



McMaster Divinity
College

MS 3P1210/ 5P1200

When Something Goes Wrong: Understanding Trauma and Psychopathology

Cathryn Harris, Ph.D. C.Psych.
drcathrynharris@gmail.com

Winter 2026
Mondays, 11:00am to 12:50pm,
Baptist Heritage Room
Livestream link available on A2L

The mission of McMaster Divinity College is to develop effective evangelical Christian leaders for the Church, academy, and society through graduate-level education, spiritual development, and vocational formation.

COURSE SYLLABUS

1. COURSE DESCRIPTION

This course will survey the broad categories and most common faces of psychological distress and dysfunction, with an emphasis on tracing the common theme and effects of trauma physiologically, behaviorally, emotionally, cognitively, relationally, and spiritually. Major diagnoses of mental illness will be reviewed, along with the current understandings of etiology and contemporary treatment approaches, including pharmacology. An additional emphasis will be on understanding the brain-behavior connection in human psychological distress, as well as exploring the perspectives from diverse cultures, including integration with Christian Scripture and theology. The goal of the course is to understand ourselves and others better as we grapple with the consequences of “when something goes wrong” in life and in relationships and deepen compassion for ourselves and others as we try to heal those consequences through relationship and faith, in contexts of professional and pastoral counseling, chaplaincy, and wider church ministry. A final exam will ensure mastery of material in preparation for professional examination standards.

Trigger Alert: By necessity, this course will include discussions of some very graphic traumatic situations. Since we cannot hope to help others, if we are not in a healing journey ourselves, this course will also encourage self-disclosure at the level of comfort of the participant through reflection papers and other activities. Some self-surveys will not be handed in to the instructor, and do not need to be shared with anyone else unless the student wishes. The aim is to encourage self-evaluation consistent with the themes of the course. If any student has concerns about this course, please contact the instructor privately.

Core/Required Course for: MACSC, MDiv Specialization in Counseling and Spiritual Care

Specializations: CC/CS/PS

Elective for: Students outside the above programs

Advanced Research and Doctoral Students: 5- or 6-unit students needing to enroll in the course must obtain a separate set of course requirements from the instructor.

2. COURSE FORMAT

This online course is offered as an in person, on campus class which is live-streamed for distance learners, scheduled once a week, to allow maximum time for direct interaction with the instructor, as well as interaction with other students. Course objectives will also be met through reading, written assignments, chapter quizzes, a major paper and a final exam, as well as asynchronous (on your own time) online activities, including watching videos/podcasts. Class sessions will include didactic instruction, class discussion and other experiential activities as time allows. Assignments are formulated to master the content of the diagnostic categories, etiological theories, and treatment approaches reviewed and to be able to apply this content to actual contexts in counselling and ministry through case examples in class and case illustration in the texts.

3. INSTRUCTOR'S APPROACH

For over 40 years, as a clinical mental health professional I have been committed to increasing the well-being of individuals and families, and I believe that wholeness involves all aspects of our experience and existence – psychological, physical, relational and spiritual. I believe that “All Truth is God’s Truth”, and that we can discover patterns of health and wholeness in both Scripture and in the natural world, because God has created both. This foundation allows the integration of our faith with our professional practice, if we develop critical thinking in the process of combining psychological and social observations with the enduring principles and revelations of Scripture, much as the “Wise Man” does in the book of Proverbs. I expect students to be active, responsible, and self-motivated in the learning process, and open to increasing their self-awareness as well as their understanding of others in developing themselves as facilitators of change.

4. LEARNING OBJECTIVES

These learning objectives are coordinated with the expected competencies for CASC/ACSS certified chaplains and pastoral counsellors and the College of Registered Psychotherapists of Ontario

*(*CRPO competency number is listed. See full text of relevant competencies on A2L for reference).*

Knowing

1. To describe psychopathology and mental illness through a bio-psycho-social-spiritual lens (CRPO 1.7)
2. To explain how psychopathology and mental illness are related to adaptation to various types of trauma, especially developmental trauma (CRPO 1.4, 5.1)
3. To distinguish the most frequent major diagnoses in mental health, their etiology, and contemporary treatment approaches (CRPO 1.3, 1.3a), including psychopharmacology (CRPO 1.3.3, 1.3.4)

4. To understand the strengths and limitations of diagnostic classifications and their application in practice (CRPO 1.3b)

Being

1. To engage in self-reflection to understand one's own values and biases around issues of mental health and emotional dysfunction (CRPO 1.2)
2. To increase comfort with self-disclosure, within one's own sense of safety and boundaries and as appropriate to the assignments and class discussion, to support self-development and growth (CRPO 1.3)
3. To practice empathic and respectful listening, reflection and communication during class discussions (CRPO 3.1)
4. To increase tolerance in hearing others' pain and being open to the experience of one's own pain (CRPO 1.3)

Doing

1. To read about contemporary descriptions and categories of psychopathology, and discuss perspectives on how psychopathology might be understood through a Scriptural lens, as well as other cultural lenses (CRPO 1.6, 4.2)
2. To become familiar with professional journal articles related to the secular study of psychopathology, and demonstrate competence in appropriate psychology research and professional writing (CRPO competencies 1.8, 5.4; Ethical Standard 5.3)
3. To be able to identify possible symptoms of mental illness that may need referral to and intervention by a medical or other mental health professional (CRPO 3.1, 3.1a, 3.1b, 3.2.1, 3.2.2)
4. To reflect on and discuss how we can promote compassionate awareness of and dialogue with the mentally ill in our congregations and communities
5. To reflect on and discuss how our own Christian world view, culture, and personal experiences have influenced our views of mental illness (CRPO 1.2, 1.5)
6. To develop a beginning "working theory" of the relationship of mental illness to sin, evil, and demonic activity, and how it might interact with faith

5. COURSE TEXTS and REQUIRED READING

The first textbook for this class is available from the Hurlburt Family Bookstore located beside the entrance to the Nathaniel H. Parker Memorial Chapel of McMaster Divinity College. To purchase in advance, you may contact the bookstore manager, Bernice Quek, by phone at 416.620.2934 or 416.668.3434 (mobile); or by email at books@readon.ca. The Hurlburt Family Bookstore also carries other books and merchandise and is open throughout the academic year during posted hours. The second textbook is only available digitally through the link below.

A. Required Textbooks:

McRay, B.W., Yarhouse, M.A., and Butman, R.E. *Modern Psychopathologies: A Comprehensive Christian Appraisal*, 2nd ed. Downers Grove, IL: InterVarsity Press, 2016. (486 pp)

Nevid, J.S., Greene, B.S., and Knight, L. *Essentials of Abnormal Psychology*, Canadian Edition, 5th ed. Pearson Canada, 2023 update. (576 pages print equivalent)

*You must purchase the Revel Edition, available digitally with learning resources at the following link from the publisher:

https://www.pearson.com/en-us/subject-catalog/p/essentials-of-abnormal-psychology-canadian-edition/P200000007502/9780136774563?utm_source=copystudentlink&utm_medium=referral&utm_campaign=XXLEGP0423PCOM

This can be read and accessed through the publisher's website or their free downloaded app.

B. Recommended:

American Psychiatric Association. *Desk Reference to the DSM V-TR*. APA, 2022.

For some weird reason, you can find this at half the Amazon price at Walmart Canada:

https://www.walmart.ca/en/ip/Desktop-Reference-to-the-Diagnostic-Criteria-From-DSM-5-TR-TM/2IK6GUUH6JJE?offerId=280BA99399863DF9B4BB2A274AF48AD9&cmpid=SEM_CA_402_Q6O4XED59F_71700000106038225_58700008258163163&utm_id=SEM_CA_402_Q6O4XED59F_71700000106038225_58700008258163163&utm_medium=paid_search&utm_source=google&utm_campaign=always_on&gad_source=1&gclid=Cj0KCQjw05i4BhDiARIsAB_2wfDieGM6_UHVJcloyZD9cyYYhqOV2CbDnvsscKLhzm501Vww0PiOVR4aAkMIEALw_wcB&gclidsrc=aw.ds

- C. Other recommended supplementary texts and articles will be posted as bibliographic resources on A2L for further exploration and interest.

6. COURSE REQUIREMENTS and GRADING

| | |
|---|-----|
| Summary: Class Participation & Asynchronous Activities | 5% |
| Self-Reflection Papers | 10% |
| Chapter Quizzes on Coker text | 15% |
| Final Exam – Essay question and multiple choice | 30% |
| Literature Review Paper | 40% |

Grading Rubrics/Standards are posted on A2L as appropriate to assignment.

A. Class Participation and Asynchronous Activities - 5% of grade

Included in the Participation grade are: Attendance, participation in class discussions, and participation in asynchronous activities. The latter includes watching related media content for Nevid et al on the Revel platform online, self-surveys on A2L (2-3), and other posted videos on A2L. Asynchronous activities are designed to supplement and elucidate course content, prepare for in-class lectures (Goal K1, K2, K3), apply course content to concrete case examples, and practice self-disclosure and respect for others in their interactions (Goals B2, B3, B4). Interactive activities on Revel are monitored by the instructor and contribute to this part of the student's grade. A checklist of Asynchronous

Activities assigned will be provided for the student to keep track from week to week, and are listed in the Class Schedule.

B. Reflection Papers (10 total, 1-3 pages each) - **10% of grade**

These assignments accomplish the “Being” goals and help the student explore and discuss how their own experiences and theology interact with their understanding of mental illness (Goals B1, D4, D5, D6). This will be graded on the instructions for each paper (see Course Schedule), and showing an appropriate level of self-awareness, within the range of self-disclosure that feels comfortable to you. It should be written in first-person narrative. You do not need to do a cover page, just your name, date, and reflection title at the top of the first page. Do *not* quote at length from textbook, lecture, or other sources; rather, *reflect* on them in light of your own experience.

C. Chapter Quizzes – **15% of grade**

These prepare you in part for the final exam, to make sure that you are mastering the objective content areas of the course (although they are not necessarily the same questions as on the final exam) (Knowing Goals). They coincide with the assigned readings in Nevid et al, can be found as self-scored quizzes within the online Revel platform for the text, and are due at the BEGINNING of almost EVERY class. Quizzes in Revel are scored on the Revel platform and then will be entered into your grade matrix on A2L. See class schedule and A2L for specific Quiz due dates.

D. Final Exam: 30% It has two parts:

1. Open book, essay question to be prepared before the day of the exam and handed in by the beginning of the in-class exam. Worth 20% of your final exam grade, maximum 5 pages double spaced. It is not necessary to use footnotes or give a bibliography, since this is an essay question for the exam, but you must support your view with specifically relevant authors, research, theology and/or Scriptures. You would do well to take notes in journal style format throughout the course to record your thoughts and reflections based on your reading and as we explore and discuss the material.

Essay Question:

As a result of your research, your studies so far, and at this point in your professional development, what is your conclusion or “working theory” on how to understand mental illness in the context of Scripture, and how it might be related to sin, demonic activity, and evil. How might mental health/illness also interact with a person’s faith? Support your conclusion with Biblical texts as appropriate (Goal D6).

2. Multiple choice exam during the final class (100 questions, 120 minutes). This prepares you in part for the professional exams that you will need to write if you are registering with CRPO, and makes sure that you have mastered the objective content areas of the course (Knowing goals). This will be a proctored, closed book, online exam during class, whether synchronous online or in-person.

E. Written Assignment: Literature Review on a Psychological Disorder: - 40% of grade

DUE MARCH 14th FRIDAY 8AM

- **Purpose:**

- 1) Focus on an area of individual interest, and explore and describe in more detail a specific psychological diagnosis (Knowing).
- 2) Learn how to and engage in the practice of psychological literature research, including finding appropriate sources of material, and refining their search appropriately for their subject (Doing).
- 3) Critically examine and evaluate research found in the literature, (Knowing and Doing).
- 4) Practice writing a literature review format article using professional language and structure (Doing).

- **Assignment Description:**

A literature review focused on a specific mental illness diagnosis, as listed in the DSM-V.

Choose one disorder to research and review in depth, including definition and characteristics of the disorder, demographics and epidemiology, proposed etiologies, and common treatment methods. The emphasis is on reporting primary research on this diagnosis. In each of these areas, you will summarize and integrate the current empirical research and other literature you have read to thoroughly explain the disorder and the current issues pertaining to it. It is expected that the student will critically analyze this body of research in terms of whether it is supportive of the current DSM-V definition, and what areas are still in question or debate. You will need to integrate the relevant themes and conclusions drawn from the literature - don't just summarize articles or books. Conclude your paper with some integration from Scriptural or theological sources that may be relevant to this mental disorder, and implications and application to your ministry context (see below).

- **Paper length:** 12-15 pages, double spaced, not including cover page or references.

- **References:** You may Include relevant chapters from the course texts, but you *must* include at least one academic monograph (i.e., book) related to this topic, and must include no fewer than 10 relevant academic articles (i.e., peer-reviewed – NOT web blogs) drawn from the psychology, social sciences, counselling, pastoral counselling or pastoral care literature. Primary sources are preferred.

- **Format and Instructions:**

Use the expected structure for a professional literature review, and use Headings and Sub-headings per the MDC style guide to clearly delineate your discussion.

- 1) **Assign a relevant title to your paper.** Your discussion should remain focused on this topic. Make it specific. If possible, give a hint at your conclusions.
- 2) **Introduction/Thesis Statement** – *Include relevance of the topic, overview of paper, thesis statement or anticipation of your conclusions. Why would a ministry leader or counselor want or need to read your paper on this disorder?*

- 3) **Integrated Review of Literature** - Include sections on Definition and Characteristics of the Disorder, Epidemiology (Prevalence and Demographics), Proposed Etiologies, and Common Treatment Methods. Integrate in your analysis of any issues of debate/question, themes, and prevalent views. Make sure to give the read a real “feel” for what it is like to have this disorder, and how to recognize it in others.
- 4) **Conclusions of your Review** – summarize your analysis of the research literature What are the major themes, issues, current controversies, relevant treatment and cultural considerations etcetera concerning this psychological diagnosis? What stands out?.
- 6) **Theological Integration:** Include consideration of Biblical texts and other theological sources that might be relevant to understanding and addressing this disorder and/or it’s treatment.
- 7) **Ministry Application:**
Conclude your paper with implications and considerations relevant to your ministry.
Choose one of the following options -
 - A. Discuss how this disorder has relevance for understanding your personal or ministry/counselling experiences, and describe how these experiences compare to your research. Then, discuss how you will incorporate your research into a plan to address your personal needs or the needs of your community or counselees. Use references as necessary to support your plan if possible.
 - OR**
 - B. Evaluate how this disorder might be evident in and/or impacting your ministry communities, including how cultures within your ministry communities define and attempt to address this disorder. Then, discuss how you would translate your research into a culturally relevant plan to meet the needs of those cultural communities. Use references as necessary to support your hypothesis and plan.
- 8) **Conclusion** – this is for the paper as a whole. Restate your thessi and summarize your conclusions. How did the major findings of your research support it? What is the bottom line of your implications and/or application of these findings?
- 9) **Bibliography**

- **Writing and Research Guidelines:**

- 1/ **You MUST study and use the following guidelines that are available on A2L:**

- “Tips for Researching a Great Psychology Paper” (Harris) and “25 Expanded Tips for How to Write a Great Psychology Paper” (Harris)
- “Understanding Psychological Research” (Harris) which explains research terms
- A more in-depth paper called “Writing a Psychology Literature Review” (Univ of Washington, 2010) that takes you through the whole process step by step.
- A “Sample Paper Outline” is also provided. I strongly recommend you make an outline before writing the paper (along with the other organizational suggestions in “25 Tips”).

- 2/ **You MUST use the MDC Style Guide in all respects.**

- This is also provided on A2L.

- Find in the Style Guide the example of footnote and bibliographic format for each of your references that most closely matches the type of reference. Ask the GA for help *before you hand in your paper* if you are not sure which example to apply.
- Dr. Mutter's paper, "*Book Reviews, Annotated Bibliographies, and Literature Reviews*" also posted on A2L not only gives great further guidance, it also provides examples of how to use MDC Style for these three types of papers.

3/ You MUST use AI appropriately, if you use it:

- **You** may use AI to help you in searching for references or resources, but be sure you set the parameters to only include official government, professional, and academic publications, and to cite all sources/links.
- You must both *read in entirety* and *cite properly* all original sources, not just use AI's summaries. You must know your subject enough to check for accuracy in its search results as well.
- While it is tempting to use AI to correct your English usage and professional writing style, especially if English is not your native language, beware that it will change your wording and phrasing and it will no longer be your "voice" or written expression.
You SHOULD NOT simply copy AI results, or the suggested wording of other programs into your paper! Use such results as suggestions and examples, then use your own voice!

4/ You MUST proofread and critically examine your work!

- Double check that you have followed the instructions in this syllabus.
- Consult the *Grading Rubric* posted within A2L for the assignment to make sure you have fulfilled the assignment's major objectives and standards for professional writing.
- Have a fellow student who is good in English proof read your work, especially if English is your second language.

• Grading standards:

You will be graded according to how closely you follow the provided guidelines, and your adherence to the MDC Style Guide, according to the Rubrics of the assignment on A2L. Additionally, your paper will be checked with TurnItIn and other programs that check for AI and plagiarism. High scores reflecting plagiarism will result in an automatic reduction in grade or failure of the assignment.

7. COURSE and INSTITUTIONAL POLICIES – *Note that not adhering to these expectations may result in reduced grades or being dropped from a class or the program.*

Communication Policies:

A. Contact and Availability: I am available for one-on-one consultation in-person briefly after class and during breaks on the day class is scheduled, and also on Zoom by appointment. Office hours are Mondays from 11:15am to 12:30pm. Otherwise, students may contact me at drcathryn.harris@gmail.com. Please make sure you put "Psychopathology" in the subject line of any

email to rapidly identify your communication. I try to reply by email within 1-2 business days, but because I also work full time doing clinical work, I may only be able to reply Friday through Sundays, so please check your email for a response on weekends. Phone numbers for the professor and the GA for technological emergencies during class are provided on A2L.

B. Mandatory Use of A2L: Many important communications with the class are made through our online digital course platform, called “Avenue to Learn” or “A2L” for short. . I frequently make announcements pertaining to the class through A2L, so make sure you sign up for email notifications from A2L. It is also there that you will find the slides for each lecture (often updated the night before!), extra resources to be successful in the course, asynchronous assignments, the quizzes that are part of your grade, and the place to submit your written work. Without a doubt that it is your responsibility to regularly log into the system to check for announcements, course content, and course activities. Additionally, when doing collaborative group projects for any of my courses, please primarily use the A2L discussion platform provided, and only secondarily and if necessary use direct email to your colleagues; especially do not use outside communication platforms (Messenger, Snapchat, What’s app, or texting) for class work. This ensures a record of communication and that everyone has access to the same platforms and communications.

Submission of Written Work:

A digital copy of all written materials in **MICROSOFT WORD** format must be submitted online **through Avenue to Learn** by their due dates (do NOT send by email). Late submission of assignments may be deducted points for every late day (each 24 hours or portion thereof after due date). Students are expected to adhere to the page range for written assignments. See Grading Rubric for penalties for papers that are under/over the expected length. All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) **must conform to the McMaster Divinity College Style Guidelines** for Essays and Theses. This is available on MDC’s website <http://mcmasterdivinity.ca/wp-content/uploads/2018/02/mdcstyleguide.pdf> and also is posted on the A2L platform for this course. Pay attention to assignment instructions! Failure to observe appropriate form will result in grade reductions.

Academic Honesty:

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresenting the ownership of written work by deception or by other fraudulent means. In an academic setting this may include any number of forms such as: copying or using unauthorized aids in tests, examinations; plagiarism, i.e., submitting work that is not one’s own (regardless of the means of its production, including AI) but passing it off as if it is; submitting work for credit in a course for which credit is being or has already been given, unless the previously submitted work was presented as such to the instructor of the second course and has been deemed acceptable for credit by the instructor of that course; aiding and abetting another student’s dishonesty; giving false information for the purposes of gaining admission or credit; giving false information for the purposes of obtaining deferred examinations or extension of deadlines; forging or falsifying McMaster University or McMaster Divinity College documents.

A special note about using AI:

You are expected to do your own thinking and to write your own papers and exam questions and all other written requirements, sermons, and presentations. You cannot have AI do this work for you. There may be value in using an AI tool to help you locate and collate references and resources or to help you “tidy up” your English grammar, usage, and mechanics, especially if English is not your native language. *However, using AI to create content for you in this manner, and then submitting that content as if you created it, is considered plagiarism* (i.e., submitting work that is not one’s own as if it is one’s own) and is a violation of the academic honesty policy.

AODA:

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the content of this course is intended to be accessible to all students who are enrolled in the course, including those with disabilities. If a student requires accommodation to participate fully in this course, that student is to contact SAS at McMaster University, who will then work directly with the McMaster Divinity College Registrar to negotiate reasonably appropriate accommodation for the student. The MDC Registrar will communicate with faculty regarding necessary accommodations. Please note that an accommodation is not retroactive and must be requested in advance to allow sufficient time for implementation.

Gender Inclusive Language: McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all its publications. It is expected that inclusive language will be used in chapel services and all MDC assignments. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected, but you will need to use gender-inclusive language for humans, and you will need to quote from a gender-inclusive version such as, for example, the following: NRSVue (2022), TEV/GNB/GNT (1976), CEV (1995), NLT (1996), NIV (2011), and the CEB (2011).

Classroom and Online Etiquette:

Attendance at all classes and participation during class are expected. Faculty know from many years of experience that a student’s level of presence and participation in the course will impact how well she or he will score in the course. Although there are exceptions to this rule of thumb, low levels of presence and participation tend to translate to low grades; mediocre presence and participation tend to translate to mediocre grades; and high levels of presence and participation tend to translate to higher grades.

To maximize everyone’s presence and participation, students are to refrain from texting or conducting cell phone conversations while class is in session. Should you need to maintain contact with family members and/or your ministry or employer, please turn off the ringer so as to avoid disturbing others; upon receipt of an urgent call, you may discretely excuse yourself from the classroom or video conference. The same policy applies to all computer-generated sound schemes or other electronic annunciation systems. If joining on livestream, it is expected that *your camera is on at all times*, just as if you were in the classroom. As a result, please make sure you are in a private, quiet place, free from distractions. Please mute your microphone when others are speaking unless directed differently during class. Please “raise your hand” electronically (by clicking in Zoom) so that I can see that you have a question or comment.

As a counselling training and ministry preparation program, we expect that you use the same good communication skills as are required in the counselling room or the ministry context, including demonstrating sensitivity and respect for individual differences. It is critical that students show respect for classmates and the instructor, both online and in person, in live interactions and in posted ones.

This is even truer in the online environment because many of the non-verbal cues that we use to interpret what a person is communicating to us are not present online (except, perhaps in video posts). Therefore, it is especially critical that we be mindful of how our words will be interpreted by those who are reading them. As the instructor of the course, it is my responsibility to monitor communications to ensure that all students feel comfortable expressing their views in a respectful manner. Most if not all courses at MDC are devoted to the interpretation of Scripture. Invariably there will be disagreements; these disagreements must be discussed and negotiated in a respectful manner. This applies to individual and group communications involving the instructor and the others enrolled in the course.

Absence Due to Illness:

Because of my own health vulnerabilities, my preference is that you avoid live attendance in class if you suspect that you or a family member may be ill with something that could be contagious. Since attendance is taken and is part of your grade, if you must miss class due to an illness, you must contact me or the GA (via email) as soon as possible to let us know. Although much of the course content will be made available via A2L, and I do record lectures for later review, it would still be a good idea to have a friend take notes for you, if possible. Likewise, if I should become ill, I will communicate with you via A2L about attending online instead of in-person, or how we will make up a class session, usually by watching a recorded lecture so we don't fall behind.

Inclement Weather:

If on a class meeting day MDC closes due to inclement weather, if possible I will move the lecture to exclusively synchronous online (live streamed from my home or office). This will help to ensure that we stay on target in the course.

Copyright: *This syllabus is the property of the instructor and is prepared with currently available information. The instructor reserves the right to make changes and revisions up to and including the first day of class.*

8. COURSE OUTLINE - READINGS AND ASSIGNMENT SCHEDULE

*This schedule is subject to revision depending on unexpected events and progress in class. Reading, reflection papers, and other asynchronous online assignments which may be assigned for each week are designed to prepare for that class and are **due at the time of the class.***

It is recommended that you read Nevid chapters before McRay chapters.

WEEK 1: Monday, Jan 5th *Introductions and Introduction*

* **Reading Due by First Class** McRay et al - Chs. 1, 2, 6 (70pp). Nevid et al – Chs. 1 & 2

* **Reflection Paper 1 Due:** *How do you define “mental illness”? What up until now has led you to that definition? What relevance does that have for ministry?*

* **Asynchronous Assignment 1 Due by First Class:** Myths and Facts of Mental Illness
Warm Up Quiz (on A2L)

Lecture 1 Topics: Structure and Expectations of the Course

Themes of the Course

Etiological Theories and the “Problems” of Psychology (Review)

Definitions of Psychopathology & Systems of Diagnosis

Class Discussion: Myths and Facts of Mental Illness

WEEK 2: Monday, Jan 12th *Biological Foundations of Mental Illness I*

Reading: McRay et al - Chs. 3, 13 (47pp). Nevid et al – Ch. 10, and Unit on
Adolescent use of Marijuana

Reflection Paper 2 Due: *Are we essentially good, essentially evil, or both? Do we really have free choice? How is your theology of human nature relevant to understanding psychopathology?*

**Lecture 2 Topics: A Thesis for this Course: Trauma as the Foundation of Psychopathology
Problems of Psychosis**

A Glimpse Inside the Brain: SPECT imaging and diagnosis

The Diathesis-Stress Theory

The Effect of Marijuana on the Brain

Treatment and Common Medications for Psychosis

WEEK 3: Monday, Jan 19th *Biological Foundations of Mental Illness II: Trauma and the Brain*

Reading: McRay et al - Chs. 8, 10 (67pp) Nevid et al - Ch. 3, 5

Reflection Paper 3 Due: *If some or all of mental illness is biological in nature, how does this impact our understanding of human choice and sin?*

Lecture 3 Topics: Problems of Anxiety, Problems of Trauma (PTSD)

The Survival mandate, The “Danger-Danger!” System and “Arousal Mountain”

Defining “Trauma” & Symptoms of PTSD

Adaptive Information Processing and the Brain - How we remember
Dissociation

Types of Anxiety Disorders in the DSM V

Treatments for Anxiety Disorders and PTSD - including
Common Medications for Anxiety and PTSD

WEEK 4: Monday, Jan 26th *Sociocultural Foundations of Mental Illness*

Reading: McRay et al - Chs. 4, 16 (33pp) Nevid et al – Ch. 8

Reflection Paper 4 Due: *How is our culture and society creating mental illness from your point of*

view? How has the culture of the church typically responded to mental illness? How has the culture of the church created mental illness?

Lecture 4 Topics: Problems Stemming from Societal Pathology

Family Systems Theories, Multicultural Theories “Post-Modernism”

Theories

Eg. **Eating Disorders**, Revisiting Psychotic Disorders

WEEK 5: Monday Feb 2nd *Cognitive and Behavioral Foundations of Mental Illness*

Reading: McRay et al - Ch. 9 (36pp) Nevid et al – Ch. 4

Lecture 5 topics: Problems of Mood – Depression, Bipolar Disorder

Biological Theories and Common Medications

Behavioral Theories of Mental Illness

Cognitive Theories of Mental Illness:

Cognitive filters and templates (Adaptation vs. Accommodation),

The effect of Traumatic Experience on Core Beliefs

Differential Diagnosis: Grief, Sadness vs. Depression

WEEK 6: Monday Feb 9th *Developmental Foundations of Mental Illness I*

Reading: Ch. 7 (35pp) Nevid et al – Ch. 11 (pp. xx-xx)

Asynchronous assignment 2: Online Self-Quiz on Personal Attachment Styles
(if not done in previous semester or retake it with a different relationship!)

Lecture 6 topics: Problems of Childhood and Adolescence

Biologically driven vs. relationally driven vs. learning driven.

Egs. **Learning Disabilities, Attention Deficit Disorder, Autism**

Treatment and Common Medications for ADD

WEEK 7: Monday Feb 16th *No CLASS! Reading Week and FAMILY DAY*

WEEK 8: Monday Feb 23rd *Developmental Foundations of Mental Illness II*

Reading: McRay et al - Ch. 11 (35pp) Nevid et al – Ch. 6

Asynchronous assignment 3: Self-Quiz on Adverse Child Events (on A2L) (don't hand in)

Reflection Paper 5 Due: As you think back to your childhood, and based on your quizzes, what do you identify as your attachment style? How do you think this may have been influenced by any adverse events in your life or other events/relationships? How do you see those factors affecting your life now?

Lecture 7 topics: Problems in the Development of Self

Review: Object Relations Theories: Attachment vs. Separation-Individuation

The importance of Attachment Styles in lifetime mental health

ACES, Types of Trauma and the Continuum of Response

Putting it all together - Developmental Trauma and Personality Types

WEEK 9: Monday March 2nd *Sin and Psychopathology*

Reading: McRay et al - Ch. 5 (28pp)

Reflection Paper 6 Due: *Do you agree with McRay et al's view of sin and psychopathology? Why or why not?*

Lecture 8 topics: : Thesis on the Relationship of Sin and Psychopathology

A Biblical and Holistic model of Human Nature

Integrating views of Sin and Psychopathology

WEEK 10: Monday March 9th

When Something Goes Wrong But Its NOT “Mental Illness”? – Part I: Sin or Psychopathology?

Reading: McRay et al - Ch. 12, 14 (57pp) Nevid et al – Ch. 7 & 9

Reflection Paper 7 Due: *Do these problems represent sin or mental illness? Why or why not?*

Lecture 9 topics: Problems of Addiction, Problems of Sexuality and Gender

FRIDAY MARCH 13TH – LITERATURE REVIEW PAPER DUE

WEEK 11: Monday March 16th

When Something Goes Wrong But It’s NOT “Mental Illness”! – Part II: Phase of Life Challenges

Reading: Ch. 15 (34pp) Nevid et al – Ch. 11 (pp. xx-xx)

Asynchronous Assignment 4: Holmes-Rahe Life Events Stress Scale completed (don’t hand in)

Reflection Paper 8 Due:

Evaluate your Life Events Stress Scale score. How do you think your score has been affecting your life lately? What phase of life and/or or developmental challenges are you facing right now?

Lecture 10 Topics: Loss and Adjustment throughout the Lifespan

Eg. Problems of Older Adulthood, Neurocognitive Disorders

Eg. “Adjustment Disorders, V-Codes and Z-Codes”

WEEK 12: Monday March 23rd

When Something Goes Wrong But It’s NOT “Mental Illness”! –

Part III: Abuse, Violence, and The Problem of Evil

Reflection Paper 9 Due:

Has the church historically contributed to the evil of abuse? What response to abuse should the church have now? How does this fit in with your theology of marriage and the family?

Lecture 11 topics: Types of Abuse

Signs and Symptoms of Abuse – the Violence Wheel

The Cycle of Abuse

WEEK 13: Monday March 30th *Catching up and Wrapping Up*

Reflection Paper 10 Due and Class Discussion: *How has your particular Christian world view and culture shaped your view of mental illness until now? Has this view changed as a result of this course, and why or why not? How will what you have learned in this course impact your*

chosen ministry context? For example, how does your developing perspective impact your dialogue with the mentally ill in your communities or with your counselees?

Class Lecture 12: Anything that is left!

WEEK 14: Monday April 6th *FINAL EXAM*

*** Read:** Lemma Case Study (on A2L) before the exam
Final Exam Essay Question Due (9 AM)
Class Evaluations Due