


# CP5202 Psychopathology – Recognizing Common Mental Health Disorders

3 credits. Prerequisites: *none*.



 On Campus, Saskatoon 'A' Livestream

June 8-12, 2026  
Spring 2026  
Monday-Friday, 9am-4pm SK

Mansfield Mela, MBBS, MSc. Psych  
[mansfieldmela@gmail.com](mailto:mansfieldmela@gmail.com)

*Please note: This course includes substantial reading and preparation work before the module.*

## **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 become aware of the features of mental disorders so as 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 will surely encounter people suffering with mental conditions. By learning to identify those 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 counselling theory, students will

1. Recognize the range of common mental disorders, including the major diagnostic categories in current use.
  - *Assessment:* Reflection Journals; Class Presentation; Class Participation; 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 Presentation; Class Participation; Major Paper
3. Develop skills in sensitively assessing trauma in individuals exposed to various forms of upsetting events.
  - *Assessment:* Reflection Journals; Class Presentation; Class Participation
4. Recognize major classes of psychoactive drugs and their effects.
  - *Assessment:* Reflection Journals; Class Presentation; Class Participation

To demonstrate competency in biblical and theological literacy as a foundation of effective pastoral psychotherapy and counselling, students will

5. Identify and understand how Bible characters manifested distress and their resolution, comparing and contrasting these texts with modern understanding.
  - *Assessment:* Reflection Journals, Class Presentation; Class Participation

## **Course Work**

### **Required Readings**

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

DTL: <https://ebookcentral-proquest-com.dtl.idm.oclc.org/lib/dtl/detail.action?docID=4698534>.

Morrison, James. *DSM-5 Made Easy: The Clinician's Guide to Diagnosis*. New York: Guilford, 2014. ISBN: 978-1462514427. \*The [2023 edition](#) is also acceptable.

DTL: <https://ebookcentral-proquest-com.dtl.idm.oclc.org/lib/dtl/detail.action?docID=1682559>.

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

DTL: <https://www.proquest.com/docview/722482544?OpenUrlRefId=info:xri/sid:wcdiscovery&accountid=202487&sourcetype=Scholarly%20Journals>.

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](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.

Csiernik, Rick. *The Essential Guide to Psychoactive Drugs in Canada. A Resource for Counselling Professionals*. Second edition. Canadian Scholars, 2019. ISBN: 1773381601.

\*\*While students have the benefit of accessing most of 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.

## Course Assignments and Activities

### PRE-COURSE ASSIGNMENTS

#### 1. Pre-Course Reading.

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 presenting features of 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](https://www.youtube.com/watch?v=ZwMIHkWKDwM&ab_channel=CrashCourse)
- Personality disorder: [https://www.youtube.com/watch?v=4E1JiDFxFGk&ab\\_channel=CrashCourse](https://www.youtube.com/watch?v=4E1JiDFxFGk&ab_channel=CrashCourse)
- Eating disorder: [https://www.youtube.com/watch?v=eMVyZ6Ax-74&ab\\_channel=CrashCourse](https://www.youtube.com/watch?v=eMVyZ6Ax-74&ab_channel=CrashCourse)
- Schizophrenia: [https://www.youtube.com/watch?v=uxktavpRdzU&ab\\_channel=CrashCourse](https://www.youtube.com/watch?v=uxktavpRdzU&ab_channel=CrashCourse)
- Trauma and addiction: [https://www.youtube.com/watch?v=343ORgL3kIc&ab\\_channel=CrashCourse](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](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
  
- Related learning outcomes: #1, 2, 3, 4, 5.
- **Assignment length:** approx. 330 pages of reading + 80 min of videos.
- **Due date:** June 8 at 9am (confirm you’ve done this reading on Populi under the assignment “Pre-Course Reading”)

## 2. *Class Presentation Preparation.*

Choose a disorder from the list on the Populi course dashboard as the topic for your presentation. By **May 11**, comment on the post on the Populi course dashboard to select your topic. Please ensure you select a different topic than your classmates. Once you have selected your topic, 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 symptom profile that match criteria for the diagnosis. As you read, note the meaning of the terms, relationship of different presentations and similarities between symptoms and presentations. Identify which features of the disorder are shared by other disorders. You are welcome but not required to consult additional academic sources. Submit your PowerPoint and any additional notes for feedback from the professor by June 1, 2026.

The assignment should consist of the following components:

1. *Presentation (20 minutes)*
  - a. *Presentation and Classification of the Disorder.* In this section, the student will introduce and summarize the disorder. Make sure to include the major diagnostic category to which the disorder belongs. 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. You should also mention which psychoactive drugs may be prescribed to treat the disorder, and how the use of non-prescribed psychoactive drugs might

interact with the disorder. Cover as much as susceptibility, triggering and prolonging effect of psychoactive drugs or symptoms.

- 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 should 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.
  - c. *Case Vignette.* Include a case vignette about your topic. You may choose to start your presentation with it, insert it sometime during the presentation, or conclude with it. Use your imagination as you read your topics and construct a clinical case presenting with the features of the disorder. This makes it real and gives you and your colleagues a good understanding of the symptoms of the chosen diagnostic topic. Example:
    - i. Delusional disorder: John is a 30-year-old student. He believed his female professor was in love with him because he saw her in a class "wink" at him as she was teaching. He started sending her flowers, which she rejected, and showed up at her house unannounced. He had previously believed that Celine Dion was in love with him when he saw her poster wearing a green dress (his favourite colour). He attended a number of her concerts but was prevented from physically reaching her. He told his friend that the CIA have been tracking him and were part of those that always prevented him from seeing his "beloved ones." He does not hear voices and his mood is stable. He gets angry when people don't believe his story and now the school has put him on suspension pending a psychiatric assessment.
    - ii. Include in PowerPoint:
      - 30-year-old male.
      - Holds beliefs unsupported by evidence.
      - Expressing erotomanic and persecutory delusions.
      - Dysfunction, as out of school.
      - Acting on delusions.
      - Poor insight.
  - d. *New Terms.* Include one slide with a list of five new terms that you learned throughout your research. Two or more of these terms should be part of the diagnostic criteria for the disorder.
  - e. *Psychoactive drug impact.* Identify any of the psychoactive drugs (prescribed and non-prescribed) that can make an individual prone to, hasten or/and perpetuate the disorder. As well include psychoactive drugs that can mitigate or treat the symptoms.
2. *Discussion with the class about the presentation (20 minutes)*
    - a. Following the presentation, the class will discuss the material presented. During these discussions, note the contributions of other students and reflect on these contributions in Assignment #6: Reflection Journals.

Each presentation will be marked according to the smooth flow of the material and comprehensiveness including causes, manifestations, risk factors, creativity of the case example, level of explanation and acquisition of new phenomenological terms, interaction with psychoactive drugs (prescribed or non-prescribed), and similarities and differences between the selected disorder and normal experiences. Your reflection journal (see Assignment #6 below) can include reflection on other students' presentations.

- **Due date:** Topic due May 11; PowerPoint due June 1 for professor's feedback and suggestions. Presentation between June 8-12.

### ***MID-COURSE ASSIGNMENTS***

#### 3. *Class Presentation – 25%.*

- Related learning outcomes: #1, 2, 3, 4, 5.
- **Assignment length:** 20-minute presentation and 20-minute discussion.
- **Due date:** June 8-12 (on day of scheduled presentation).

#### 4. *Class Participation – 10%*

- Related learning outcomes: #1, 2, 3, 4, 5.
- **Assignment length:** N/A.
- **Due date:** N/A.

### ***POST-COURSE ASSIGNMENTS***

#### 6. *Reflection Journals – 30%.*

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 now, areas of discomfort and how they plan to resolve it. This could also include experience with the subject matter in real life. Students can re-reflect on comments made by other students during their or others' presentations.

- Related learning outcomes: #1, 2, 3, 4, 5.
- **Assignment length:** 8x 500 words per reflection = 4000 words.
- **Due date:** July 10.

#### 7. *Major Paper – 35%.*

Each student will select (with approval by professor) a topic and write a major paper relevant to the cultural and spiritual influences of different psychopathology. This could be historical, related to church history, impact of modern society and changes across all these perspectives. Major papers will argue for a particular conclusion throughout the body of the paper. Relevant subtopics are encouraged to make your paper easier to read. Identify the lessons you will use in your spiritual understanding of the topic and in supporting those who present with mental disorders.

The paper should consist of a title page, introduction, body, any research methods used, discussion, and conclusion. Topics should align closely to how you intend to use and apply the learning of the class in your chosen calling/practice. 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. Follow the Horizon & MCS Format Guide. Note: Further clarity will be provided in class.

- Related learning outcomes: #1, 2.
- **Assignment length:** 3000 words.
- **Due date:** August 3.

### Estimate of Time Investment (individual time investments may vary)

			<b>Assignment Weighting</b>
Pre-Course Reading	34 hrs	June 8 at 9am	N/A
Classroom time	30 hrs	N/A	N/A
Class Participation	N/A	N/A	10%
Class Presentation	12 hrs		25%
○ Topic		May 11	
○ PowerPoint for feedback		June 1	
○ Presentation in class		Module Week	
Reflection Journals	16 hrs	July 10	30%
Major Paper	38 hrs	August 3	35%
Total =		~130 hrs	

All assignments are due at 11:59pm **SK time** unless otherwise indicated.

### Class Schedule (Tentative)

Time	June 8	June 9	June 10	June 11	June 12
9-10am	Introduction	Teaching	Class presentation	Class presentation	Class presentation
10-11am	Teaching	Teaching/Guest	Teaching	Teaching	Teaching
11am-12pm	Teaching	Discussion	Discussion	Discussion	Discussion
12-1pm	Lunch	Lunch	Lunch	Lunch	Lunch
1-2pm	Teaching	Class presentation	Class presentation	Class presentation	Class presentation
2-3pm	Teaching	Teaching/Guest	Teaching	Teaching	Teaching
3-4pm	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. This is tentative.

**8<sup>th</sup> AM** – Neurodevelopmental, child and adolescent and eating disorders

**8<sup>th</sup> PM** – General medical conditions, somatoform disorders and dissociation

**9<sup>th</sup> AM** - Anxiety disorders (OCD, SAD, GAD and PD, phobia)

**9<sup>th</sup> PM** – Mood disorder (persistent, major depressive, bipolar, postnatal, substance induced)

**10<sup>th</sup> AM** – Psychosis (brief, schizoaffective, brief psychotic, delusional) – report actual disturbance, lack of insight with beliefs, illogical thoughts, thought disorder, hallucinatory behavior

**10<sup>th</sup> PM** – Personality and self, sexual and gender

**11<sup>th</sup> AM** – Trauma

**11<sup>th</sup> PM** – Substance use disorders and substance induced disorders, prescription psychoactive drugs

**12<sup>th</sup> AM** – Geriatrics – mood, anxiety, dementia, frontotemporal, Parkinson's, etc.

**12<sup>th</sup> PM** – Biological, sin and psychopathology, system of care, biological foundation

- Assignments will not be accepted after **August 3, 2026**.

## **Academic Policies**

### **General Assignment Guidelines**

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

### **Late Assignments and Extensions**

Please contact the professor well in advance if you would like to request an adjustment to any of your due dates. No extensions will be granted beyond the end of the course unless approval is granted by Horizon's Assistant Academic Dean.

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+	67-69%	1.3	Minimal Pass
D	63-66%	1.0	Minimal Pass
D-	60-62%	0.7	Minimal Pass
F	<60%	0	Failure

### **Academic Integrity**

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and 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 [Student Handbook](#).

Horizon has a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

### **Artificial Intelligence (AI) Usage**

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Student Handbook](#).

### **Accessible Learning Services Information**

Horizon is committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institution, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Horizon's Academic Accommodations Coordinator, Richelle Bekkattla at [rbekkattla@horizon.edumailto:library@horizon.edu](mailto:rbekkattla@horizon.edumailto:library@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the [Student Handbook](#).

### **Class Attendance (On Campus or Livestreaming)**

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 livestreaming with their camera on. 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 the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this 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.

### **Livestreaming Etiquette**

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must 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**

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.

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.

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.

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