

“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.”

Semester, Year	WINTER, 2026
Course Title	CURRENT ISSUES IN PSYCHOPATHOLOGY
Course Code	COUN 0679 1S
Date	JANUARY 12, 2026 – APRIL 13, 2026 EVERY MONDAY
Time	From 6:45 PM to 9:35 PM
Delivery Format	SYNCHRONOUS ONLINE
Class information	The classes will be livestreamed on Mondays from 6:45 to 9:35 pm.
Instructor	PATRICK LO, MD, MDiv, FRCPC Email: plo@tyndale.ca
Office Hours	By appointment only.
Course Materials	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.

Tyndale recommends [STEPBible](#) – a free and reputable online resource developed by Tyndale House (Cambridge, England) – for word searches of original-language texts, as well as for topical searches, interlinear texts, dictionaries, etc. Refer to the library for other [online resources for Biblical Studies](#).

C. 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 Feb 23, 2026; 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 16, 2026; 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 October 20th 2025.
- 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.

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

D. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

Assignment	Due	%
1. Quiz	Feb 2, Mar 2, Mar 16	15 %
2. Book Critique	Feb 23	15 %
3. Group Presentation	Various	20 %
4. Major Paper	Apr 16	25 %
5. Examination	TBD	25 %
Total Grade		100 %

IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

Week 1 (Jan 12): 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

Week 2 (Jan 19): Sin & Psychopathology

Readings: McRay et al. (2016), Chapter 5

Week 3 (Jan 26): Mental illness in family and faith communities; Thought disorders, treatment & pharmacology (Part I)

Week 4 (Feb 2): Thought disorders, treatment & pharmacology (Part II)

Readings: 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)

Week 5 (Feb 9): Mood disorders, treatment & pharmacology

Readings: DSM 5 Desk Reference, Pages: 83-114 (Review), McRay et al. (2016), Chapter 9, Barlow, Chapters 7, 8, 9, 11

Week 6 (Feb 16) – FAMILY DAY HOLIDAY, NO CLASS

Week 7 (Feb 23): Anxiety disorders, Obsessive-Compulsive & Related disorders, treatment & pharmacology

Readings: DSM 5 Desk Reference, Pages: 115-128 (Review), McRay et al. (2016), Chapter 8, Barlow, Chapters 1, 2, 3, 4 & 5

Book Critique Due

Week 8 (Mar 2): 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)

Week 9 (Mar 9): 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

Week 10 (Mar 16): 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)

Week 11 (Mar 23): Groups 1-3, Neurodevelopmental disorders (including autism spectrum disorders); Cluster B or C personality disorders; Geriatric Disorders (focusing on dementia & delirium)

Week 12 (Mar 30): Groups 4-6: Eating disorders; Somatic symptom related disorders; Gender and Sexual disorders

Week 13 (Apr 6): Course review & FINAL PAPER DUE (Apr 16, 2026)

Date TBA: FINAL EXAM

(To be scheduled in the exam period by the Office of the Registrar)

V. SELECTED BIBLIOGRAPHY

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. GENERAL REQUIREMENTS FOR ALL COURSES

A. 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.

B. REQUIREMENTS FOR LIVESTREAM INTERACTION (SYNCHRONOUS ONLINE COURSE ONLY)

- 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*

C. 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.

D. GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Grading Rubric

Please consult the rubric provided for each assignment on your course resource page at classes.tyndale.ca.

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 must review the policies and procedures regarding Artificial Intelligence (AI) outlined in [Academic Calendar](#) and consult guidance from their course instructors.

For proper citation style, consult [Citation Guides](#) for different styles. Students are encouraged to consult [Writing Services](#).

Students should also consult the current [Academic Calendar](#) for policies and expectations on Attendance and Classroom Expectations, Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

Turnitin Text-Matching Software

Tyndale has a subscription to Turnitin, a text-matching software that ensures the originality of academic writing and verifies the proper citation of all sources. The instructor for this course will use Turnitin for assignments submitted through your course resource page at classes.tyndale.ca. Upon submission, you will receive a summary that includes your submitted files along with a similarity report generated by Turnitin. Please be aware that Turnitin can also detect AI-generated content from tools like Grammarly, so students should be mindful of when using such software. It's advisable to confirm with your instructor before using any AI tools into your assignments. Below are some useful resources:

- [Student](#) Guides for Turnitin via classes.tyndale.ca course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

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 (seminaryoffice@tyndale.ca) before proceeding.

Late Papers and Extensions Policy

All papers and course assignments must be submitted by the due dates indicated in the course syllabus. Unless the instructor already has a policy on grading late papers in the course syllabus, grades for papers submitted late without an approved extension will be lowered at the rate of two-thirds of a grade per week or part thereof (e.g., from “A+” to “A-,” from “B” to “C+”). Please note that some programs, such as cohort-based or intensive courses, may follow a different policy due to the nature of the program.

Faculty may not grant an extension beyond the last day of exams for the semester. Requests for extensions beyond this date must be addressed in writing to the Registrar by filling out the [Extension Request Form](#). The application will be considered only in cases such as a death in the family, medical emergency, hospitalization of oneself or immediate family member or prolonged illness requiring treatment by a physician. Factors such as assignments for other courses, holidays, and technology-related difficulties are insufficient grounds for requesting an extension.

A temporary grade of incomplete (“I”) may be granted by the Registrar. Once an extension is granted, it is the student’s responsibility to contact the instructor and make satisfactory arrangements to complete the outstanding work. A grade of “F” will be recorded for students who do not complete the outstanding work by the deadline.

E. 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.

F. LIBRARY RESOURCES

[Tyndale Library](#) supports courses with [e-journals, e-books](#), and the [mail delivery of books](#) and circulating materials. See the [Library FAQ page](#).

G. GRADING SYSTEM & SCALE

For each course's grading rubric, please refer to your course syllabus or classes.tyndale.ca. For general grading guidelines, refer to Seminary [Grading System & Scale](#).