biopsychosocial-spiritual model. Note: This course alone does not qualify a student for diagnostic or prescriptive privileges.

Relationship to Horizon's Mission

With an increase in the prevalence of mental disorders, including subthreshold conditions, Christian leaders must surely encounter people suffering with mental conditions. By learning to identify those in and out of the kingdom with these conditions, a competent leader will help to reduce distress, support stable mental states, refer appropriately and ultimately guide individuals to the blessings of freedom found in mental stability. Through these lessons, leaders themselves should be able to apply the interventions to themselves and seek help so they are more effective in advancing the truth of wellness in the kingdom. The needed level of knowledge varies from identification to support, all of which is relevant in leading congregants and others to navigate life well.

Course Competencies and Learning Outcomes

To demonstrate competency in the acquisition of knowledge of counselling theory, students will

1. Recognize what the range of common mental disorders are.
 - *Assessment:* Reflection Journals, Class Presentations, Major Paper

2. Understand, recognize, and identify how common mental conditions typically present and compare their similarities and differences from normal psychological and behavioral experiences.

- *Assessment:* Reflection Journals, Class Presentations, Major Paper

To demonstrate competency in spiritual formation related to diagnosing or labeling mental conditions, students will compare the different types of presentation of mental disorders associated with unique and diverse characteristics of people and settings and spiritual backgrounds. To do so, students will

3. Identify and understand how Bible characters manifested distress and their resolution, comparing and contrasting with modern understanding.
 - *Assessment:* Reflection Journals, Class Presentations
4. Develop skills in sensitively assessing for trauma in individuals exposed to various forms of upsetting events.
 - *Assessment:* Reflection Journals, Class Presentations

Course Work

Required Readings

McRay, Barret W., Mark A. Yarhouse, and Richard E. Butman. *Modern Psychopathologies: A Comprehensive Christian Appraisal*. 2nd edition. Downer's Grove, IL: IVP, 2016. ISBN: 978-0830828500.

Morrison, James. *DSM-5 Made Easy: The Clinician's Guide to Diagnosis*. New York: Guilford, 2014. ISBN: 978-1462514427.

Mohr, Sylvia, et al. "Delusions with Religious Content in Patients with Psychosis: How They Interact with Spiritual Coping." *Psychiatry* 73.2 (2010) 158-172.

*Available on the DTL: <https://thedtl.on.worldcat.org/oclc/672905846>

Rance, Valerie. 2014. "Biblical Personalities and Trauma: Towards a Theology of Wellbeing." Paper presented at *The 43rd Annual Meeting of the Society for Pentecostal Studies*, Evangel University, Springfield, MO.

*Available online:

https://www.researchgate.net/publication/278727688_BIBLICAL_PERSONALITIES_AND_TRAUMA_TOWARDS_A_THEOLOGY_OF_WELLBEING

Recommended Reading

Casey, Patricia, and Brendan Kelly. *Fish's Clinical Psychopathology: Signs and Symptoms in Psychiatry*. 4th edition. Cambridge: Cambridge University Press, 2019. ISBN: 978-1108456340.

**While students have the benefit of accessing their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library. For your convenience, Horizon has partnered with Kennedy's Parable to provide textbooks.

Course Assignments and Activities

PRE-COURSE ASSIGNMENTS

1. Pre-Course Reading

- Related learning outcomes: #1-4.
- **Assignment Length:** approx. 330 pages of reading + 80 min of videos.
- **Due Date:** prior to the first day of class (June 6).

In preparation for the lectures, the student should **read the following chapters in *Modern Psychopathologies*** (McRay et al., 2016): 5, 7, 8, 9, 10, 11, 12, 13, 14, 15. In each of the chapters, read the sections on classification, etiology, risk factors, trajectory or progression, themes in pastoral care, and sin and psychopathology. As you read, take note of the following: childhood manifestations, predisposing factors that trigger the disorder, and factors that tend to maintain the disorder over time. The goal is to be familiar with the broad nature of the different disorders and their uniqueness.

Watch the following psychopathology crash course videos on YouTube. The videos discuss the manifestations of the disorders and how to conduct an examination of the mental state. From the videos, note the clinical features of the disorders.

- Psychological Disorders: <https://www.youtube.com/watch?v=wuhJ-GkRRQc>
- Depressive and bipolar disorders: https://www.youtube.com/watch?v=ZwMIHkWKDwM&ab_channel=CrashCourse
- Personality disorder: https://www.youtube.com/watch?v=4E1JiDFxFGk&ab_channel=CrashCourse
- Eating disorder: https://www.youtube.com/watch?v=eMVyZ6Ax-74&ab_channel=CrashCourse
- Schizophrenia: https://www.youtube.com/watch?v=uxktavpRdzU&ab_channel=CrashCourse
- Trauma and addiction: https://www.youtube.com/watch?v=343ORgL3kIc&ab_channel=CrashCourse
- Knowing the client's problem and state of mind: https://www.youtube.com/watch?v=U5KwDgWX8L8&ab_channel=medeasy
- Anxiety and OCD: <https://www.youtube.com/watch?v=aX7jnVXXG5o>

Read “Biblical Personalities and Trauma: Towards a Theology of Wellbeing” (Rance, 2014).

Read the following sections of the Bible and note the main character, general context of the traumatic event, manifestation of distress, common symptoms and possible classification of mental disorder, and how the distress was resolved or not in each of the characters.

- Ruth 1:3-5 and 19-22
- Judges 6-7
- Job 1:18-22 and 26:1-6 and 27:1-10
- Luke 10:38-42

- 1 Sam 18:8-11 and 19:9-17
- Daniel 4:13-16 and 31-33
- 1 Kings 19:1-5

2. *Class Presentation Preparation*

Choose one of the disorders in your readings from *Modern Psychopathologies* as the topic for your presentation. By **May 16**, submit your topic to the Populi assignment page titled “Class Presentation Topic.” The professor will approve each topic based on a first come, first served basis. Once you receive professor approval, prepare a **PowerPoint** presentation about the disorder.

In preparation for your presentation, draw upon the material from *Modern Psychopathologies* and the other pre-course readings and videos. In addition, read the chapter in *DSM-5 Made Easy* that corresponds to the disorder you have selected, in order to identify the exact criteria for the diagnosis. As you read, note the minimum duration of illness required for diagnosis, minimum number of symptoms required for diagnosis, associated features for the diagnosis, and consequences of the illness. Identify which features of the disorder are shared by other disorders. You are welcome but not required to consult additional academic sources.

The assignment should consist of the following components:

1. *Presentation* (30 minutes)
 - a. *Presentation and Classification of the Disorder.* In this section, the student will introduce and summarize the disorder. In the summary, focus on the classification of the disorder (including type and number of symptoms required for diagnosis), causes, risk factors, and how the experience of someone with the disorder compares to the experience of someone without the disorder. This section should also briefly identify which features of the disorder are shared by other disorders.
 - b. *Manifestation of the Disorder in a Bible Character.* In this section, the student will explore the manifestation of the disorder in a Bible character. The student will select a Bible character, identify the character’s symptoms, and explain how these symptoms could be classified as the mental disorder. In addition, the student will identify one spiritual coping mechanism that the character used to cope with the disorder. Possible Bible characters include Moses, Job, the Apostle Paul, Naomi, Joseph (son of Jacob), Daniel, Lot, Tamar, or King David.
2. *Discussion* (30 minutes)
 - a. *Facilitate a class discussion.* Following the presentation, the student will facilitate a class discussion. Students should prepare several discussion questions in order to facilitate discussion about the disorder and the manifestation of the disorder in a Bible character. During the class discussion, the student should note the contributions of other students and reflect on these contributions in Assignment #4: Reflection Journals.

Each presentation will be marked according to the smooth flow of the material and comprehensiveness including causes, manifestations, risk factors, and similarities and differences between the selected disorder and normal experiences.

- **Due Date:** Topic due May 16; PowerPoint due June 1.

MID-COURSE ASSIGNMENTS3. *Class Presentation*

- Related learning outcomes: #1-4.
- **Assignment Length:** 30-minute presentation and 30-minute discussion.
- **Due Date:** June 7-10 (on day of scheduled presentation).

POST-COURSE ASSIGNMENTS4. *Reflection Journals*

Each student is to write at least 500 words of reflection for 8 of the ten different classes. (Note: each day of the module is divided into two classes: one in the morning and one in the afternoon.) In each reflection, the student should comment on what new things they learned, how different their perspective is, areas of discomfort and how to resolve it. This could also include experience with the subject matter in real life.

- Related learning outcomes: #1-4.
- **Assignment Length:** 8x 500 words per reflection = 4000 words.
- **Due Date:** August 1.

5. *Major Paper*

Choose a subtopic that interests you and write a major paper on the cultural and spiritual influences of psychopathology. Differentiate between religious delusions and religious beliefs with examples. Identify the lessons you will use in your spiritual understanding of the topic and in supporting those who present with mental disorder. The paper should consist of a title page, introduction, body, any research methods used, discussion, and conclusion. Students should consult the article by Mohr et al. (2010) and a minimum of 9 additional academic sources (academic books or journal articles). Cite these sources throughout the paper and include a bibliography. Note: Further clarity will be provided in class.

- Related learning outcomes: #1, 2
- **Assignment Length:** 3000 words.
- **Due Date:** August 1.

Course Outline / Class Schedule

Time	6th June	7th June	8th June	9th June	10th June
9-10	Introduction	Teaching	Class presentation	Class presentation	Class presentation
10-11	Teaching	Teaching/Guest	Teaching	Teaching	Teaching
11-12	Teaching	Discussion	Discussion	Discussion	Discussion
12-1	Lunch	Lunch	Lunch	Lunch	Lunch
1-2	Teaching	Class presentation	Class presentation	Class presentation	Class presentation
2-3	Teaching	Teaching	Teaching	Teaching	Teaching
3-4	Discussion	Discussion	Discussion	Discussion	Discussion

Introduction – Overview of the syllabus

Class presentation – PowerPoint presentations on selected topics

Teaching – More didactic sessions on the topics of the class

Discussion – Addressing assignments, drawing practical applications and lessons from the class presentation and teaching

Guest – Either a standardized patient or a mental health professional with a Christian practice

6th AM – Neurodevelopmental, child and adolescent and eating disorder

6th PM – General medical conditions, somatoform disorders and dissociation

7th AM - Anxiety disorders (OCD, SAD, GAD and PD, phobia)

7th PM – Mood disorder (persistent, major depressive, bipolar, postnatal, substance induced)

8th AM – Psychosis (brief, schizoaffective, brief psychotic, delusional) – report actual disturbance, lack of insight with beliefs, illogical thoughts, thought disorder, hallucinatory behavior

8th PM – Personality and self, sexual and gender

9th AM – Trauma

9th PM – Substance use disorders and substance induced disorders

10th AM – Geriatrics – mood, anxiety, dementia, frontotemporal, Parkinson's, etc.

10th PM – Biological, sin and psychopathology, system of care, biological foundation

Estimate of Time Investment (individual time investments may vary)

Classroom time	30 hrs	N/A	Assignment Weighting
1. Class Participation	N/A	N/A	10%
2. Pre-Course Reading	34 hrs	June 6	N/A
3. Class Presentation	12 hrs	June 1	25%
4. Reflection Journals	16 hrs	Aug. 1	30%
5. Major Paper	42 hrs	Aug. 1	35%
Total =	134 hrs		

- Assignments will not be accepted after **August 1, 2022**.

Academic Policies

General Guidelines for the Submission of Written Work

Formatting Papers

- Papers should be typed, double-spaced and follow the appropriate formatting guidelines (e.g. 1 inch margins).
- Follow the [Horizon Format Guide](#) consistently.
- The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded and will receive a grade reduction.

Failure to follow these guidelines warrants a grade reduction.

Submitting Your Assignments

Assignments should be submitted via [Populi](#). The resource at this link

<https://support.populiweb.com/hc/en-us/articles/223792507-How-to-submit-work-for->

[assignments](#) explains how to submit assignments on Populi (the link to the video is also available on the info tab of the Populi course page).

Late Assignments and Extensions

All assignments are due when stated by the professor or, if not specified, within 8 weeks after the first day of class. Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. A late penalty will be assessed for all overdue assignments: 1-3 days late, penalty of 10%; 4-6 days late, penalty of 20%. After six days late, an assignment receives a grade of 0.

Grading

Grade	Percentage	GPA	Descriptor
A+	97-100%	4	Exceptional
A	93-96%	4	Excellent
A-	90-92%	3.7	Excellent
B+	87-89%	3.3	Good
B	83-86%	3.0	Good
B-	80-82%	2.7	Good
C+	77-79%	2.3	Satisfactory
C	73-76%	2.0	Satisfactory
C-	70-72%	1.7	Satisfactory
D+	67-79%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

Academic Honesty

Horizon uses the University of Saskatchewan definition of plagiarism described as “the presentation of the work or idea of another in such a way as to give others the impression that it is the work or idea of the presenter. Adequate attribution is required. What is essential is that another person have no doubt which words or research results are the student’s and which are drawn from other sources” (Office of the University Secretary, 2012). Students are expected to give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Seminary [Student Handbook](#).

Disability Services Information

If you would benefit from learning accommodations due to pre-existing physical or mental health conditions or learning disabilities, contact the Academic or Student Life departments at the beginning of the course. Horizon will work to meet your learning and/or physical needs where possible. If any conditions arise during the course that you wish to disclose, please contact us as soon as possible. In all cases you will need to provide current [documentation](#) of the disability or condition you wish to disclose. Horizon takes appropriate care to ensure confidentiality about any such disclosures. For more information, contact Bob Williamson, Dean of Students, at

bwilliamson@horizon.edu; Heather Wood, Associate Dean of Students, at hwood@horizon.edu; or Leanne Bellamy, Academic Coach, at lbellamy@horizon.edu.

Class Attendance

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through live-streaming. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss one day of a module course or three days of class in a term or semester course without academic penalty. Students who are absent for more than the number of classes stated above will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Campus Health Policy

Do not come on campus if you are experiencing symptoms (even if they are mild) of fever, cough, shortness of breath, sore throat, chills, runny nose, or a loss of your sense of taste or smell. If you have any of these symptoms, do not return to campus until advised by Public Health. You should self-isolate and contact HealthLine 811 for advice on whether you should be tested for COVID-19. This will help keep others safe and possibly spare them from self-isolation and testing. While you are in self-isolation, you may attend class online. The link to access your class is posted on the course page on Populi, under the Syllabus tab, under Links on the right side of the page.

Live-Streaming Etiquette

If attending class online via live-stream, keep your camera on and stay present and attentive throughout the class session, extending the gift of full engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from a quiet space with minimal background noise, and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon encourages the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the Horizon College and Seminary grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.

- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

Bibliography

Butman, Richard E., and Mark Yarhouse. "Psychopathology Through the Eyes of Faith: Integrative Reflections for the Classroom and Beyond." *Journal of Psychology and Theology* 42.2 (2014) 211-219.

Thermos, Vasileios. "Towards a Theological Understanding of Psychopathology and Therapy." *International Journal of Orthodox Theology* 2.3 (2011) 101-119.

Darmanin, Alfred. "Pastoral Psychopathology: Ministering to the Mentally Ill." *Melita Theologica* 37.1 (1986) 26-41.

Pfeifer, Samuel. "Biblical Themes in Psychiatric Practice: Implications for Psychopathology and Psychotherapy." In *Hearing Visions and Seeing Voices: Psychological Aspects of Biblical Concepts and Personalities*, edited by Gerrit Glas et al., 267-277. Dordrecht, the Netherlands: Springer, 2007.

Armentrout, David P, et al. "Etiology-Informed Care: Viewing the Biological Component of Depression Through a Biblical Perspective." *Journal of Psychology & Christianity* 39.3 (2020) 157-183.