

PS/TS6209 Special Studies in Theology- Healing & Deliverance: Theology & Practice

3 credits. Prerequisites: TS5201 Theological Foundations.

👤 On Campus, Saskatoon **'A'** Livestream 📺 Video on Demand



May 25-29, 2026

Module

Monday-Friday, 9am-4pm SK

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*“As you go, proclaim this message: ‘The kingdom of heaven has come near.’
Heal the sick, raise the dead, cleanse those who have leprosy, drive out demons.
Freely you have received; freely give.”
— Matthew 10:7-8*

Please note: This course includes reading and an assignment due during Module Week. You may wish to begin Assignment #1 before the class begins.

Course Goals

Course Description

This course is a study of the biblical basis and theology of healing and deliverance, as well as contemporary approaches to their practice, with the aim of integration in students' own context.

Relationship to Horizon's Mission

Jesus announced the arrival of God's kingdom and demonstrated its power over disease and spiritual darkness through healing the sick and casting out demons by the power of the Holy Spirit. This course equips students with a biblical-theological understanding of healing and deliverance ministry, as well as practical competence necessary to advance God's kingdom by healing the sick and delivering others from demonic oppression through the Holy Spirit's leading and empowerment.

Course Competencies and Learning Outcomes

To demonstrate competency in *Biblical and Theological Literacy*, students will:

1. Articulate a biblical theology of healing and deliverance.
 - *Assessment:* Theology of Healing and Deliverance Paper
2. Interpret and evaluate competing models of theology and practice for healing or deliverance.
 - *Assessment:* Theology of Healing and Deliverance Paper; Presentation

To demonstrate competency in *Ministry Development*, students will:

3. Reflect on practice in healing and/or deliverance in a way that demonstrates capacity for ongoing learning.
 - *Assessment:* Stories
4. Develop a detailed plan for personal learning and ministry development in healing and/or deliverance within their own context.
 - *Assessment:* Personal and Ministry Development Plan

To demonstrate competency in *Contextual Awareness*, students will:

5. Identify relevant contexts – religious, theological, demographic, professional, legal – that impinge upon the implementation of healing and deliverance ministry in their own setting, and how to engage them in a Christ-like manner.
 - *Assessment:* Personal and Ministry Development Plan

To demonstrate competency in *Spiritual Maturity*, students will:

6. Reflect on how the practice of healing and/or deliverance has deepened (or challenged) their relationship with God, and their understanding and practice of prayer and spiritual gifts.
 - *Assessment:* Stories Reflection Paper

Course Work

Required Readings

*Note: As is true in any course, inclusion of these textbooks doesn't imply endorsement of all aspects of their teaching.

Horrobin, Peter. *Healing From the Consequences of Accident, Shock & Trauma*. Tonbridge: Sovereign World Limited, 2016. ISBN: 978-1852407438. [Chapters 4-12 = 102 pages of reading]

[DTL](#)

Reimer, Rob. *SoulCare: 7 Transformational Principles for a Healthy Soul*. Franklin, TN: Carpenter's Son Publishing, 2016. ISBN 978-1942587453. [218 pages of reading]

[DTL](#)

Richie, Tony. *Saved, Delivered, and Healed: Introducing a Pentecostal Theology of Salvation*. Eugene, OR: Cascade, 2022. ISBN 978-1-6667-3143-9.

[DTL](#)

Wimber, John and Kevin Springer. *Power Healing*. NY: HarperOne, 1987. ISBN 978-0060695415. [Chapters 4, 7-12 = 130 pages of reading]

[DTL](#)

and *one* of the following from the PS/TS6209 Healing & Deliverance Reading Pack, available on Populi (see Assignment #1 below):

1. Simpson, A.B. "Principles of Faith Healing." Pages 66-83 of *The Gospel of Healing*. London: John Swan & Co., 1885.

2. Kenyon, E.W. "The Value of Confession" and "Healing in Redemption." Pages 27-32 and 41-47 in *Jesus the Healer*. New Kensington, PA: Whitaker House, 2020.
3. Payne, Leanne. "Healing of Memories: The Forgiveness of Sin." Pages 67-77 in *Restoring the Christian Soul: Overcoming Barriers to Completion in Christ through Healing Prayer*. Grand Rapids, MI: Baker, 1991.
4. DeSilva, Dawna and Theresa Liebscher. "Building Strong Connections." Pages 33-40 in *Sozo: Saved, Healed, Delivered: A Journey into Freedom with the Father, Son, and Holy Spirit*. Shippensburg, PA: Destiny Image, 2016.
5. McPherson, Aimee Semple. "How to Keep It." Pages 75-84 in [*Divine Healing Sermons*](#). Los Angeles: Biola Press, 1921.
6. Clark, Randy. "Twenty-First-Century Discipleship and the Supernatural." Pages 1-11 in *Intimacy with God: Cultivating a Life of Deep Friendship through Obedience*. Nashville, TN: Emanate, 2021.
7. Sawchuk, Theodore J. "Foreword." *Increase: Healthcare Edition* 1 (2019). [Also read any 10 of the short testimonies of miracles from medical professionals in this magazine.]
8. General Presbytery of the Assemblies of God. "Position Paper on Spiritual Warfare and the Believer." Springfield, MS: Assemblies of God, 2019.
9. Sandford, John. "A Sensible View of Deliverance." Pages 26-50 in Sandford, John Loren and Mark Sandford, *Deliverance and Inner Healing*. Revised edition. Grand Rapids, MI: Chosen, 2008.
10. Anderson, Neil T. "The Danger of Deception." Pages 173-89 in *The Bondage Breaker*. Revised and Expanded Edition. Eugene, OR: Harvest House Publishers, 2019.
11. Hogue, Rodney T. "Do You Have a Plan to Stay Free?" and "The Removing and the Rebuilding Process." Pages 109-13 and 131-42 of *Liberated: Set Free & Staying Free from Demonic Strongholds*. Shippensburg, PA: Destiny Image, 2019.
12. MacNutt, Francis. "Deliverance through 'Blessed Objects'" and "Deliverance of Places." Pages 245-52 and 271-76 of *Deliverance from Evil Spirits: A Practical Manual*. Grand Rapids, MI: Chosen, 2009.
13. Bufford, Rodger K. "Demonic Influence and Mental Disorders." Pages 116-32 in *Counseling and the Demonic*. Waco, TX: Word, 1988.
14. Hutchings, Mike. "Prayer Model for Deliverance from Trauma." Pages 157-172 in *Supernatural Freedom from the Captivity of Trauma: Overcoming the Hindrance to Your Wholeness*. Shippensburg, PA: Destiny Image, 2021.
15. Lake, John G. "Christ Liveth in Me." Pages 352-61 in Liardon, Roberts, ed. *John G. Lake: The Complete Collection of His Life Teachings*. New Kensington, PA: Whitaker House, 1999.

Recommended Readings

These are the textbooks for the College version of this course, for those who desire a more practical book for themselves or for equipping others.

Clark, Randy. *Power to Heal: Keys to Activating God's Healing Power in Your Life*. Shippensburg, PA: Destiny Image, 2015. ISBN 978-0768407310.
DTL: TBD.

Lozano, Neal. *Unbound: A Practical Guide to Deliverance*. Grand Rapids, MI: Chosen, 2010. ISBN: 978-0800794125.

[DTL](#)

Warner, Marcus. *Understanding the Wounded Heart*. 2nd edition. Carmel, IN: Deeper Walk, 2019. ISBN: 978-1942574514. [97 pages, not counting the exercises, journaling, and discussion guides in each chapter]

[DTL](#)

**While students have the benefit of accessing many 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

**Students should work on Stories (Assignment #4) on an ongoing basis.*

1. Presentation – 10%

To demonstrate competency in interpreting and evaluating different models of theology and practice for healing and/or deliverance, you will briefly present on *one* of the readings from the PS/TS6209 Healing & Deliverance Reading Pack (on Populi). The purpose of the presentation is to accurately interpret a significant primary text in the theology and practice of healing and/or deliverance and to instruct the class thereon. Your presentation will take the following form:

- a) a brief biographical introduction to the author (1 minute)
- b) a summary of key points from the text (<7 minutes) – you may read some short quotes, but this should be mostly presented in your own words
- c) a brief evaluation of the author's ideas (2 minutes)
- d) one question for the class

You will not use PowerPoint, but you should draw students' attention to the readings to which they will all have access through Populi.

You are encouraged to choose the area to which you feel most drawn in your own personal or ministry context. Ideally, this presentation will contribute toward your Personal and Ministry Development Plan. To claim your preferred reading, email your professor (first come, first served).

- Related learning outcome(s): #2.
- **Assignment length:** 10 minutes.
- **Due date:** during module (see Course Outline below).
 - ***VOD students must complete this assignment by video recording and send it to the professor by Monday, May 25 at 9am. Upload your video to a content-hosting site like OneDrive, Loom, or Google Drive and submit the link to the professor. Do not upload the video directly to Populi.*

2. *Personal and Ministry Development Plan* – 30%

In order to demonstrate competency in ministry development, students will develop a detailed plan for personal learning and ministry development in healing and/or deliverance within their own context. Becoming more like Jesus is a journey of learning! This paper draws on what you have learned in this course – in class, in practice, in the readings – and, let me insist, on how you are sensing the Lord's leading in these areas, to articulate a plan for personal and ministry development in these two essential activities of Jesus' and our ministry.

This paper should include the following with headings:

- a) Introduction (1 paragraph)
- b) Personal Narrative (1-2 pages) detailing one's theology (understanding) and practice (experience) of healing and deliverance, or lack thereof
- c) Personal Learning Plan (3 pages) which could include:
 - Discussion of your current or future context(s) in which you could minister healing and/or deliverance (e.g., church volunteer, pastoral ministry, counselling)
 - Your plan to learn about how healing and/or deliverance would be done in your current or future context
 - Particular topics, books, ministers, or models of ministry you want to learn from or learn about
 - How you can continue practicing after this course ends, in realistic, practical ways
 - Who will help you as you continue to learn?
 - In what ways will you need to grow intellectually, emotionally, relationally, spiritually in order to minister healing and/or deliverance?
 - How will you process setbacks and challenges?
 - What patterns of spiritual discipline and emotional health will sustain you long-term? How will you guard against burnout or spiritual attack?
 - How do you hope your relationship with God will grow on this journey?
- d) Ministry Development Plan (3 pages) which could include:
 - Discussion of your current or anticipated future church context (e.g., denominational theology and practice, demographics and needs)
 - What religious, philosophical, or cultural currents do you anticipate encountering in your context that impinge upon healing and/or deliverance ministry (e.g., naturalism, Indigenous spirituality, New Age)
 - In what contexts do you anticipate healing and/or deliverance taking place (e.g., Sunday services, small groups, office meetings, home or hospital visits, street evangelism, itinerant ministry, and/or a specialized healing and/or deliverance process)?
 - Will your ministry be primarily led by you? or will you develop a team?
 - How will you lead yourself and others into these areas in your context? What pushback or obstacles do you anticipate?
 - What roles might be needed as the ministry develops?
 - What training will you (and your team) receive and/or provide? If you are a pastor, what teaching will you do publicly on healing and/or deliverance?
 - What protocols will you have in place for healing and/or deliverance practice?

- How will people find and access healing and/or deliverance prayer? Will you use an intake form?
 - Will you use a consent form or waiver?
 - What plans do you have for follow-up or aftercare?
 - Will there be any costs? How will those be met?
 - Will you consult or partner with other professionals in developing your ministry (e.g., medicine, psychiatry, counselling, social work)?
 - What ethical or legal issues are there to consider and how will you address them?
 - How would you define success or growth?
 - Will you gather and share the stories of what God is doing in healing and/or deliverance, and if so, how?
- e) Conclusion (1 paragraph)

You should cite at least eight (8) reputable sources in your ministry plan, which *must* include *at least three (3) of the* course textbooks as well as at least four (4) additional sources. Include a bibliography, properly formatted according to the Horizon & MCS Format Guide.

- Related learning outcome(s): #4, 5.
- **Assignment length:** 2000 words (+/- 10%).
- **Due date:** Wednesday, July 1, 2026.

3. *Theology of Healing and Deliverance Paper* – 30%

In this paper, students will articulate a thorough, biblical theology of healing and deliverance, arguing for what the student takes to be a theologically proper perspective. This paper will draw on, with explicit citation:

- a) Scripture,
- b) class lectures and discussion,
- c) *all* four textbooks – students will confirm they have read *all required pages* of all four textbooks, and
- d) at least six (6) additional primary or secondary sources, only two (2) of which may be drawn from the PS/TS6209 Healing & Deliverance Reading Pack.

In articulating a theology of healing and deliverance, students will want to attend to: the whole scope of Scripture, the ministry of Jesus, and the work of the Holy Spirit. Students may, but are not required to, structure their paper according to various topics of theology (e.g., doctrine of God, creation, anthropology, sin, Christology, pneumatology, soteriology, eschatology). Students must include critique of positions with which they disagree, with reasoning. Students may also relate their argument to their own experiences of healing and/or deliverance, if applicable.

Include a bibliography, properly formatted according to the Horizon & MCS Format Guide.

- Related learning outcome(s): #1, 2.
- **Assignment length:** 2500 words (+/- 10%).
- **Due date:** Friday, July 10, 2026.

4. *Stories* – 20%

Students will be required to share eight (8) stories in a class discussion on Populi relating their own experiences practicing healing and/or deliverance prayer. This amounts to one per week, on average, including the module week. The *purpose* of this assignment is for students to reflect on

practice in healing and/or deliverance in a way that demonstrates capacity for ongoing learning. Assessment is not dependent on success in healing or deliverance – reflection on ‘failure’ is at least as valuable! Each story post should include:

- a) The person’s condition or symptoms that required healing and/or deliverance – *do not* include any identifying information to respect the person and their story
- b) How you ministered in prayer
- c) What happened – positive and/or negative
- d) Your reflections, with a connection to (a) class lecture(s) and/or textbook(s), and any questions you have (3-5 sentences)

Include (a)-(d) in your posts. Here is an example, based on a real story:

(a) A boy came with a sore throat. (b) I asked if I could put my hand on his head or shoulder and pray. He said yes. I briefly prayed, asking God to bring healing to the sore throat and commanding pain to go. (c) I asked him how it was and he said the same. I asked if I could pray again. He said yes. I prayed again similarly and asked him how it was. He said the same, but then quickly said, “I need to go drink some water and see.” After he took a drink, he realized his sore throat was gone! (d) This was actually the first time I had seen a sore throat healed. Somehow, it feels minor, like something I wouldn’t ask God to heal; I would just take a throat lozenge instead. But this boy evidently wanted God to heal his sore throat – and God did. I’m still learning things are never too big or too small for God; he wants to heal “every area of our lives” (Wimber, *Power Healing*, 59). What are the differences, if any, in how we should pray for ‘small’ or ‘big’ things?

These stories will be assessed based on completion. Each post containing these five parts *and demonstrating learning* is worth 2% of your overall grade (x8 = 16%); each post failing to contain *all* five parts and demonstrating learning is worth 0%.

Students will also be required to respond to two fellow students’ stories per week (x8 = 16 total) with a comment or question (1-2 sentences) showing *sufficient reflection* on their practice. Your response can be an answer to a question posed by the student’s original story. These responses will be assessed based on completion. Students will receive 4% of their overall grade for completing all 16 responses.

This assignment should contribute significantly toward your Personal and Ministry Development Plan as you practice healing and/or deliverance and reflect on your learning journey.

Note: It is essential, for this assignment and for practicing healing / deliverance ministry in general, to maintain the confidentiality of those to whom you are ministering. Your professor will teach you how to do this during class. During this assignment, you must share your stories in a vague way (e.g., “I prayed for a person”) so that no one would be able to identify about whom you are speaking. You must not share sensitive details except in a very general way (e.g., “trauma” without specifying which type; “sin” without specifying which kind, etc.). You should omit names, places, names of churches/groups, and other such identifying details. The example noted above is the correct template to follow.

- Related learning outcome(s): #3.
- **Assignment length:** 8 posts x <150 words each + 16 responses to others.
- **Due date:** Friday, June 26, 2026 (at least 4/8); Friday, July 17, 2026 (all 8).

5. *Stories Reflection Paper* – 10%

In this short paper, you will reflect on how your practice of healing and/or deliverance has deepened (or challenged) your relationship with God, and your understanding and practice of prayer and spiritual gifts. To be clear, this is *not* a reflection on *everything* that you have learned through your practice; it is specifically a reflection on how engaging in healing and/or deliverance has shaped your personal relationship with God, your faith, and how you view and practice prayer and the work of the Holy Spirit in and through you. As a personal reflection, you do not need to cite any sources (though you may, if you wish).

- Related learning outcome(s): #6.
- **Assignment length:** 600 words (+/- 10%).
- **Due date:** Friday, July 17, 2026.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the same assignment due dates as in-class students.
 - *Please note: VOD students must complete the Presentation (Assignment #1) by video recording and send it to the professor by Monday, May 25 at 9am.*
- Students will watch the lectures according to the following schedule:
 - Day 1 Lectures and Report due May 30 at 11:59PM
 - Day 2 Lectures and Report due June 5 at 11:59PM
 - Day 3 Lectures and Report due June 12 at 11:59PM
 - Day 4 Lectures and Report due June 17 at 11:59PM
 - Day 5 Lectures and Report due June 26 at 11:59PM
- According to the schedule above, VOD students will submit a 2-3 minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked as pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Late Assignment and Extension policy applies to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

Readings	45 hrs	July 10	Assignment Weighting
Classroom time	30 hrs	N/A	
1. Presentation	3 hrs	Module Week	10%
2. Personal and Ministry Dev. Plan	16 hrs	July 1	30%
3. Theology of Healing & Deliverance	15 hrs	July 10	30%
4. Stories	8 hrs	June 26; July 17	20%
5. Stories Reflection Paper	3 hrs	July 17	10%
Total =	120 hrs		

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

Course Outline

<i>Day</i>	<i>Topic</i>	<i>Presentation Option</i> (see Assignment #1)
Monday	Course Goal, Demonstration & Syllabus	
	Healing & Deliverance in Theological Context	
	Theology of Healing	Simpson, “Principles of Faith Healing”
	Practice & Debrief: Healing I	
Tuesday	Healing in Church History & Contemporary Theologies of Healing	Kenyon, “The Value of Confession” and “Healing in Redemption”
	Inner Healing	Payne, “Healing of Memories” <i>or</i> deSilva and Liebscher, “Building Strong Connections”
	When People Aren’t Healed & When Sickness Returns	McPherson, “How to Keep It”
	Practice & Debrief: Healing II	
Wednesday	Contexts for Healing	Clark, “Twenty-First-Century Discipleship and the Supernatural”
	Conversation: Healing & Medicine	Sawchuk, “Forward” and ten testimonies from <i>Increase: Healthcare Edition</i>
	Theology of Deliverance	Assemblies of God, “Spiritual Warfare and the Believer”
	Practice & Debrief: Deliverance I	
Thursday	Deliverance in Church History & Contemporary Models of Deliverance	Sandford, “A Sensible View of Deliverance”
	Forgiveness, Repentance, Renunciation & Breaking	Anderson, “The Danger of Deception”
	Practice & Debrief: Deliverance II	Hogue, “Do You Have a Plan to Stay Free?” and “The Removing and the Rebuilding Process”
	Contexts for Deliverance	MacNutt, “Deliverance through ‘Blessed Objects’” and “Deliverance of Places”
Friday	Conversation: Counselling & Deliverance	Bufford, “Demonic Influence and Mental Disorders”
	Healing & Deliverance from Trauma	Hutchings, “Prayer Model for Deliverance from Trauma”
	Practice & Debrief: Healing and/or Deliverance	
	Factors for Growth & Impartation for Power	Lake, “Christ Liveth in Me”

Assignment & Suggested* Reading Schedule

Fri June 12*	Richie, <i>Saved, Delivered, and Healed</i>
Fri June 19*	Wimber, <i>Power Healing</i>
Fri June 26	Stories (4/8)
Mon June 29*	Reimer, <i>Soul Care</i>
Wed July 1	Personal Learning and Ministry Development Plan
Wed July 8*	Horrobin, <i>Healing from ... Accident, Shock & Trauma</i>
Fri July 10	Theology of Healing and Deliverance Paper
Fri July 17	Stories (8/8)
Fri July 17	Stories Reflection Paper

- Assignments will not be accepted after Monday, July 20, 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. 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

Counselling and Mental Illness (in relation to Deliverance)

Bufford, Rodger K. *Counseling and the Demonic*. Waco, TX: Word, 1988.

Exline, J. J. et al. "Mental illness, normal psychological processes, or attacks by the devil? Three lenses to frame demonic struggles in therapy." *Spirituality in Clinical Practice* 8.3 (2021) 215–28.

Lloyd, Christopher E.M. and Maxinne C. Panagopoulos. "Narratives of Externality, Oppression, and Agency: Perceptions of the Role of the Demonic in Mental Illness Among Evangelical Christians." *Pastoral Psychology* 72 (2023) 501-23.

Southard, Samuel E. "Demonizing and Mental Illness, part 2, The Problem of Assessment." *Pastoral Psychology* 34 (1986) 264-87.

Testoni, Ines et al. "Believing in Possession: Social Psychological Distress and the Need for Spiritually Oriented Psychological and Pastoral Support." *Pastoral Psychology* 74 (2025) 401-17.

Willis, Robert. [*Liberation and Integration: Equipping Pastors to Help People Distressed by Demonic Influence or Mental Illness*](#). D.Min. Thesis, Assemblies of God Theological Seminary, 2025.

Deliverance and Demonology

a. Primary Sources

Anderson, Neil T. *The Bondage Breaker*. Rev. and exp. ed. Eugene, OR: Harvest House, 2019.

Assemblies of God, General Presbytery of the. "Position Paper on Spiritual Warfare and the Believer." Springfield, MS: Assemblies of God, 2019. Accessed August 26, 2025. <https://ag.org/Beliefs/Position-Papers/Spiritual-Warfare-and-the-Believer>.

Bottari, Pablo. *Free in Christ: Your Complete Handbook on the Ministry of Deliverance*. Lake Mary, FL: Charisma, 2000.

Carmichael, Beatty. *The Prayer of Freedom*. Maran Ministries, 2023.

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