



McMaster Divinity
College

MS 3XT3/5XT5/6XT6

When Something Goes Wrong: Understanding Trauma and Psychopathology

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Fall 2021

Mon 9:00am to 10:50am

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, and relationally. A strong emphasis will be on understanding the brain-behavior connection in human psychological distress, as well as exploring the relationship between modern conceptualizations of mental illness and biblical descriptions of sinful behavior and the concept of “evil”. Systems of integrating psychology and theology will also be briefly considered for advanced students. 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 both pastoral counseling and wider church ministry.

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. Two participation assignments will be surveys of traumatic and stressful events. They 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.

MTS and MDIV SPECIALIZATIONS (MS 3XT3):

Counseling and Spiritual Care, Church and Culture, Christian World View

DPT Advanced Students (MS5XT5) and MA/PhD Advanced Students (MS 6XT6):

Please note the additional requirements delineated below.

2. COURSE FORMAT

This is a hybrid course, with approximately half the course taught live in the classroom, and half the course taught synchronously live streamed online (see schedule below). Live-streamed remote learning is still available when class is conducted face to face, for those students who live more than 100km away or for any who are feeling unwell or unsafe health wise. Class sessions will include didactic instruction, video presentations, class discussion and case studies as appropriate. Readings are assigned for all sessions, and it is expected that they will be completed prior to class. Lectures will emphasize the main points of the reading, but add additional perspectives and encourage class discussion and interaction. Short reaction papers or short assignments based on the reading are due at most sessions and are included in the class participation grade. Students are expected to participate in discussions, incorporating the class readings and lectures.

3. LEARNING OBJECTIVES

Through required and optional reading, lectures, class discussion and exercises, and the completion of assignments, the students should fulfill the following course objectives in their specialization:

Knowing

- To understand psychopathology and mental illness through a bio-psycho-social-spiritual lens
- To understand how psychopathology and mental illness is particularly related to adaptation to various types of trauma, especially developmental trauma

Advanced Students:

- To understand various systems of integrating psychology and theology, and various theologies of evil

Being

- 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 practice empathic and respectful listening and reflection during class discussions
- To increase tolerance in hearing others' pain and being open to the experience of one's own pain.

Doing

- To read about contemporary descriptions and categories of psychopathology, and perspectives on how psychopathology might be understood through a scriptural lens
- To become familiar with professional journals related to the secular study of psychopathology and with the theological study of evil
- To develop perspective and begin a "working theory" on how we understand mental illness in the context of scripture, and how it might be related to sin, demonic activity and evil
- To identify possible symptoms of mental illness that may need referral to and intervention by a medical or mental health professional
- To reflect on how we can promote compassionate awareness of and dialogue with the mentally ill in our congregations and communities
- To reflect on how our own Christian world view, culture, and personal experiences have influenced our views of mental illness

Advanced Students:

- To be able to identify systems of integration used by other writers, and identify and develop one's own perspective on the integration of theology and psychology, particularly in exploring the relationship between theological concepts of evil and psychological concepts of psychopathology

4. COURSE TEXTS and REQUIRED READING

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3: phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts.

A. Required Textbook (all students):

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

B. Required Supplemental Reading (all students):

Peck, M. Scott. (1998) *People of the Lie*, 2nd ed. New York: Simon & Shuster. (272 pp)

C. Advanced/Doctoral Students (5 and 6 unit courses) - Required Supplemental Reading:

Burns, Charlene P.E. (2016). *Christian Understandings of Evil: The Historical Trajectory*.

Minneapolis, MN: Fortress Press. (232 pp). <https://doi.org/10.2307/j.ctt1c84fr6>

<https://www.jstor.org/stable/j.ctt1c84fr6>

Hathaway, W.L. and Yarhouse, M.A. (2021) *The Integration of Psychology and Christianity: A Domain-Based Approach*. InterVarsity Press. (216 pp).

Ingram, John. (1995). Contemporary Issues and Christian Models of Integration: Into the Modern/Post-Modern Age. *Journal of Psychology and Theology*, 23:1, pp3-14 (posted on A2L)

Lee, Alison and Irwin, Robert (2018). *Psychopathology: A Social Neuropsychological perspective*. Cambridge, UK : Cambridge University Press. (372pp)

- D.** Other recommended supplementary texts and articles will be posted as bibliographic resources on A2L for further exploration and interest. Other reading is required for advanced students based on posted recommended bibliographies and the student's own research (see below).

5. INSTRUCTOR

Biography: Cathryn Harris, Ph.D. is an Adjunct Professor (part-time) at McMaster Divinity College. She is a Registered Psychologist (CPO) with competencies in both Clinical and Counselling Psychology, a Registered Marriage and Family Therapist and Approved Supervisor in Marriage and Family Therapy

with AAMFT and CAMFT, and a Certified EMDR Therapist. For 34 years, and currently fulltime, she has provided psychotherapy and psychological assessments to individuals, couples, families, children and adolescents in outpatient private practice. She has also worked in inpatient and day treatment programs, and provided consultation to pastors, teachers, and business professionals on individual and organizational issues. She has been continuously involved in the training and supervision of Christian mental health professionals for over 30 years, beginning as Adjunct Professor at Rosemead School of Psychology, and Fuller Graduate Seminary for a short while, and for the longest time as Clinical Supervisor for a Christian counselling ministry that placed counselling interns in churches throughout Southern California. It has also been her privilege on a few occasions to provide counselling skills training specifically to Pastors, and looks forward to being able to do more of this at MDC. Dr. Harris has been married for over 30 years to another psychologist, and has one adult daughter who has managed to survive that experience.

Contact and Availability: Dr. Harris is available for one-on-one consultation briefly after class and during breaks on the day class is scheduled. Otherwise, students may contact her at drcathrynarris@gmail.com.

6. COURSE REQUIREMENTS

A. Class Participation and Asynchronous Activities - ALL Students - 20% of grade

Attendance, participation in class discussions, participation in asynchronous activities such as online discussion threads, self-surveys, and personal reaction papers (2 pp per week) are all included in the participation grade. Participation will also be assessed on the basis of the student's ability to demonstrate familiarity with the readings and texts, apply the course material in specific situations and to respect others in their interactions. Other asynchronous activities may be assigned to complement course content, such as watching recorded lectures or other related online content. *Additional for Doctoral Students:* will be required to view some asynchronous online lecture material, are expected to participate in specific online discussions with the professor, and will make a short presentation for the class (20 mins) on a topic from one of their major papers prepared for class (to be approved by the professor).

B. Assignments for Specialization Students

i. **Major Paper on a Psychological Disorder: Literature Review - 40% of grade** **DUE NOV 8TH**

12-15 pages, double spaced, not including references. Use at least 10 professional sources (books, book chapters, journal articles – NOT websites) in addition to relevant chapters in your textbook.

- A. *Assign a relevant title to your paper.* Your discussion should remain focused on this topic.

- B. *Literature Review*: Choose one disorder to research and review in depth, including characteristics of the disorder, demographics and epidemiology, proposed etiologies, and common treatment methods. In each of these areas, you will summarize and integrate the research and resources you have read, giving appropriate citations as necessary, to thoroughly explain the disorder. (See Dr. Mutter's paper on A2L regarding how to write a literature review)
- C. *Theological Integration*: Include consideration of Biblical texts and other theological sources that might be relevant to understanding and addressing this disorder and/or its treatment. Integrate these considerations with your understanding of the disorder in objective A above.
- D. *Ministry Application*: Conclude your paper with considerations relevant to your specialization, as below:

Pastoral Counselling and Spiritual Care students:

Discuss how this disorder has some personal relevance for you and/or your church community and counselees, and describe how your 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 and counselees. Use references as necessary to support your plan if possible.

Church and Culture students:

Evaluate how this disorder might impact 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.

Church and World View students: (Choose one of the following)

A. Evaluate and discuss how different secular views of this disorder compare or contrast to a Christian view of the behaviors involved in this disorder. Can these views be integrated? Are there issues that can't be reconciled? Use references as possible to support your perspective.

OR

B. How does your research on this disorder inform your perspective on the relationship between "Sin" and "Psychopathology"? Are these independent, parallel, overlapping, synonymous, or conflicting constructs? Use references as possible to support your perspective.

ii. **Final Paper: The Relationship between Sin and Mental Illness - 40% of grade**
DUE NOV 21st

12-15 pages, double spaced, not including references.

In addition to M. Scott Peck's work, read a minimum of 5 other sources on the relationship between sin, evil, and mental illness, including demonic possession and/or demonic oppression. Include sources (i.e., peer-reviewed, books, book chapters, journal articles – NOT websites) by Christian Psychologists and scholars, Pastoral Counselors, and Practical Theologians in the field, including some differing perspectives. See recommended bibliography on A2L for examples, as well as your own research, using articles from the following journals as appropriate: *Journal of Christianity and Psychology*, *Journal of Psychology and Theology*, *Journal of Pastoral Care*, *Pastoral Psychology*, *Journal of Religion and Health*, *Journal of Pastoral Theology*.

- a. *Assign an appropriate title for your paper.*
- b. *Literature review:* Summarize the perspectives or theses of each of the viewpoints you have reviewed. How are they similar or different from each other? Are there some common themes?
- c. *Personal and Community Relevance:* Which of these perspectives resonate with and/or challenge your own experiences in your personal life and/or your community?
- d. *Conclusion:* As a result of your research and at this point in your professional development, what is your conclusion or "working theory" on how we understand mental illness in the context of scripture, and how it might be related to sin, demonic activity and evil. Support your conclusion with biblical texts as appropriate.
- e. *Ministry Application:*
 1. **Counselling and Spiritual Care Students:** Propose how your developing perspective will impact your counselling style and approach.
 2. **Church and Culture Students:** Propose how you would use your developing perspective to influence dialogue about mental illness in your ministry communities, as well as increase outreach to the mentally ill in your communities, including cross-cultural interpretations and translations that might be required.
 3. **Christian World View Students:** Evaluate how your particular Christian world view and culture has shaped your view of mental illness until now. Has this

view changed as a result of this course, and why? How does your developing perspective impact your dialogue with the mentally ill in your communities?

C. Assignments for Advanced Students (MA and Doctoral Students)

i. **Annotated Bibliography – 15%**

DUE Oct 25th for Part 1 and DUE Nov 15th for Part 2

Your readings should be organized around the chosen topics for your two papers (see below). It is expected that DPT students (5-unit course) complete a **total** of 4,000 pages of reading for this course, and MA/PhD students (6-unit course) complete a **total** of 6,000 pages of reading for this course. The total reading includes the 1,587 pages of the required reading as above.

Your additional readings should include academic monographs (books) and relevant academic articles (i.e., peer-reviewed, book chapters, journal articles – NOT websites). Consult the bibliographical resources posted on A2L for additional recommended books and articles, as well as your own research from secular professional journals and, in the area of integration, from the following journals: *Journal of Christianity and Psychology, Journal of Psychology and Theology, Journal of Pastoral Care, Pastoral Psychology, Journal of Religion and Health, Journal of Pastoral Theology.*

The relevant chapters of your textbooks, plus your additional selected readings will be summarized as an *annotated bibliography* in preparation for writing your two papers (see Dr. Mutter’s paper on how to do an annotated bibliography, uploaded on A2L). Summarize each source according to its relevance to your papers in one paragraph, approximately 50-75 words each (may be as long as 100 words for books). This should be submitted to the professor for review, comments, and suggestions prior to writing your papers.

Your annotated bibliography should be organized in two parts:

- 1) **Psychopathology:** References pertaining to the Disorder of your choice for the first Literature Review below. **A minimum of 10 references.**
- 2) **Integration of Psychology and Theology** – specifically on systems of integration and on the concepts of Sin, Evil, and Psychopathology: References relevant to your Final Paper. **A minimum of 20 references.**

ii. **Literature Review of a Psychological Disorder – 30%**

DUE NOV 8th

15-20 pages, double spaced, not including references. A minimum of 10 references.

A. *Literature Review:* Choose one disorder to research and review in depth, including characteristics, demographics, proposed etiologies, and common

treatment methods. In each of these areas, you will summarize and integrate the research and resources you have read, giving appropriate citations as necessary, to thoroughly explain the disorder. Be sure to include perspectives from Lee & Irwin text, and any areas of current dispute or debate in the field concerning this disorder.

B. Theological Integration: Include consideration of what Biblical texts and other theological sources are relevant to understanding and addressing this disorder. How does your research on this disorder inform your perspective on the relationship between “Sin” and “Psychopathology”? Are these independent, parallel, overlapping, synonymous, or conflicting constructs? *Integrate* these considerations with into your discussion of objective A above. Use references as necessary to support your view.

C. Ministry Application: Conclude your paper with one or more of the following considerations, as applicable:

1. How is this paper related to your doctoral project as developed so far, or how could it be relevant?
2. How is it personally relevant to you, and does it fit with your experiences?
3. How would you incorporate this research into a plan for your ministry community and/or counselees?
4. How do 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.

iii. **Final Paper: The Relationship between Sin and Mental Illness - 35% of grade:**
DUE Dec 6th

25-30 pages, double spaced, not including references.

- a. Review Systems of Integration of Psychology and Theology:* Watch asynchronous recorded lecture on Introduction to Systems of Integration by Dr. Harris, and read the Hathaway and Yarhouse text, Ingram’s article, as well as any other sources you found on systems of integration, as background and context for your paper. You do NOT need to summarize the systems of integration in the paper, but rather be ready to use them to analyze and critique the sources under analysis.
- b. Reading and Preparation:* In addition to M. Scott Peck’s work, read at least 15-20 other sources on the relationship between sin, evil, and mental illness, including demonic possession and/or demonic oppression as included in your annotated bibliography.

WRITE YOUR PAPER:

- c. *Develop an appropriate title for your paper, and provide a relevant introduction:* How does this topic relate to ministry practice? What are the problems in ministry that it addresses? How is it relevant to your particular ministry context?
- d. *Literature review:* Read Peck's book and the articles you have found in the area of sin, evil, and psychopathology. Summarize the perspectives or theses of the viewpoints you have reviewed. How are they similar or different from each other? Are there some common themes?
- e. *Integrative analysis:* Evaluate what system(s) of integration these authors are using and how they relate mental illness to sin, evil, and demonic possession. You can discuss each article individually with your summary of that article's perspective, or group articles together in your analysis. Support your analysis with references from sources on systems of integration, and use examples from the texts under analysis.
- f. *Conclusions:* On the basis of this work, develop your own conclusions and perspective, a "working hypothesis" as to what you are thinking about the relationship of sin and evil to psychopathology at this point in your professional development. Where do you agree or disagree with the authors you reviewed and why? What system of integration underlies your working hypothesis? Support your position with biblical texts as appropriate.
- g. *Application:* What new approaches to the problems identified in your introduction are suggested by your research? How would you apply these ideas to your own ministry context (both within and outside the church)?

7. COURSE ADMINISTRATION

College Style for Submission of Written Work: 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 <http://mcmasterdivinity.ca/wp-content/uploads/2018/02/mdcstyleguide.pdf>. Failure to observe appropriate form will result in grade reductions.

Statement On Academic Honesty: Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College.

Students are responsible for understanding what constitutes academic dishonesty. Please refer

to the Divinity College Statement on Academic Honesty ~ <https://mcmasterdivinity.ca/rules-regulations/>

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 the following: NRSV (1989), NCV (1991), TEV/GNB/GNT (1992), CEV (1995), NLT (1996), TNIV (2005), and the Common English Bible (CEB 2011).

Submission of Written Work: All assignments are due by midnight on the day indicated. Assignments must be submitted online through Avenue to Learn. ***Late submission of assignments will be deducted two grade points for every late day beginning 12:01am the day after the assignment was originally due.***

Length: Students are expected to adhere to the page count. If a paper exceeds the page count, grace will be accorded for the first 10%. However, the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated page count.

Cell Phone/Computer Policy: 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 church or ministry, 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. The same policy applies to all computer-generated sound schemes or other electronic annunciation systems.

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 – See following page

8. COURSE OUTLINE - READINGS AND ASSIGNMENT SCHEDULE *(Due on class date indicated)*

WEEK 1: Monday, Sept 13th *ON CAMPUS* ***Introductions and Introduction:
Definitions and Classification Systems of Mental Illness***

Reading: McRay et al, Chs. 1, 2, 6 (70pp)

Lecture Topics: Goals and Expectations of the Course
Myths of Mental Illness
What is psychopathology? What is it not?
DSM-V as Behavioral Categorization vs. Understanding Etiology
Loss vs. Trauma

WEEK 2: Monday, Sept 20th *ON CAMPUS* ***Biological Foundations of Mental Illness I***

Reading: Chs. 3, 13 (47pp)

Lecture Topics: The “Problems” of Psychology
A Glimpse Inside the Brain: SPECT imaging and diagnosis
Eg. **Problems of Psychosis** – The Diathesis-Stress Theory
The Effect of Marijuana on the Brain

WEEK 3: Monday Sept 27th *ONLINE/VIRTUAL.* ***Biological Foundations of Mental Illness II:
Trauma and the Brain***

Reading: Chs. 8, 10 (67pp)

Discussion Thread 1 Due: Are we essentially good, essentially evil, or both? How is your theology of human nature relevant to understanding psychopathology? If some or all of mental illness is biological in nature, how does this impact our understanding of human choice and sin?

Lecture Topics:
The Survival mandate & The “Danger-Danger!” System of the Body
Adaptive Information Processing and the Brain - How we remember
Egs. **Problems of Anxiety, Problems of Trauma (PTSD)**
Categories of Trauma
Trauma as the foundation of Psychopathology

WEEK 4: Monday Oct 4th : *ON CAMPUS* ***Sociocultural Foundations of Mental Illness***

Reading: Chs. 4, 16 (33pp)

Lecture Topics: Family Systems Theories, Multicultural Theories
“Post-Modernism” Systems Theories
Egs. **Problems Stemming from Societal Pathology (Eating Disorders)**
Revisiting Psychotic Disorders

WEEK 5: Monday Oct 11th. *No CLASS! THANKSGIVING WEEK*

Reading: Ch. 9 (36pp)

Discussion Thread 2 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?

Watch Asynchronous Recorded Lecture: *Cognitive and Behavioral Theories of Mental Illness*

Behavioral Theories of Mental Illness

Cognitive Theories of Mental Illness

Cognitive filters and templates- Adaptation vs. Accommodation

Eg. **Problems of Mood – Depression, Bipolar Disorder**

Grief, Sadness vs. Depression - What is the value and meaning of life after loss?

WEEK 6: Monday Oct 18th *ON CAMPUS. Developmental Foundations of Mental Illness I*

Reading: Ch. 7 (35pp)

Asynchronous assignment 1: Online Self-Quiz on Personal Attachment Styles

Lecture: Problems of childhood and adolescence as biologically driven

vs. relationally driven vs. learning driven

Eg. LD, ADD, Autism

Object Relations: The dance of Attachment vs. Separation-Individuation

Boundaries, boundaries, boundaries!!

The importance of Attachment Styles in lifetime mental health

WEEK 7: Monday Oct 25th *No CLASS! Hybrid Intensive Week - Reading Week for this class*

Annotated Bibliography Part 1 Due – for Advanced Students.

If necessary, catch up on reading. If possible, work on paper.

WEEK 8: Monday Nov 1st *ON CAMPUS Developmental Foundations of Mental Illness I*

Reading: Ch. 11 (35pp)

Asynchronous assignment 2: Online Self-Quiz on Adverse Child Events

Personal Reaction Paper 1 (2-3pp): 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 Topics: The impact of ACE: The trauma factor

Types of Trauma and the Continuum of Response

Putting it all together - Eg. **Problems in the Development of Self**

WEEK 9: Monday Nov 8th: *ONLINE/ VIRTUAL Sin and Psychopathology*

LITERATURE REVIEW/MIDTERM PAPER DUE – all students

Reading: Ch. 5 (28pp) and other articles on A2L - TBA

Discussion Thread: Do you agree with McRay et al's view of sin and psychopathology? Why or why not?

Lecture: A Biblical and Holistic model of Human Nature and the ABC's of Experience
Integrating views of Sin and Psychopathology

WEEK 10: Monday Nov 15th: *ON CAMPUS*

Annotated Bibliography Part 2 due – for Advanced Students

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

Reading: Ch. 12, 14 (57pp)

Discussion Thread 3: Do these problems represent sin or mental illness? Why or why not?

Lecture: Problems of Addiction, Problems of Sexuality and Gender

WEEK 11: Monday Nov 22nd *ONLINE/ VIRTUAL*

When Something Goes Wrong But Its NOT “Mental Illness”! – Part - Phase of Life Challenges

Reading: Ch. 15 (34pp)

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

Personal Reflection Paper 2 (2-3pp): 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 Topics: Loss and Adjustment throughout the Lifespan

Eg. **Problems of Older Adulthood**, Neurocognitive Disorders

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

WEEK 12: Monday Nov 29th *ON CAMPUS*

When Something Goes Wrong But Its NOT “mental illness”! – Part III - Abuse, Violence, and The Problem of Evil

FINAL TERM PAPER DUE for Specialization Students

Lecture topics: Types of Abuse

Signs and Symptoms of Abuse – the Violence Wheel

The Cycle of Abuse

Class Discussion: 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?

WEEK 13: Monday Dec 6th *ONLINE/ VIRTUAL*

FINAL PAPER DUE for Advanced Students

Reading: TBA

Personal Reaction Paper 3 and Class Discussion: How has your definition and understanding of mental illness changed (or not) as a result of this course?

What have you learned in this course and how will it impact your chosen ministry context?

Lecture: WRAPPING UP - A Case Study

In groups: What symptoms, signs or issues are of concern to you?

What would you do about them from a Pastoral perspective?

Course Evaluations