



## Course Syllabus Wycliffe College Toronto School of Theology

### ***Course Identification***

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Course Number: WYP2553H  
Course Name: *Pastoral Care for People Impacted by Mental Illness*  
Campus: Wycliffe College  
Class Time: Wed, 10:00am-1:00 pm

### ***Instructor Information***

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Instructor: Adrienne Sequeira  
E-mail: [adrienne.sequeira@rogers.com](mailto:adrienne.sequeira@rogers.com)  
Phone: TBA  
Office Hours: TBD

### ***Course Prerequisites or Requisites***

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Understanding Mental Health and Mental Illness as Faith Leaders

### ***Course Description***

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Building on the prerequisite course “*Understanding Mental Health and Mental Illness as Faith Leaders*”, this course is designed to give current and future faith leaders the knowledge and skills they need to provide pastoral care to those struggling with the impacts of mental illness, and to begin to articulate a theology of mental health. It takes a lifespan approach to issues of mental health: common issues and challenges faced by individuals, couples, families and church communities are studied against the backdrop of healthy development across the lifecycle.

This course includes the necessity of a strong understanding of mental health versus mental illness, stigma and discrimination, and a theologically and scripturally sound understanding of psychological suffering. The limits of pastoral counselling, recognizing the threshold at which professional mental health (psychological or psychiatric) services become necessary, and when and how to make referrals and help people access these services are highlighted. Emphasis is placed on combining pastoral care and congregational ministry, in collaboration with mental health professionals to provide enhanced help and service to those impacted by mental illness, without confusing pastoral care with psychotherapy treatment.

Other key objectives of this course include an understanding of what constitutes healthy spirituality, how to nurture the ministry leader's own spiritual and psychological wellness and how to build the church's capacity to care for persons with mental health challenges.

This course involves a combination of theoretical/conceptual learning as well as interviews or conversations with clergy and non-ordained faith leaders who have pastoral experience responding to individuals in their church or community-based ministry settings. The class format is comprised of discussions of readings, short lectures with an emphasis on dialogue and discussion, experiential learning events, opportunities to interact with people in ministry with relevant experience, and the practice and demonstration of component skills.

### ***Course Methodology***

The course format consists of readings, in class discussions, lectures, videos, movies and assignments.

### ***Course Outcomes***

<b>COURSE OUTCOMES</b>	<b>COURSE ELEMENT</b>	<b>PROGRAM OUTCOMES</b>
<b>By the end of this course, students will have...</b>	<b>This outcome will be demonstrated through these course elements:</b>	<b>This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)</b>
Recognize key psychological difficulties and disorders that make self and pastoral care more challenging.	Course readings; Lectures; participation in online discussion; course assignments	<b>MTS:</b> 2.2, 2.3, 3.2, 3.3 <b>MDiv:</b> 2.2, 2.3, 3.2, 3.3, 3.4
Describe and discuss how psychological distress and personality styles may impact interpersonal interactions	Course readings; Lectures; participation in online discussion; course assignments	<b>MTS:</b> 2.2, 2.3, 3.2, 3.3 <b>MDiv:</b> 2.2, 2.3, 3.2, 3.3, 3.4
Differentiate between the various ways in which psychological disorders and distress are viewed and responded to in church or community-based ministry settings.	Course readings; Lectures; participation in online discussion; course assignments	<b>MTS:</b> 2.2, 2.3, 3.2, 3.3 <b>MDiv:</b> 2.2, 2.3, 3.2, 3.3, 3.4
Assess and evaluate the usefulness and credibility of media about mental health issues and/or community mental health resources, and in helping others evaluate and access those resources.	Final course assignment	<b>MTS:</b> 2.2, 2.3, 3.2, 3.3 <b>MDiv:</b> 2.2, 2.3, 3.2, 3.3, 3.4

## Course Resources

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### Required Core Text

Cook, C. and Hamley, I. (Eds.) *The Bible and Mental Health: Towards a Biblical Theology of Mental Health*. (2020). London, UK: SCM Press.

### Required Course Reference

American Psychiatric Association. (2022). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.) Text Revision, DSM-5-TR™*. Washington, DC: American Psychiatric Association.

(The full text of DSM-5 is available electronically through the University of Toronto Library System)

### Other Required Readings

Bamford, A., Powell, K. and Griffin, B. (2015). *Right Click: Parenting Your Teenage in a Digital Media World*. Pasadena, CA: Fuller Youth Institute.

Cohen, G. (2005). *The Mature Mind: The Positive Power of the Aging Brain*. New York: Basic Books.

Dalfen, A. (2008). *When Baby Brings the Blues: Solutions for Postpartum Depression*. Toronto, ON: Harper Collins.

Hellerman, J. (2009). *When the Church Was a Family: Recapturing Jesus's Vision for Authentic Christian Community*. Nashville, TN: B&H Publishing Group.

Richardson, R. (2011). *Family Ties that Bind: A Self-help Guide to Change Through Family of Origin Therapy*. Canada: Self-Counsel Press.

Scazzero, P. (2017). *Emotionally healthy spirituality: It's impossible to be spiritually mature, while remaining emotionally immature*. Grand Rapids, MI: Zondervan.

Siegel, D. *Brainstorm: The Power and Purpose of the Teenage Brain*. (2015). New York, NY: Penguin Random House.

Simpson, A. (2013). *Portions of Troubled Minds: Mental Illness and the Church's Mission*. Downers Grove, IL: IVP Books.

Redfield Jamison, K. (1995). *An Unquiet Mind: A Memoir of Madness*. New York, NY: Vintage Books.

### Additional Recommended Reading List

Frances, A. (2014). *Portions of Saving Normal: An Insider's Revolt Against Out-of-Control Psychiatric Diagnosis, DSM-5, Big Pharma, and the Medicalization of Ordinary Life*. New York: Harper Collins.

Hauerwas, S. (2010). *Portions of Hannah's Child: A Theologian's Memoir*. Grand Rapids, MI: Eerdmans Publishing.

Keck, David. (1996). *Forgetting Whose We Are: Alzheimer's Disease and the Love of God*. Abingdon Press.

Kehoe, N. (2009). *Portions of Wrestling with Our Inner Angels: Faith, Mental Illness, and the Journey to Wholeness*. San Francisco, CA: Jossey-Bass.

Solomon, A. (2001). *The Noonday Demon: An Atlas of Depression*. NY: Schribner. Chapter I.

## Movies

*A Beautiful Mind* (2001) and/or documentary

*As Good as it Gets* (1997)

*Away from Her* (2006)

*Girl Interrupted* (1999)

*Helen* (2009)

*Minari* (2020)

*Ordinary People* (1980)

*The Father* (2020)

*When the Bough Breaks* (2017)

*When A Man Loves a Woman* (1994)

## Web-based Resources

Rennebohm, C. (2015). *An Introduction to Mental Health Ministry*. Presentation at the *Symposium: Equipping Faith Leaders to Respond to Mental Health Challenges*. Toronto, ON.  
[https://www.youtube.com/watch?time\\_continue=2&v=HJUURLXCgdw](https://www.youtube.com/watch?time_continue=2&v=HJUURLXCgdw)

Scazerro, P. (2022). Know Yourself that You Might Know God: Emotionally Health Spirituality Series. <https://www.youtube.com/watch?v=SW5SBKc65w4>

Shepherd, V. (2015). *The Story of Our Life: Written by the God Who Suffers for Us and with Us*. Presentation at the *Symposium: Equipping Faith Leaders to Respond to Mental Health Challenges*. Toronto, ON. [https://www.youtube.com/watch?time\\_continue=20&v=f5LNkDd6ctc](https://www.youtube.com/watch?time_continue=20&v=f5LNkDd6ctc)

Siegel, D. (2016). *Brainstorm: The Power and Purpose of the Adolescent Brain*.  
<https://www.youtube.com/watch?v=H1pf1xTMUng>

Simpson, A. (2014). *Troubled Families: Support for Loved ones Affected by Mental Illness*.  
<https://www.youtube.com/watch?v=YbkwB1cCkBA>

Solomon, A. (2013). *Depression, the Secret We Share*.  
[https://www.ted.com/talks/andrew\\_solomon\\_depression\\_the\\_secret\\_we\\_share#t-74791](https://www.ted.com/talks/andrew_solomon_depression_the_secret_we_share#t-74791)

Society for Psychoanalysis and Psychoanalytic Psychology, (SPPP) Division 39 of American Psychological Association (APA). Steele, M. (2022). *Live Legacy Interview with Miriam Steele, PhD*. <https://www.youtube.com/watch?v=AAR03Y8WLKQ>

SPPP Division 39, (2019). Jurist, E. *Minding Emotions*. <https://www.youtube.com/watch?v=Ljft02SEe4Q>

Wolyn, M. (2017). *It Didn't Start with You*. <https://www.youtube.com/watch?v=YqBhAgqZGSU&t=70s>

## Course Website

This course uses Quercus for its course website. To access it, go to the UofT Quercus login page at <https://q.utoronto.ca/> and login using your UTORid and password. Once you have logged in to Quercus using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Quercus-based courses. (Your course registration with ACORN gives you access to the course website in Quercus.) Information for students about using Quercus can be found at: <https://community.canvaslms.com/docs/DOC-10701> . Students who have trouble accessing Quercus should ask Thomas Power for further help.

## Potential Course Outline

### Class Schedule

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**WEEK 1 Topic:** Introduction to the Course: Overview of Erikson's life-stages;

**Readings:**

- Course Syllabus
- *The Bible and Mental Health*, Introduction and Ch. 1
- *Emotionally Healthy Spirituality*, Ch. 1

**Video:**

- <https://www.khanacademy.org/test-prep/mcat/individuals-and-society/self-identity/v/eriksons-psychosocial-development>; or other

**Movie (optional: depending on its availability and access):**

- *The Up Series (Michael Apted)* – relevant episodes may be watched over the entire course

**WEEK 2 Topic:** Understanding Mental Illness's effect on Faith and Spirituality

**Readings:**

- *The Bible and Mental Health*, Ch. 2 & 3
- *DSM 5-TR*, p. xx

**Video:**

- Kalyan, M. (2012). *Jerusalem Syndrome*. [https://www.youtube.com/watch?v=t27tLk3\\_gYs](https://www.youtube.com/watch?v=t27tLk3_gYs) (first 10 mins)
- Hoffman, M. (2014). *How our Psychology Influences our Theology*. <https://www.youtube.com/watch?v=oCY0FOKFUi8>

**WEEK 3 Topic:** Healthy development in Childhood

**Readings:**

- *The Bible and Mental Health*, Ch. 4 & 5

**Video:**

- SPPP Division 39, *Live Legacy Interview with Miriam Steele, PhD.* (2022):  
<https://www.youtube.com/watch?v=AA03Y8WLKQ>

**WEEK 4 Topic:** Mental health challenges and disorders of Childhood

**Readings:**

- *The Bible and Mental Health*, Ch. 6 & 7
- *Manual of Regulation-Focused Psychotherapy for children with Externalizing Behaviours*, Introduction and theoretical Background, pg. 3-33

**Video:**

- Stickney, D. (2020). *Waterbugs and Dragonflies: Explaining Death to Young Children.*  
[https://www.youtube.com/watch?v=KPlvd\\_KIBYY](https://www.youtube.com/watch?v=KPlvd_KIBYY)

**WEEK 5 -- Topic 5a:** Healthy Adolescence

**Readings:**

- *The Bible and Mental Health*, Ch. 8 & 9

**Video:**

- Dan Siegel, *Brainstorm: The Power and Purpose of the Adolescent Brain*,  
<https://www.youtube.com/watch?v=H1pf1xTMUng>

**Movie:**

- *Girl Interrupted* (1999)

**WEEK 6 Topic:** Mental health challenges and disorders of Adolescence

**Readings:**

- *The Bible and Mental Health*, Ch. 10 & 11
- *Right Click*, Preface and Ch. 5

**Video:**

- *The Social Media Dilemma* (Netflix)

**WEEK 7 Topic:** Early Adulthood

**Readings:**

- *The Bible and Mental Health*, Ch. 12
- *Family Ties that Bind*, Introduction and Ch. 7

**Video:**

- Wolyn, M. (2017). *It Didn't Start with You.*  
<https://www.youtube.com/watch?v=YqBhAgqZGSU&t=70s>
- SPPP Division 30, (2019). Jurist, E. *Minding Emotions.*  
<https://www.youtube.com/watch?v=Ljft02SEe4Q>

**WEEK 8 Topic:** Mental health challenges and disorders of Early Adulthood

**Readings:**

- *The Bible and Mental Health*, Ch. 13
- *When Baby Brings the Blues*, Introduction

**Video :**

**Movies:**

- *Minari* (2020)
- *When the Bough Breaks* (2017)
- *When a Man Loves a Woman* (1994)

**WEEK 9 Topic:** Middle Adulthood**Readings:**

- *The Bible and Mental Health*, Ch. 14
- *The Mature Mind*, Introduction and Ch. 1

**Video:**

- Scazerro, P. (2022). Know Yourself that You Might Know God: Emotionally Health Spirituality Series. <https://www.youtube.com/watch?v=SW5SBKc65w4>

**WEEK 10 Topic:** Mental health challenges and disorders of Middle Adulthood**Readings:**

- *The Bible and Mental Health*, Ch. 15

**Video:**

- Simpson, A. (2014). Troubled Families: Support for Loved ones Affected by Mental Illness. <https://www.youtube.com/watch?v=YbkwB1cCkBA>

**Movies:**

- *Helen* (2009)
- *As Good as it Gets* (1997)

**WEEK 11 Topic:** Late Adulthood/Older Persons, healthy aging, mental health challenges and disorders of Late Adulthood**Readings:**

- *The Mature Mind*, (Optional Ch. 7 & 8)

**Video:****Movies:**

- *The Father* (2020) and/ or
- *Away From Her* (2006)

**WEEK 12 Topic:** Wrap-up

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## *Evaluation*

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### Requirements

1. **Reflection paper (20%)** – consisting of an initial component (7.5%) and a final component (12.5%). For the initial component, students are required to reflect on their theology of mental health and write a short piece (500-750 words) after reading *Foreword* by *Justin Welby* and *Introduction* in *The Bible*

**and Mental Health: Towards a Theology of Mental Health.** This is due before the start of the week 3 class. For the final component (due before the start of the week 12 class), students are asked to expand on the initial reflection piece – after having gone through the course. For instance, how has your perspective and theology of mental health changed (or not) – and why? This final reflection piece should be around 1500-2000 words (6 to 8 pages) in length and may include materials from the initial reflection piece. Students may also cite other course materials as appropriate.

2. **Book Review (20%):** Students may choose a book from the required reading list without needing pre-approval. Alternatively, *with pre-approval from the course instructor*, they may review a relevant book of their choice provided that they demonstrate in advance that they didn't review the book for the previous MH course. Focus on the following: who the book would be useful to, what can be learned from reading it, and a critique that identifies the book's limitations. This is due before Reading Week.
3. **Essay (30%):** Interview 2-3 pastors, **at least one of whom is a formally trained, registered pastoral counselor (Registered Psychotherapist with the College of Registered Psychotherapists of Ontario)**. Write a paper comparing and contrasting and discussing the similarities and differences between i) pastoral support and ii) pastoral counselling of congregants.
  - What do they find most challenging about their roles, as a pastor, and as a pastoral counselor?
  - Which types of issues/pathologies do they frequently confront in their contexts?
  - How did their seminary prepare them for the roles of pastor and pastoral counselor in supporting people living with mental health difficulties in their church? What formal counseling training did they receive?
  - What are the boundaries and limits of the two roles?
  - Do they have a Code of Ethics which they follow?
  - What protections do congregants have against abuses and boundary violations? Who can congregants raise issues with?
  - How do they integrate prayer, scripture, and “homework” into their counseling approach?
  - In what ways did they feel ill-prepared to counsel others when they started out?
  - What advice would each of them give you as someone who is preparing to support individuals with mental health challenges?
  - How do they maintain their own mental and spiritual health?
  - What did you find most thought-provoking about your interviews and how do you imagine integrating what you have learned into your future role?

The essay is to be 9 – 12 pages in length (not including the title page and reference list) and must include citations from a minimum of 8 different sources. A minimum of 4 of these citations must come from peer-reviewed scholarly or professional journal articles or monographs. The rest may include material drawn from popular books and/or credible online blogs and websites. All publications are to be properly referenced in Turabian<sup>1</sup> style. The essay is to be no fewer than 2250 words (9 pages) and no more than 3000 words (12 pages) in length, double spaced, 12 pt. font, with standard margins (3.17cm left and right; 2.54 cm top and bottom) and a running head with your name and page numbers. Marks will be deducted for incorrect or incomplete citations, papers of less than 9 pages or more than 12, and improper formatting. This is due on the last day of class.

4. **Group Presentations (20%):** Group members will prepare a 20-min presentation and facilitate a class discussion on a mental health issue that may be encountered across the various developmental stages studied in class (childhood, adolescence, early and late adulthood, older persons; the topic must be pre-approved by the Instructor), and the church's approach and response to care. Presentations will begin in

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<sup>1</sup> See Writing Style under the section on Policies



the week following Reading Week. 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 for class participants.

5. **Participation (10%)** The unique contribution and perspectives represented in the class is valued. For all to benefit, each person is expected to read and think critically about the course content, and to actively engage in class discussions.

## ***Grading System***

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### **Grading System - Basic Degree Students**

1000, 2000 and 3000 level courses use the following numerical grading scale (see section 11.2 of the BD Handbook):

90-100 (A+)	Exceptional
85-89 (A)	Outstanding
80-84 (A-)	Excellent
77-79 (B+)	Very Good
73-76 (B)	Good
70-72 (B-)	Acceptable
0-69 (FZ)	Failure

Please see the appropriate handbook for more details about the grading scale and non-numerical grades (e.g. SDF, INC, etc).

### ***Policy on Assignment Extensions***

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = “standing deferred”) beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar’s office.

**One percentage point per day will be deducted on the course grade if an extension has not been requested before the stated deadline.**

**Course grades.** Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor’s college before being posted. Course grades may be adjusted where they do not comply with University grading policy (<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

## ***Policies***

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***Policy on Class Attendance.*** Missing two or more weeks of class meetings without prior authorization and/or medical documentation will be cause for a failing grade in the course as per 11.4.3 in the Basic Degree handbook. Students are expected to either be present in-person or, if circumstances require online attendance, visible on camera.

***Accessibility.*** Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. The sooner a student seeks accommodation, the quicker we can assist.

***Plagiarism.*** Students submitting written material in courses are expected to provide full documentation for sources of both words and ideas in footnotes or endnotes. Direct quotations should be placed within quotation marks. (If small changes are made in the quotation, they should be indicated by appropriate punctuation such as brackets and ellipses, but the quotation still counts as a direct quotation.) Failure to document borrowed material constitutes plagiarism, which is a serious breach of academic, professional, and Christian ethics. An instructor who discovers evidence of student plagiarism is not permitted to deal with the situation individually but is required to report it to his or her head of college or delegate according to the TST *Basic Degree Handbook* (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), a student who plagiarizes in this course. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges ([http://www.trinity.utoronto.ca/Library\\_Archives/Theological\\_Resources/Tools/Guides/plag.htm](http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm)).

***Other academic offences.*** TST students come under the jurisdiction of the University of Toronto Code of *Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

***Writing Style.*** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8<sup>th</sup> edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.