



Course Syllabus Wycliffe College Toronto School of Theology

This description is intended to assist in the course approval process and to assist students in determining whether this course will help them achieve their educational objectives and the learning goals of their program. It is not a learning contract. The details of the description are subject to change before the course begins. The course syllabus will be available to the class at the beginning of the course.

Course Identification

Course Number : WY2528HF
Course Name: Pastoral Psychology
Campus: St. George

Instructor Information

Instructor: Wanda Malcolm Teaching Assistant:
E-mail: wanda.malcolm@wycliffe.utoronto.ca E-mail:
Office Hours:

Course Prerequisites or Requisites

None.

Course Description

People in lay and ordained ministry regularly come in contact with those who are dealing with their own or loved ones' mental health issues or relational distress. People in ministry may also struggle with such things 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.

This course 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. The course is offered in seminar format, and course evaluations will be based on a set of written assignments and a group presentation.

Course Methodology

Lectures, readings, essay, take home exam

Course Outcomes

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students will	This outcome will be achieved through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of

		outcomes (MTS, MDiv)
<ul style="list-style-type: none"> • Acquire basic knowledge about key psychological difficulties and disorders that make self and pastoral care more challenging; 	lectures	MTS: 3.3 MDiv: 3.2, 3.3
<ul style="list-style-type: none"> • Acquire an understanding of how psychological distress and personality styles may impact interpersonal interactions in the church community; 	lectures	MTS: 3.3 MDiv: 3.2, 3.3
<ul style="list-style-type: none"> • Learn how to locate a community's social service resources and help parishioners access them 	Lectures	MTS: 3.3 MDiv: 3.2, 3.3

For those students who wish to cultivate Entry-to-Practice Competencies for Registered Psychotherapists, the following competencies are addressed in this course:

- 1.1b Attention to understanding how human problems develop
- 1.2g Attention to the impact of trauma on psychological functioning.
- 3.2 Instruction and practice in applying an ethical decision making process
- 4.6 Refer a person whose needs exceed or are outside one's area of expertise.

Course Resources

Required Course Texts

- Johnson, B. & Johnson, W. (2014). *A Pastor's Guide to Psychological Disorders and Treatment* (2nd Edition). New York: Haworth Pastoral Press.
- Krebs, R. (1980). "Why pastors should not be counselors," *The Journal of Pastoral care*, 34(4): 229–33.
- Simpson, A. (2013). *Troubled Minds: Mental Illness and the Church's Mission*. Downers Grove, IL: IVP Books.
- 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(s)

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

Class Schedule

Week 1 (September 16) Introduction to the Course.

Week 2 (September 23) What is Psychological Health?

Week 3 (September 30) Maladaptive Personalities.

Week 4 (October 7) Overview of Treatment Approaches.

Week 5 (October 14) Anxiety and Mood Disorders.

Week 6 (October 21) Psychotic Disorders. **Resource Kits Due.**

Week 7 (October 28) Reading Week.

Week 8 (November 4) Disorders of Aging.

Week 9 (November 11) Violence, Abuse and Trauma Recovery. **Kits Returned with Comments and Revision Suggestions.**

Week 10 (November 18) Substance Abuse and Addictions.

Week 11 (November 25) Disorders of Childhood.

Week 12 (December 2) Resource Kit Display Event. **Essay Due.**

Week 13 (December 9) Ethics.

Week 14 (December 16) **Take Home Exam Due.**

Evaluation

Requirements

1. **Leading Class Discussion of the Simpson book (10%):** students will take turns leading the class discussion of Amy Simpson's book, *Troubled Minds*. This will involve a brief (no more than 5 minute) summary of the chapter being discussed, the impact it had on the discussion facilitator, and the presentation of 1 or 2 discussion questions.
2. **Pastoral Resource Kit (20%):** students will create a pastoral resource kit for one of the psychological disorders listed in the topics for the course. The kit will include a basic summary of information about the selected disorder and its treatment, and include an annotated list of community resources available to those suffering the disorder, as well as resources available to the families and friends who would seek to support the person with the disorder. Community resources are to include online information and self-help literature, as well as current information about support groups and professional services in the geographic area the student expects to be serving in. This assignment is designed to assist students in being prepared to offer helpful information, resources, and referrals when a mental health need exceeds or is outside one's expertise as a person in ministry.
3. **Presentation (10%):** students will display and present the highlights of their resource kits.
4. **Essay (30%):** Students are to write a paper about the psychological disorder that was the subject of their resource kit that addresses the issues associated with 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 approximately 10 pages in length (not including the title page and reference list), and must include citations from at least five (5) peer-reviewed academic journal articles or monographs.

5. **Final Exam (30%):** The final take home exam will be a set of essay questions on the following subset of lectures:
- a) The nature of psychological health and disorder
 - b) Maladaptive personalities
 - c) Treatment Approaches
 - d) Ethics

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 by 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).

Turnitin.com. Students may be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

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*, 7th edition (Chicago: University of Chicago Press, 2007), which is available at Crux Books.

Bibliography

List here any bibliographic resources that will be helpful to students, both within the course and for further study.