

“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.”

Course	CURRENT ISSUES IN PSYCHOPATHOLOGY COUN 0679 1S
Date, Time, and Delivery Format	JANUARY 8 – APRIL 8, 2024 MONDAYS, 6:45 – 9:35 PM SYNCHRONOUS ONLINE
Instructor	PATRICK LO, MD, MDiv, FRCPC Email: plo@tyndale.ca
Class Information	The classes will be livestreamed on Mondays at 6:45 – 9:35 PM. Office Hours: by appointment.
Course Material	Access course material at classes.tyndale.ca or other services at Tyndale One . Course emails will be sent to your @MyTyndale.ca e-mail account only.

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.

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, 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 READING

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

McRay, B. W, Yarhouse, M. A., & Butman, R. E. (2016). [Modern psychopathologies: a comprehensive Christian appraisal](#). 2nd ed. Downers Grove: InterVarsity Press.

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

B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

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

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

C. INTERACTIVE LIVESTREAM AND/OR HYBRID COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room

- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes*
- A commitment to having the camera on to foster community building*

*exceptions with permission from professor

D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at classes.tyndale.ca.

E. ASSIGNMENTS AND GRADING

Student evaluation will be determined from the following five areas:

1. Quiz: 15% of final grade

There will be 3 quizzes throughout the course (5% each; refer to course schedule below). The quizzes will consist of multiple choice and short answer questions, on the following materials:

- Lectures materials covered in classes
- Assigned readings from McRay et al. (2016)
- American Psychiatric Association [Mental Health: A Guide for Faith Leaders](#) and the [Quick Reference on Mental Health for Faith Leaders](#).

2. Book Critique: Due February 12, 2024; 15 % of final grade

A 5-6 page critical review or analysis paper on *Troubled minds: mental illness and the church's mission* and *Blossoms in the valley: emerging from the depths of mental illness*. The assigned task is not only to summarize the volumes, but to produce a creative and thoughtful critique of the books by comparing perspectives of each author and evaluate the relative strength(s) and/or weakness(es) of each of the authors. Don't merely summarize but, rather, seek to express the dominant issues and compare their viewpoints. In addition, situate yourself theologically and review the work critically from your theological standpoint.

(Late submission: 2% per day deduction of the assignment's final mark)

3. Group Presentation: 20% of final grade

Group members will prepare a 45 min presentation on the assigned topic, covering the causes and treatment for the disorder 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 (double-sided) for class participants.

4. Major Paper: Due April 5, 2024; 25% of final grade

Students are asked to:

- Write an extended paper on a specific psychotherapeutic treatment for a disorder (9-11 pages). Students are required to submit the topic of choice to the instructor by February 19, 2024.
- The paper should:
 - a) Describe the neuro-psycho-pathology of the disorder from both neurobiological & psychological perspectives. Emphasis can be placed on the psychological perspective whenever possible. Use a maximum of 2-3 pages to summarize key findings.
 - b) Use 7-9 pages to focus on a key psychotherapeutic modality for this particular disorder. Examples include (list not exhaustive):
 - Interpersonal therapy for treatment of MDD
 - CBT for treatment of MDD
 - Emotion Focused Therapy for MDD
 - CBT for Panic Disorder
 - Interpersonal Social Rhythm Therapy for Bipolar Disorder
 - Family therapy specifically used to decrease Expressed Emotions in Schizophrenia
 - Cognitive Processing Therapy for PTSD

(Late submission: 2% per day deduction of the assignment's final mark)

5. Examination: Date TBA 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.

F. 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.

G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Quiz	15 %
Book Critique	15 %
Group Presentation	20 %
Major Paper	25 %
Examination	25 %
Total Grade	100 %

H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

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 (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also 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.

Research Ethics

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

I. 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 AND REQUIRED READINGS

08/01/2024: Introduction to Psychopathology [Readings: DSM 5 Desk Reference, Pages: 3-11, McRay et. al. (2016), Chapters 3 & 4] DSM classification & critiques & Screening for psychiatric disorders & emergencies

15/01/2024: Sin & Psychopathology [Readings: McRay et al. (2016), Chapter 5]

22/01/2024: Mental illness in family and faith communities; Thought disorders, treatment & pharmacology (Part I)

29/01/2024: Thought disorders, treatment & pharmacology (Part II) [DSM 5 Desk Reference, Pages: 45-64 (Review), McRay et al. (2016), Chapter 13, Barlow, Chapter 12] **Quiz #1 (Lecture 1-3; relevant McRay et al (2016) readings; APA readings)**

05/02/2024: Mood disorders, treatment & pharmacology [DSM 5 Desk Reference, Pages: 83-114 (Review), McRay et al. (2016), Chapter 9, Barlow, Chapters 7, 8, 9, 11]

12/02/2024: Anxiety disorders, Obsessive-Compulsive & Related disorders, treatment & pharmacology [DSM 5 Desk Reference, Pages: 115-128 (Review), McRay et al. (2016), Chapter 8, Barlow, Chapters 1, 2, 3, 4 & 5] **Book Critique Due**

19/02/2024: NO CLASS, FAMILY DAY HOLIDAY

- 26/02/2024:** Trauma & Stress Related disorders [Readings: McRay et al. (2016), Chapter 10; Barlow, Chapter 10] **Quiz #2 (Lecture 4-6; relevant McRay et al. (2016) readings)**
- 04/03/2024:** Substance use disorders and other addictions, treatment & pharmacology (Part I); [Readings: DSM 5 Desk Reference Pages: 227-283 (Review), McRay et al. (2016), Chapter 14, Barlow, Chapters 13 & 14]
- 11/03/2024:** Substance use disorders and other addiction, treatment & pharmacology (Part II); Peripartum mental health issues & attachment **Quiz #3 (Lecture 7-8; relevant McRay et al. (2016) readings)**
- 18/03/2024:** **Groups 1-3, Neurodevelopmental disorders (including autism spectrum disorders); Cluster B or C personality disorders; Geriatric Disorders (focusing on dementia & delirium)**
- 25/03/2024:** **Groups 4-6: Eating disorders; Somatic symptom related disorders; Gender and Sexual disorders**
- 01/04/2024:** Course review **& FINAL PAPER DUE (05/04/2024)**
- Date TBA:** **FINAL EXAM** (To be scheduled in the exam period by the Office of the Registrar)

V. SELECTED BIBLIOGRAPHY

([Tyndale Library](#) supports this course with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. 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.