

Course ID:	Course Title:	Winter 2022
CC645	Special Topics: Psychopathology and Christian Wellness	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Delivery:	In Class	Instructor:	Sharon Pham, PhD, RPsych	First Day of Classes:	January 10, 2022
Days:	Wednesdays	Email:	Sharon.pham@ambrose.edu	Last Day to Add/Drop:	January 23, 2022
Time:	8:15–11:00 AM	Phone:	403-410-2000	Last Day to Withdraw:	March 18, 2022
Room:	L2084	Office:	NA	Last Day to Apply for Extension:	March 28, 2022
Lab/Tutorial:	NA	Office Hours:	By appointment only	Last Day of Classes:	April 14, 2022
Final Exam:	No final exam				

Important Dates and Information

For a list of all important dates and information regarding participating in classes at Ambrose University, please refer to the Academic Calendar at <https://ambrose.edu/academic-calendar>.

Course Description

An introduction to the common mental disorders (i.e., psychopathology) delineated in the *Diagnostic and Statistical Manual of Mental Disorders – 5th Edition* (DSM-5, 2013) using a biopsychosocial-spiritual approach to understanding the etiology (cause), presenting symptoms, diagnostic criteria, usual course, and treatments of mental disorders. The course will integrate psychology and theology to foster an understanding of psychopathology and wellness from a Christian perspective and to develop a deeper appreciation of the psychological and spiritual issues related to mental health and illness. With this framework, students will be better equipped to distinguish and respond to individuals with mental disorders in various applied helping settings, including pastoral counselling.

Expected Learning Outcomes

With the successful completion of this course, you will be:

1. Familiar with the history and theory of psychopathology and criticisms of diagnostic systems.
2. Able to identify the main symptoms, etiology, typical course, diagnostic criteria, and treatments of various mental disorders.
3. Able to identify relevant Christian and spiritual issues related to the diagnosis and treatment of various mental disorders.

Required and Optional Textbooks

- Dozois, D. J. (Ed.) (2019). *Abnormal psychology: Perspectives* (6th ed.). Pearson Prentice Hall.
- American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author. [DSM-5]
- McRay, B. W., Yarhouse, M., & Butman, R. (2016). *Modern psychopathologies: A comprehensive Christian appraisal*. Westmont, IL: Intervarsity Press. (OPTIONAL)

Required and Optional Readings (TENTATIVE; SUBJECT TO CHANGE)

**These readings are subject to change by the professor during the course. They are provided here for reference purposes. Additional required and optional readings may be assigned by the professor on a class-by-class basis. All readings will be distributed on Moodle by the professor.*

- Bradshaw, M., Ellison, C., & Flannelly, K. J. (2008). Prayer, God imagery, and symptoms of psychopathology. *Journal for the Scientific Study of Religion*, 47(4), 644-659.
- Dura-Vila, G., & Dein, S. (2009). The Dark Night of the Soul: Spiritual distress and its psychiatric implications. *Mental Health, Religion, & Culture*, 12(6), 543-559.
- Ellison, C. G., Vaaler, M. L., Flannelly, K. J., & Weaver, A. J. (2006). The clergy as a source of mental health assistance: What Americans believe. *Review of Religious Research* 2006, 48(2), 190-211.
- Gonsalvez, C. J., Hains, A. R., & Stoyles, G. (2010). Relationship between religion and obsessive phenomena. *Australian Journal of Psychology*, 62(2), 93-102.
- Miller, L., & Kelley, B. S. (2005). Relationships of religiosity and spirituality with mental health and psychopathology. In R. F. Paloutzian & C. L. Park (Eds.), *Handbook of the psychology of religion and spirituality* (pp. 460-478). The Guilford Press.
- Mohr, S., Borrás, L., Betrisey, C., Pierre-Yves, B. Gillieron, C., & Huguelet, P. (2010). Delusions with religious content in patients with psychosis: How they interact with spiritual coping. *Psychiatry*, 73(2), 158-172.
- Morgan, J. F., Marsden, P., & Lacey, J. H. (2000). "Spiritual Starvation?": A case series concerning Christianity and eating disorders. *International Journal of Eating Disorders*, 28, 476-480.
- Pfeifer, S. (2007). Biblical themes in psychiatric practice: Implications for psychopathology and psychotherapy. In G. Glas et al. (Eds.), *Hearing visions and seeing voices* (pp. 267-278). Springer.
- Yarhouse, M. (2015). Understanding gender dysphoria. *Christianity Today*, July-August, 44-50.

Course Schedule

Date	Topic	Readings
January 12	History and Theory of Abnormal Behaviour	Dozois Ch 1, 2
January 19	Classification, Diagnosis, and Assessment	Dozois Ch 3, 4 DSM-5 (pgs 1-25)
	Christian Reflection & Discussion	Miller & Kelley (2005)*

January 26	Anxiety Disorders Anxiety Disorders Obsessive-Compulsive Disorder and Related Disorders Christian Reflection & Discussion	Dozois Ch 5 DSM-5 (pgs 189-264) GUEST LECTURE
February 2	Anxiety Disorders (continued) Dissociative Disorders Trauma- and Stressor-Related Disorders Dissociative Disorders Christian Reflection & Discussion	Dozois Ch 5, 6 DSM-5 (pgs 265-308) Pfeifer (2007)*
February 9	Mood Disorders and Suicide Bipolar and Related Disorders Depressive Disorders Christian Reflection & Discussion	Dozois Ch 8 DSM-5 (pgs 123-188) Dura-Vila & Dein (2009)*
February 16	Schizophrenia Schizophrenia Spectrum and Other Psychotic Disorders Christian Reflection & Discussion	Dozois Ch 9 DSM-5 (pgs 87-122) Mohr et al. (2010)*
February 23 NO CLASS	Reading Week – NO CLASS	
March 2	Eating Disorders Feeding and Eating Disorders Christian Reflection & Discussion	Dozois Ch 10 DSM-5 (pgs 329-354) Morgan et al. (2000)*
March 9	Substance-Related Disorders Substance-Related and Addictive Disorders Christian Reflection & Discussion	Dozois Ch 11 DSM-5 (pgs 481-590) To Be Announced (TBA)
March 16	Personality Disorders Personality Disorders Alternative DSM-5 Model for Personality Disorders Christian Reflection & Discussion	Dozois Ch 12 DSM-5 (pgs 645-684, 761-782) TBA

March 23 ONLINE CLASS	ONLINE CLASS Sexual and Gender Identity Disorders Sexual Dysfunctions Gender Dysphoria Paraphilic Disorders Christian Reflection & Discussion	Dozois Ch 13 DSM-5 (pgs 423-460, 685-706) Yarhouse (2015)
March 30 NO CLASS	Ambrose Research Conference – NO CLASS	
April 6	Developmental Disorders and Behaviour and Emotional Disorders of Childhood and Adolescence Neurodevelopmental Disorders Christian Reflection & Discussion	Dozois Ch 14, 15 DSM-5 (pgs 31-86) TBA
April 13	Mental Health Therapies & Resources Course Wrap-Up: Q & A	Dozois Ch 17, 18

Requirements

The student's grade will be based on successful completion of the following course requirements:

1. Preparation, Attendance, and Participation (15%)
Students are expected to attend every class and be actively involved in class activities. Students are also expected to be prepared for class activities by completing the required readings prior to class.
2. Case Study Diagnostic Exercises (15%)
Throughout the course, case studies exemplifying the various DSM-5 mental disorders will be presented and discussed. Students will be required to provide a provisional DSM-5 diagnosis for a fictional client presented in class at various points throughout the semester.
3. Tests (35%)
Two tests will be completed by the student during the course. These tests will be administered online and include a combination of multiple choice questions, long answer essays, and case study diagnostic exercises. Test #1 covers lecture material and Dozois (2019) chapters 1-6, 8 and is due on or before **February 28, 2022**. Test #2 covers lecture material and Dozois (2019) chapters 9-15 and is due on or before **April 11, 2022**.
4. Major Paper (35%)
Students will write a major paper (4000-6000 words) that focuses on an aspect of psychopathology in more detail. Papers should not simply be literature reviews; rather, they should be focused on answering a specific question (e.g., "What is the best treatment for depression?", "Why do some individuals exposed to trauma develop PTSD while others do not?", "How does childhood abuse contribute to the development of

psychopathology later in life?") or presenting a specific thesis (e.g., "cognitive behaviour therapy [CBT] is the best therapeutic modality for treating mental disorders", "psychotic disorders involving spiritual themes should involve spiritually-sensitive interventions"). Papers should also include attention to theological issues relevant to the chosen topic. Students must cite appropriate scholarly publications (i.e., peer-reviewed, published works) in their papers. Papers are due on **April 25, 2022**.

Submission of Assignments:

Assignments are to be submitted via Moodle on or before the due date. Late submissions will incur late penalties up to 3.33% per day. Requests for extensions must be made prior to the due date. American Psychological Association (APA) formatting is preferred.

Attendance

Students are expected to attend every class and is considered in the grade awarded for preparation, attendance, and participation (outlined in requirements, above). If students are unable to attend class, marks may be deducted by the professor.

Grade Summary:

Grade	Interpretation	Grade Points
A+	Mastery: Complete Understanding of Subject Matter	4.00
A		4.00
A-		3.70
B+	Proficient: Well-Developed Understanding of Subject Matter	3.30
B		3.00
B-		2.70
C+	Basic: Developing Understanding of Subject Matter	2.30
C		2.00
C-		1.70
D+	Minimal Pass: Limited Understanding of Subject	1.30
D		1.0
F	Failure: Failure to Meet Course Requirements	0.00
P	Pass	No Grade Points

Grading Scheme:

97-100% = A+	87-89% = B+	77-79% = C+	60-69% = D
93-96% = A	83-86% = B	73-76% = C	< 60% = F
90-92% = A-	80-82% = B-	70-72% = C-	

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

Ambrose University Important Policies & Procedures:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions.

Exam Scheduling

Students who find a conflict in their exam schedule must submit a *Revised Examination Request* form to the Office of the Registrar by the deadline noted in the Academic Calendar. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Standards of Behaviour in the Classroom Setting

Learning is an active and interactive process, a joint venture between student and instructor and between student and student. Some topics covered within a class may lead to strong reactions and opinions. It is important that Students understand that they are entitled to hold contradictory beliefs and that they should be encouraged to engage with these topics in a critical manner. Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian imperative to pursue truth, which lies at the heart of the Ambrose educational experience. However, active discussion of controversial topics will be undertaken with respect and empathy, which are the foundations of civil discourse in the Classroom Setting. Primary responsibility for managing the classroom rests with the instructor. The instructor may direct a student to leave the class if the student engages in any behaviour that disrupts the classroom setting. If necessary, Ambrose security will be contacted to escort the student from class. Please refer to your professor regarding their electronic etiquette expectations.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are

reported to the Academic Dean and become part of the student's permanent record.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. The academic calendar can be found at <https://ambrose.edu/content/academic-calendar-2>.

Privacy

Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Coursework Extensions

Should a request for a time extension on coursework exceed the end of the term, a *Coursework Extension Application* must be completed and submitted to the Office of the Registrar. The extension (if granted) will be recorded on the student record. Extensions are granted at the discretion of the instructor and are normally granted for 30 days beyond the last day of the term.

Normally, Course Extension Applications will be considered only when all of the following conditions are met:

- the quality of prior course work has been satisfactory;
- circumstances beyond your control, such as an extended illness or death of a family member, make it impossible for you to complete the course work on time; and
- you submit *Coursework Extension Application* to the Office of the Registrar on or before the deadline specified in the Academic Schedule.

If granted, time extensions do not excuse you from a final examination where one has been scheduled for the course.

A temporary grade of TX will be assigned until a final grade is submitted in accordance with the new deadline. A final grade of F will apply to:

- all course work submitted after the end of the semester unless a coursework extension has been granted; and all course work submitted after the revised due date provided by an approved extension to coursework.

Academic Success and Supports

Accessibility Services

Academic accommodation is provided to Ambrose students with disabilities in accordance with the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. Provision of academic accommodation does not lower the academic standards of the university nor remove the need for evaluation and the need to meet essential learning outcomes. Reasonable accommodations are tailored to the individual student, are flexible, and are determined by considering the barriers within the unique environment of a

postsecondary institution. It can take time to organize academic accommodations and funding for disability-related services. Students with a disability who wish to have an academic accommodation are encouraged to contact Accessibility Services as early as possible to ensure appropriate planning for any needs that may include accommodations. Staff can then meet with students to determine areas to facilitate success, and if accommodations are required, ensure those accommodations are put in place by working with faculty.

Ambrose Writing Services

Ambrose Writing services provides academic support in the four foundational literacy skills—listening, speaking, reading, and writing. It also assists students with critical thinking and the research process. Throughout the academic year, students can meet with a writing tutor for personalized support, or they can attend a variety of workshops offered by Academic Success. These services are free to students enrolled at Ambrose University. Academic Success serves all students in all disciplines and at all levels, from history to biology and from theatre to theology. To learn more, please visit <https://ambrose.edu/writingcentre>

Ambrose Tutoring Services

Ambrose Tutoring Services provides support in specific disciplinary knowledge, especially in high-demand areas such as chemistry, philosophy, math and statistics, and religious studies. These tutors also coach students in general study skills, including listening and note-taking. During the academic year, Ambrose Tutoring Services offers drop-in tutoring for courses with high demand; for other courses, students can book a one-to-one appointment with a tutor in their discipline. These services are free to students enrolled at Ambrose University. To learn more, please visit <https://ambrose.edu/tutoring>.

Mental Health Support

All of us need a support system. We encourage students to build mental health supports and to reach out when help is needed.

On Campus:

- Counselling Services: ambrose.edu/counselling
- Peer Supportive Listening: One-to-one support in Student Life office. Hours posted at ambrose.edu/wellness.
- For immediate crisis support, there are staff on campus who are trained in Suicide Intervention and Mental Health First Aid. See ambrose.edu/crisissupport for a list of staff members.

Off Campus:

- Distress Centre - 403-266-4357
- Sheldon Chumir Health Care Centre - 403-955-6200
- Emergency - 911

Sexual Violence Support

All staff, faculty, and Residence student leaders have received *Sexual Violence Response to Disclosure* training. We will support you and help you find the resources you need. There is a website with on and off campus supports – ambrose.edu/sexual-violence-response-and-awareness.

Off Campus:

- Clinic: Sheldon Chumir Health Centre - 403-955-6200
- Calgary Communities Against Sexual Abuse - 403-237-5888

Note: Students are strongly advised to retain this syllabus for their records.