Course Syllabus
WYP2552H
Understanding Mental Health and Mental Illness as Faith Leaders
Wycliffe College
Toronto School of Theology
Fall 2022

Instructor Information

Instructor:	Alan Fung, MD, ScD, FRCPC
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Office Hours:	by appointment

Course Identification

Course Number:	WYP2552H
Course Format:	*In-class*
Course Name:	Understanding Mental Health and Mental Illness as Faith Leaders
Course Location:	Room Number, Building
Class Times:	(weekly, 2 hours in the evening)
Prerequisites:	None, but TXP2511H Boundaries and Bridges is strongly recommended as pre-requisite or co-requisite
Exclusion:	WYP2528H Pastoral Psychology

Course Description

This course is designed to give current and future faith leaders the base knowledge they need to understand what people are facing when they struggle with a mental illness or psychological disorder. It focuses on gaining a good grasp of the illnesses and disorders faith leaders are most likely to encounter in ministry life and addresses the recommended treatments for each of those disorders. Students will be introduced to the diagnostic categories of the Diagnostic and Statistical Manual of Mental Disorders (DSM) – currently in its 5th edition (DSM-5) – as well as the impact of these problems on functioning levels and relationships. Current methods of assessments and treatment strategies utilizing a bio-psycho-socio-culturo-spiritual framework will be discussed.

This course is intended for those serving in ministry settings that bring them into frequent contact with those struggling with the impacts of mental illness. It is recommended for those who want to be part of a knowledgeable, collaborative, and supportive multi-disciplinary team addressing needs of individuals affected by mental illness and their families.

Course Methodology

The course format consists of readings, an online discussion forum, lectures, and assignments.

Course Learning Objectives/Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will have…	**This outcome will be demonstrated through these course elements:**	**This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)**
acquired basic knowledge about key psychological difficulties and disorders that make self and pastoral care more challenging.	Course readings; Lectures; participation in online discussion; course assignments	**MTS:** 2.2, 2.3, 3.1, 3.2, 3.3 **MDiv:** 2.2, 2.3, 3.2, 3.3
acquired an understanding of how psychological distress and personality styles may impact interpersonal interactions	Course readings; Lectures; participation in online discussion; course assignments	**MTS:** 2.2, 2.3, 3.1, 3.2, 3.3 **MDiv:** 2.2, 2.3, 3.2, 3.3
acquired some understanding with the 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	**MTS:** 2.2, 2.3, 3.1, 3.2, 3.3 **MDiv:** 2.2, 2.3, 3.2, 3.3
gained skill in knowing how to locate 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	**MTS:** 2.2, 2.3, 3.1, 3.2, 3.3 **MDIV:** 2.2, 2.3, 3.2, 3.3

Course Resources

Required Pre-Course Readings

American Psychiatric Association Foundation (2018). *Mental Health: A Guide for Faith Leaders.* Also: *Quick Reference on Mental Health for Faith Leaders.* Arlington, VA: Author.

(Both documents are freely available for download from the American Psychiatric Association Mental Health and Faith Community Partnership website: www.psychiatry.org/faith)

Required Core Text

Johnson, B. & Johnson, W. (2014). *The Minister's Guide to Psychological Disorders and Treatment (2nd Edition).* New York: Haworth Pastoral Press.

Required Course Reference

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.), DSM-5.* Washington, DC: American Psychiatric Association.

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

Required Reading for Reflection Paper

Choy, T. (2018). *Blossoms in the valley: emerging from the depths of mental illness.* Toronto, Ontario: Author. ISBN 978-1775395102

Other Required Readings

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.

Greene-McCreight, K. (2015). Portions of *Darkness is My Only Companion: A Christian Response to Mental Illness.* Grand Rapids, MI: Brazos Press.

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.

Krebs, R. (1980). Why pastors should not be counselors, *The Journal of Pastoral care*, 34(4): 229-233.

Osborn, I. (2008). *Can Christianity Cure Obsessive-Compulsive Disorder?: A Psychiatrist Explores The Role Of Faith In Treatment.* USA: Brazos Press.

Rennebohm, C. (2014). A Call to Healing, *The Christian Citizen,* 2.

Switzer, D. (1983). Why pastors should be counselors (of a sort): A response to Richard L. Krebs, *The Journal of Pastoral care,* 37 (1): 28-32.

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

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

Web-based Resources

Lane, T. (December 8, 2015). *What Should We Make of Personality Disorders?* http://timlane.org/blog/what-should-we-make-of-personality-disorders.

Longden, E. (2013). *The Voices in my Head.* http://www.ted.com/talks/eleanor_longden_the_voices_in_my_head?language=en

Martin, E. and Vastyan, E.A. (Fall, 1989). Bewildered by the Borderline Personality. CT Pastors. http://www.christianitytoday.com/pastors/1989/fall/89l4042.html.

McCrae, J. (ongoing). *Ward*, Arc 7.X, (section that follows after the ⊙). Posted on Quercus https://www.parahumans.net/

Nuland, S. (2001). *How Electroshock Therapy Changed Me* https://www.ted.com/talks/sherwin_nuland_on_electroshock_therapy

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=HJUlRLXCgdw

Saks, E. (2012). A Tale of Mental Illness – from the Inside. https://www.ted.com/talks/elyn_saks_seeing_mental_illness

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

Solomon, A. (2013). *Depression, the Secret We Share.* https://www.ted.com/talks/andrew_solomon_depression_the_secret_we_share#t-74791

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 the registrar's office for further help.

Class Schedule

WEEK 1 Topic: Introduction to the Course: What is Mental Health? What is Mental Illness?
Readings:
- Course Syllabus
- *Mental Health: A Guide for Faith Leaders (& accompanying Quick Reference)*
- *Saving Normal,* Introduction and Chapter 1

Video:
- *The Story of Our Life: Written by the God Who Suffers for Us and with Us.*

WEEK 2 Topic: Understanding Mental Illness and Stigma as Faith Leaders
Readings:
- *A Call to Healing*
- *Troubled Minds*
- *Darkness is My Only Companion*, pp. 17 – 21 and 68, Chapters 7 - 12

Video:
- *An Introduction to Mental Health Ministry*

WEEK 3 Topic: Overview of Assessment and Treatment Approaches
Readings:
- *A Minister's Guide*, Chapter 2
- *Why pastors should not be counselors*
- *Why pastors should be counselors (of a sort): A response to Richard L. Krebs*
- *Darkness is My Only Companion, pp. 75 – 79, and* Chapter 13

Video:
- *How Electroshock Therapy Changed Me*

WEEK 4 Topic: Anxiety and Depression
Readings:
- *A Minister's Guide*, Chapter 3 pp. 54 - 67
- *The Noonday Demon,* Chapter I
- *Darkness is my only Companion,* pp. 14 – 17, Chapter 3

Video:
- *Depression, the Secret We Share*

WEEK 5 -- Topic 5a: Bipolar and related disorders
Readings:

- *Darkness is My Only Companion*
- Portions of *Hannah's Child*

WEEK 5 -- Topic 5b: Obsessive-Compulsive and related disorders
Readings:

- *Can Christianity Cure Obsessive-Compulsive Disorder?*

WEEK 6 Topic: Psychosis and Schizophrenia
Readings:

- *A Minister's Guide*, Chapter 3, pp.70 - 76
- Portions of *Troubled Minds*
- *Wresting with our Inner Angels*

Videos:

- *A Tale of Mental Illness – from the Inside*
- *The Voices in my Head*

WEEK 7 Topic: Violence, Abuse and Trauma
Readings:

- *A Minister's Guide*, Chapter 4, pp. 89 – 103
- *Ward*, Arch 7 (Interlude Y)

WEEK 8 Topic: Substance Abuse and Addictions
Readings:

- *A Minister's Guide*, Chapter 4, pp. 96 – 103

WEEK 9 Topic: Personality Disorders
Readings:

- *A Minister's Guide*, Chapter 5
- *Bewildered by the Borderline Personality*
- *What Should We Make of Personality Disorders?*

WEEK 10 Topic: Disorders of Childhood-onset
Readings:

- *A Minister's Guide*, Chapter 6

WEEK 11 Topic: Sleep-Wake Disorders and Disorders of Old Age
Readings:

- *A Minister's Guide*, Chapter 3, 76 - 80
- Portions of *Forgetting Whose We Are: Alzheimer's Disease and the Love of God**

WEEK 12 Topic: Group Presentations on selected topics*
* Topics may include neurodevelopmental disorders; eating disorders; dissociative disorders; somatic symptom and related disorders; gender and sexual disorders, etc.

Evaluation

Requirements

1. **Weekly Online Discussions about Course Readings (20%):** students will take turns leading the weekly online discussion of the course readings. This will involve writing a brief summary (i.e., no more than 250 words), in bullet point format, of the assigned readings, the impact the readings had on the discussion leader, and presentation of two questions for online discussion. When not leading the discussion, students will post their responses to the questions posed by the discussion leader and respond to at least one other student's answer to each question.

2. **Reflection paper (15%)** – consisting of an initial component (7.5%) and a final component (7.5%). For the initial component, students are required to write a short reflection piece (500-750 words) after reading *Blossoms in the valley: emerging from the depths of mental illness*. 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, have your perspectives on topics covered in the book 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.

3. **Book Review (20%)**: Students will choose one of the following books from the list of required readings: *Darkness is My Only Companion, Hannah's Child, Troubled Minds, Can Christianity Cure Obsessive-Compulsive Disorder?*, *Wrestling with Our Inner Angels, Forgetting Whose We Are: Alzheimer's Disease and the Love of God* – and write a book review, focusing on who the book would be useful to, what can be learned from reading it, and a critique that identifies the book's limitations.

4. **Essay (25%):** Students are to write a paper about a psychological disorder that: (a) provides a succinct (i.e., no more than 4 pages) description of the disorder and summary of its symptoms and treatment; (b) addresses the issues relevant to making people with this disorder welcome in the church; and (c) discusses what would be involved in providing pastoral care to those suffering the disorder, as well as to the families and friends who would seek to support the person with the disorder.

   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[1] 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.

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[1] See Writing Style under the section on Policies

5. **Group Presentation (20%)**: Group members will prepare a 30-min presentation on an assigned topic, covering the causes and treatments for the disorders in question. Examples of such topics include neurodevelopmental disorders; eating disorders; dissociative disorders; somatic symptom and related disorders; gender and sexual disorders, etc. 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.

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.

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be negotiated with the instructor. Instructors are not obliged to accept assignments that are late. If the instructor chooses to accept an assignment, where an extension has not been requested and approved before the due date, then **one percentage point per day will be deducted**. The absolute deadline for the submission of assignments is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.
Students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term are requested to consult with their instructor and request an SDF. The form is available on our website at this link https://www.wycliffecollege.ca/sites/default/files/Basic%20Degree%20Request%20For%20Extension.pdf or can be collected from the registrar's office. An SDF request must be submitted, with instructor approval and with an agreed deadline, to the registrar's office no later than the last day of the exam week or the last day of class in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond one year. If a student has not completed work and has not been granted an SDF, a final mark will be calculated that reckons a grade of zero for that component of work that was not submitted**.**

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

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at http://www.studentlife.utoronto.ca/as 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* and the Graduate program Handbooks linked from http://www.tst.edu/academic/resources-forms/handbooks and the University of Toronto *Code of Behaviour on Academic Matters* https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019. A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges: https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019 .

Back-up copies. Please make back-up copies of essays before handing them in.

Obligation to check email. At times, the course instructor may decide to send out important course information by email. To that end, all students in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. Students should check utoronto email regularly for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address*. Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.