



Course Syllabus Wycliffe College Toronto School of Theology

Course Identification

Course Number: WYP2528HS
Course Name: Pastoral Psychology
Campus: Wycliffe College

Instructor Information

Instructor: Wanda Malcolm, PhD., C.Psych
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Course Prerequisites or Requisites

There are no prerequisites for this course.

Course Description

People engaged in ministry life regularly come in contact with those who are dealing with their own or a loved ones' mental health issues or psychological distress. Furthermore, people in ministry often struggle with such psychological problems themselves. It is of some importance then to be equipped to recognize the signs of psychological difficulties and distress, and to have some basic skills in responding constructively and compassionately within the appropriate limits of pastoral training and competence. People engaged in ministry life also need to have given thought to what role the church or their community-based ministry might have in ministering to those with psychological disorders, and to their family members and friends.

Please note that this is not a course in counseling; instead it is designed to introduce students to theoretical and practical knowledge that will provide them with an initial understanding about how to provide effective pastoral care within the appropriate limits of their ministry and training.

Course Methodology

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

Course 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
Become familiar 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 Course Texts and 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.

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

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/8914042.html>

McCrae, J. (ongoing). *Ward*, Arc 7.X, (section that follows after the )
<https://www.parahumans.net/>

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

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

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=HJUIRLXCgdw

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

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

Solomon, A. (2013). *Depression, the Secret We Share*.

https://www.ted.com/talks/andrew_solomon_depression_the_secret_we_share#t-74791

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.

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.

Class Schedule

WEEK 1 Topic: Introduction to the Course

Readings:

- Course Syllabus

WEEK 2 Topic: What is Psychological Health?

Readings:

- *Saving Normal*, Introduction and Chapter 1
- *A Minister's Guide*, Chapter 1
- *The Story of Our Life: Written by the God Who Suffers for Us and with Us*.
- *An Introduction to Mental Health Ministry*
- *A Call to Healing*.

WEEK 3 Topic: Overview of Treatment Approaches

Readings:

- *A Minister's Guide*, Chapter 1
- *Why pastors should not be counselors*
- *Why pastors should be counselors (of a sort): A response to Richard L. Krebs*
- *How Electroshock Therapy Changed Me*
- *Portions of Darkness is My Only Companion*

WEEK 4 Topic: Disorders of Childhood

Readings:

- *A Minister's Guide*, Chapter 6, p. 151 - 165

WEEK 5 Topic: Personality Disorders

Readings:

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

WEEK 6 Topic: Anxiety and Depression

Readings:

- *A Minister's Guide*, Chapter 2 p. 7 - 24
- *Depression, the Secret We Share*

WEEK 7 Topic: Mood Disorders – Bipolar I and II

Readings:

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

WEEK 8 Topic: Psychosis and Schizophrenia

Readings:

- *A Minister's Guide*, Chapter 3, pp.70 - 75
- *A Tale of Mental Illness – from the Inside.*
- *The Voices in my Head.*
- Portions of *Troubled Minds*
- *Wresting with our Inner Angels*

WEEK 9 Topic: Violence, Abuse and Trauma

Readings:

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

WEEK 10 Topic: Substance Abuse and Addictions

Readings:

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

WEEK 11 Topic: Disorders of Aging

Readings:

- *A Minister's Guide*, Chapter 8
- Other readings TBA

WEEK 12 Topic: Presentation of Mental Health Resource Kits

Evaluation

Requirements

1. **Weekly Online Discussions about Course Readings (20%; 10% for leading a weekly discussion, and 10% for weekly participation in the online discussions):** 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. **Book Review (20%):** Students will choose one of the creative non-fiction books from the list of required readings (*Darkness is My Only Companion*, *Hannah's Child*, *Troubled Minds*, or *Wrestling with Our Inner Angels*) 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.
3. **Essay (40%):** 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.

In addition to the essay itself, the paper is to have two or three appendices: the first appendix is to include movies, popular books, YouTube and Ted Talks videos, as well as podcasts, all of which are to be helpful to the average person in Church in understanding mental health and illness in general, and the specific disorder itself. The second appendix is to be a student-authored annotated list of community resources that includes links to online information, information about how to access self-help literature, and up-to-date information about support groups and professional services in the GTA. These community resources are to be grouped under resources available to (a) *those suffering the disorder*, and (b) *the family and friends who support the person with the disorder*. The third appendix is to be the same as the second, but with information and resources for the geographic area and ministry context the student expects or hopes to be working in upon graduation from Wycliffe if they don't expect to be working in the GTA.

The essay proper (not including the appendices) is to be 10 – 15 pages in length (including the 4-page description of the disorder, but not including the title page and reference list), and must include citations from a minimum of 10 different sources. A minimum of 5 of these citations must come from peer-reviewed scholarly or professional journal articles or monographs. The rest may include material drawn from

the popular books and/or credible online blogs and websites listed in the accompanying appendix. All publications are to be properly referenced in Turabian¹ style. The essay is to be no fewer than 2500 words (10 pages) and no more than 3750 words (15 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 10 pages or more than 15, and improper formatting.

4. **Contribution to a Shared Mental Health Resource Kit (10%):** This assignment is designed such that information about mental illnesses is gathered to become a shared Resource Kit for all of the students in the course, and for the Wycliffe community as a whole. Each student's kit will take a different psychological disorder as its focus. For example, a given kit might be about anxiety, autism-spectrum disorders, or the types of dementia experienced by the elderly. We will choose a format for presentation and produce a binder of resources that is of good enough quality to be presented to Wycliffe's Chaplain as a resource. The goal is to create material that can be given to Wycliffe students seeking such information. It is to be equally useful as a resource for those providing pastoral care in the context of a church or community-based ministry. The material should be useful both to a person with the disorder, and to friends or family members who are supporting someone with the disorder. The material is to be drawn from the essay assignment, and is to include:
 - a) A basic and brief summary of credible information about the selected disorder – what it is, what the symptoms are, and a summary of the different types of treatment that are most helpful to people with the disorder.
 - b) The second appendix from the essay assignment, which is a student-authored annotated list of community resources that includes links to online information, information about how to access self-help literature, and up-to-date information about support groups and professional services in the GTA. These community resources are to be grouped under resources available to (a) those suffering the disorder, and (b) family and friends who are supporting a person with the disorder.
 5. **Presentation of the Mental Health Resource Kit (10%):** Students will present their Kit contribution to the class as a whole, and provide both a paper and electronic version of their entry for the collected works binder.
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¹ See Writing Style under the section on Policies

Grading System

Letter Grade	Numerical Equivalents	Grade Point	Grasp of Subject Matter
A+	90–100%	4.0	Profound & Creative
A	85–89%	4.0	Outstanding
A-	80–84%	3.7	Excellent
B+	77–79%	3.3	Very Good
B	73–76%	3.0	Good
B-	70–72%	2.7	Satisfactory
FZ	0–69%	0	Failure

Grades without numerical equivalent:

CR	Designates credit; has no numerical equivalent or grade point value
NCR	Designates failure; has no numerical equivalent, but has a grade point value of 0 and is included in the GPA calculation
SDF	Standing deferred (a temporary extension)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
AEG	May be given to a final year student who, because of illness, has completed at least 60% of the course, but not the whole course, and who would not otherwise be able to convocate; has no numerical equivalent and no grade point value

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

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).

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*, 8th edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.