



TYNDALE
• SEMINARY •

Course Syllabus

FALL 2018
CURRENT ISSUES IN PSYCHOPATHOLOGY
COUN 0679

SEPTEMBER 10 – DECEMBER 3
MONDAYS: 6:45 – 9:35 PM

INSTRUCTORS:
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Office Hours: By appointment

Access course material at <http://classes.tyndale.ca/>
Course emails will be sent to your @MyTyndale.ca e-mail account only.
[Learn how to access and forward emails to your personal account.](#)

The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.

I. COURSE DESCRIPTION

Introduces the diagnostic categories of the Diagnostic and Statistical Manual of Mental Disorders 5 (DSM-5) and considers various theoretical approaches to abnormal manifestations and psychopathology across the life span. In particular, students will gain an understanding of a range of traditional mental health problems as described in the DSM-5, the impact of these problems on relationships and current treatment strategies. Specific attention will be given to the major disorders of thinking (schizophrenia), affect (anxiety, depression, bipolar) and behaviour (personality). The emphasis will be on the impact of mental illness on family life and current methods of assessment and intervention. These methods will integrate individual and systems approaches to therapy, as well as psychiatric

and biomedical approaches. The common psychotropic interventions used as adjuncts to treatment will be discussed.

Indeed, pharmacological and non-pharmacological interventions are often complementary to each other, and both play important roles in the treatment of many major psychiatric disorders. In addition to the DSM-5, other diagnostic classification systems will also be discussed.

Prerequisites: COUN 0574 and COUN 0674 or equivalent.

Instruction will include a variety of pedagogical styles: didactic lectures, PowerPoints and audiovisual presentations, as well as interactive student involvement through small group discussions, class discussions and debates, and oral presentations.

CRPO Standards addressed in this course:

1.3 Integrate knowledge of comparative psychotherapy relevant to practice

1.3.1 Recognize the major diagnostic categories in current use

1.3.2 Recognize the major classes of psychoactive drugs and their effects

1.3.3 Recognize the benefits, limitations, and contraindications of differing psychotherapeutic approaches

3.1.6. Recognize the limits of the therapist's professional competence.

3.5. Provide reports to third parties.

4.1.2. Differentiate the role of the therapist in relation to other health professionals.

4.4.2. Refer to specific professional services where appropriate.

II. LEARNING OUTCOMES

At the end of the course, students will be able to:

1. Identify and use the language of the DSM to define psychopathology, using DSM classification, criteria, and distinctions as it applies to children, adolescents, adults and older adults.
2. Identify how these constructs relate to screening, assessment, diagnosis, treatment selection, (including psychopharmacology), and outcomes along the treatment continuum, from outpatient to inpatient psychiatric settings and how it pertains to the counseling context.

3. Identify various paradigms relating to the study of psychopathology and treatment interventions including psychodynamic, behavioural/cognitive, humanistic/existential, family systems and transformational models and how these approaches can be integrated with psychiatric care to enhance treatment outcomes.
4. Demonstrate the ability to carry out a brief psychiatric screen and assessment, and know how to navigate and access the psychiatric/mental health system and communicate with mental health providers across the treatment continuum.
5. Articulate ethical & legal concerns in the psychiatric/mental health system.
6. Articulate the impact of gender and multicultural issues on the diagnosis and treatment of psychopathology.

III. COURSE REQUIREMENTS

A. REQUIRED READINGS

American Psychiatric Association (2013) *Desk reference to the DSM-5 TM*. Washington D.C.: Author. ISBN 978-0-89042-556-5

American Psychiatric Association Foundation (2018). [Mental Health: A Guide for Faith Leaders](#). Also: [Quick Reference on Mental Health for Faith Leaders](#). Arlington, VA: Author. (Freely available for download from the American Psychiatric Association Mental Health and Faith Community Partnership website: www.psychiatry.org/faith)

Choy, T. (2018). *Blossoms in the valley: emerging from the depths of mental illness*. Toronto, Ontario: Author. ISBN 978-1775395102

Simpson, A., (2013). *Troubled minds: mental illness and the church's mission*. Downers Grove: InterVarsity Press.

Yarhouse, M. A., Butman, R. E., & McRay, B. W. (2005), *Modern psychopathologies: a comprehensive Christian appraisal*. Downers Grove: InterVarsity Press.

B. RECOMMENDED READING

Barlow, D.H. (Ed.). (2014). *Clinical handbook of psychological disorders* (5th ed.). New York: Guilford Press

C. ASSIGNMENTS AND GRADING

Student evaluation will be determined from the following six areas:

1. **Class Participation:** 5 % of final grade

It is expected that students will attend all class sessions except for serious illness or because of other unavoidable circumstances. They are responsible directly to the instructors to see that course requirements are met. In addition, active participation in class discussions is a vital part of the learning experience, thus participation is expected. Respect and confidentiality of information shared by participants is an expectation. Any points awarded for participation are entirely at the discretion of the course instructors.

2. Book Critique: Due October 22; 15 % of final grade

A 3-4 page critical review or analysis paper on *Troubled minds: mental illness and the church's mission*. The assigned task is not only to summarize the volume, but to produce a creative and thoughtful discussion paper concerning the book, give a careful and thorough examination of the basic issues(s) at stake in the text, and evaluate the relative strength(s) and/or weakness(es) of the author's case. Don't merely summarize but, rather, seek to express the dominant issues and argument of the work. In addition, situate yourself theologically and review the work critically from your theological standpoint.

3. Mental Health Promotion in Christian Community Exercise: Due November 5; 10% of final grade

This will consist of a quiz (6%) based on the American Psychiatric Association (APA) [Mental Health: A Guide for Faith Leaders](#) and the [Quick Reference on Mental Health for Faith Leaders](#), followed by a debate (4%) about what would be the best ways to promote mental health and mental illness understanding in the Christian community – including the utility of the APA resources.

4. Group Presentation: 20% of final grade

Group members will prepare a 45 min presentation on the assigned topic, covering the causes and treatments for the disorders in question. Grades will reflect research, breadth and depth of the topic, and currency of the resources used. There is an expectation of a PowerPoint presentation or use of other audio visual resources, and a one-page handout for class participants.

5. Major Paper: Due dates: October 1 for the initial reflection piece (7.5%); December 3 for the final paper (17.5%); total: 25% of final grade

Students are required to write a 2 to 3 page reflection piece after reading *Blossoms in the valley: emerging from the depths of mental illness*. This is due on October 1, 2018.

For the final paper, students are asked to:

- i. write an extended paper about one of the major topics covered in the book. This can be a disorder, a particular form of treatment, or another major topic covered in the

book. Students are required to submit the topic of choice to the instructors by October 22, 2018. The paper must (a) describe the disorder/treatment/topic as it is understood within the fields of psychology/neuroscience/medicine/relevant professional field, and (b) provide a critique of the current state of our knowledge about the disorder/treatment/topic. It is expected that this substantial piece would have cited at least 3 to 5 additional references, and should not simply report, summarize, or review class materials (though you are encouraged to draw from class lectures, discussion and readings). This portion should be around 6 pages (no more than 8 pages) in length, double-spaced.

- ii. expand on the initial reflection piece – after having gone through the course. For instance, have your perspectives on topics covered in the book changed (or not) – and why? This portion should be around 4 to 5 pages (no more than 6 pages), and may include materials from the initial reflection piece.

6. Examination: To be announced by the Registrar’s Office within the exam period; 25% of final grade

The final exam will be a selection of cases requiring both, multiple choice responses and short answers.

D. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

E. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Required Reading and Class Participation	5 %
Book Critique	15 %
Mental Health Promotion in Christian Community Exercise	10%
Group Presentation	20 %
Major Paper	25 %
Examination	25 %
Total Grade	100 %

F. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

1. Your work should demonstrate the following characteristics:

All papers must be in APA format. For proper citation style, see the [APA Documentation Style](#).

Academic Integrity

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism. Tyndale University College & Seminary takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty.

Students are encouraged to consult [writing resources](#).

Students should consult the current Academic Calendar for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System. The Academic Calendar is posted at <http://tyndale.ca/registrar/calendar>.

Research Ethics

All course-based assignments involving human participants requires ethical review and approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Office (Room B302; aau@tyndale.ca) before proceeding.

G. COURSE EVALUATION

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.

Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. . Student names will be kept confidential and the instructor will only see the aggregated results of the class.

IV. COURSE SCHEDULE, CONTENT, [REQUIRED] (AND RECOMMENDED) READINGS*

- September 10:** Introduction to Psychopathology [Readings: DSM 5 Desk Reference, Pages: 3-11, Yarhouse, Butman & McRay, Chapters 2 & 3].
DSM and other classification systems & critiques.
Helpful resources for this course.
- September 17:** Sin & Psychopathology [Reading: Yarhouse, Butman & McRay, Ch.4]
- September 24:** Mental health issues - a family perspective.
Mental health issues in the Christian community and institutions.
[Readings: Choy, Chapters 11 & 12] (The entire book by Simpson for the book critique)
- October 1:** Thought disorders, treatment & pharmacology [DSM 5 Desk Reference, Pages: 45-64 (Review), Yarhouse, Butman & McRay, Chapter 9] (Barlow, Chapter 12).
Reflection component of Major Paper Due
- October 8:** **NO CLASS, Thanksgiving Day**
- October 15:** Mood disorders, treatment & pharmacology [DSM 5 Desk Reference, Pages: 83-114 (Review), Yarhouse, Butman & McRay, Chapter 6] (Barlow, Chapters 7, 8, 9, 11).
- October 22:** Anxiety disorders (including obsessive-compulsive spectrum disorders and trauma-/stress-related disorders), treatment & pharmacology [DSM 5 Desk Reference, Pages: 115-128 (Review), Yarhouse, Butman & McRay, Chapter 5] (Barlow, Chapters 1, 2, 3, 4 & 5)
Book Critique Due. Topic for Major Paper Due.
- October 29:** Substance use disorders and other addictions, treatment & pharmacology [Readings: DSM 5 Desk Reference Pages: 227-283 (Review)] (Barlow, Chapters 13 & 14).
Sleep-wake disorders.
- November 5:** Mental health promotion in Christian community (quiz and debate) [Readings: American Psychiatric Association Foundation – both the Mental Health Guide and the Quick Reference].
Screening for psychiatric disorders & emergencies.
Personality Disorders – an overview [Readings: Yarhouse, Butman & McRay, Chapter 10] (Barlow, Chapter 10).

- November 12: Presentations - Groups 1-3:**
Neurodevelopmental disorders (including autism spectrum disorders).
Cluster B personality disorders, self-harm behaviours and violence.
Geriatric Disorders.
- November 19: Presentations - Groups 4-6:**
Eating disorders.
Dissociative disorders and somatic symptom related disorders.
Gender and Sexual disorders.
- November 26: Mental health issues in children and adolescents.**
Mental health issues related to pregnancy.
- December 3: Clinical challenges - diagnostic, ethical and legal considerations.**
Course review.
Major Paper Due
- Date TBA FINAL EXAM** (To be scheduled in the exam period by the Registrar's Office)

* All topics listed will be covered in the course – but the exact topics for each session may be subject to change – and students will be notified of any changes ahead of time.

V. SELECTED BIBLIOGRAPHY

(Tyndale Library supports this course with [e-journals and e-books](#). See the [Library FAQ page](#).)

Carlat, Daniel, J., (2011). *The psychiatric interview*. 3rd Ed. Philadelphia: Lippincott Williams & Wilkins.

Hornbacher, M. (1999). *Wasted: a memoir of Anorexia and Bulimia*. New York: HarperCollins

Inman, S. (2010). *After her brain broke: helping my daughter recover her sanity*. Dundas: Bridgeross Communications.

Jamison, Kay, R. (1995). *An unquiet mind: a memoir of moods and madness*. New York: Random House Inc.

Kaysen, S. (1993). *Girl Interrupted*. New York: Vintage Books.

Kreisman, Jerold, J., Straus, H., (2004). *Sometimes I act crazy: living with borderline personality disorder*. Hoboken: John Wiley & Sons.

- May, G. (1992). *Care of mind: care of spirit*. New York: HarperCollins Publishers
- McWilliams, N. (2011). *Psychoanalytic diagnosis: Understanding personality structure in clinical process*. (2nd ed.). New York: The Guilford Press.
- Millon, T. & Davis, R. (2004). *Personality disorders in modern life* (2nd ed.). New York: John Wiley & Sons.
- Saks, Elyn, R., (2007). *The centre cannot hold: my journey through madness*. New York: Hyperion.
- Schiller, L., (1994). *The quiet room: journey out of the torment of madness*. New York: Warner Books.
- Steele, K., (2002). *The day the voices stopped: a memoir of madness and hope*. New York: Basic Books.
- Styron, W., (1990). *Darkness visible: a memoir of madness*. New York: Random House
- Torrey, E. F., (2013). *Surviving Schizophrenia: a family manual*. New York: Harper Perennial

VI. SOME HELPFUL ONLINE RESOURCES

- Canadian Mental Health Association (CMHA) <<https://cmha.ca/>>
- Centre for Addiction and Mental Health (CAMH) <<http://www.camh.ca/>>
- Mental Health Ministries <<http://www.mentalhealthministries.net/>>
- Mental Health and Faith Community Partnership <<http://www.psychiatry.org/faith/>>
- Pathways To Promise <<http://www.pathways2promise.org/>>
- Working Group for the Promotion of Mental Health in Faith Communities <<http://www.mentalhealthandfaith.org/>>