

Course Syllabus
EMP3560/ EMP6560 - Suffering and Hope: Perspectives on Spirituality and Psycho-Spiritual Care¹
Emmanuel College
Toronto School of Theology

Instructor Information

Instructor: Pamela McCarroll, PhD, Associate Professor
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Course Identification

Course Number: EMP3560 / EMP6560

Course Name: Suffering and Hope: Perspectives on Spirituality and Psycho-Spiritual Care

Course Location: Emmanuel College

Class Times: Tuesdays 2-5pm Contact hours - 36

Prerequisites: Students should have completed courses in the religious thought of their primary tradition or receive permission of instructor.

This course can be used as a diversity credit or spirituality credit for MDiv and MSMus. Designated elective, diversity elective for MPS.

Course Description

What is suffering? What is hope? How are suffering and hope connected? How do they connect with spirituality and therapeutic practices? On a macro level, suffering and hope raise issues of ultimate concern in relation to psychological and religious worldviews. On a micro level, how we interpret suffering and hope shape our spirituality, our therapeutic practices and the experience of wellbeing. This course explores diverse interpretations and practices in relation to human experiences of suffering and the possibility for hope through the following perspectives: psychological, indigenous, Christian, Buddhist, Muslim. Case studies will focus on diverse manifestations of suffering and spirituality. Practices for healing/hope will be considered in relation to psychology and each of the traditions. Implications for therapeutic practice will be examined. Students will deepen their understanding of suffering, spirituality, the possibilities for resilience, hope and wholeness. They will develop a greater appreciation for the diversity of worldviews and how these impact psycho-spiritual health and wellbeing, make connections between their faith-based worldviews, their spirituality and therapeutic practices and further develop congruent and ethical therapeutic practices.

Methodologies include lectures, discussion, case studies, experiential activities, readings.

¹ This is a draft version of the syllabus and will not be final until the first day of class.

Means of evaluation include participation, reflection paper, case study presentation and final paper, including a case study.

Course Resources

Course Bibliography (not including articles listed under weekly readings posted on blackboard)

Required Texts:

*Kenneth Pargament. *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*. New York: Guilford Press, 2017. Psychologist, psychology of religion. Integrates spirituality and psychotherapy. 345 pp.

Ronald B. Miller. *Facing Human Suffering: Psychology and Psychotherapy as Moral Engagement*, APA, 2004

Dalai Lama. *The End of Suffering and the Discovery of Happiness: The Path of Tibetan Buddhism*. Hay House, 2012. Writes from a Buddhist perspective on suffering and liberation. 288 pp

Frankl, Viktor E. *Man's Search for Meaning*. Revised and Updated. Washington Square Press, 1984. Identifies as Jewish, speaks as Psychiatrist. 184 pp

Jackson, Sherman. *Islam and the Problem of Black Suffering*. Oxford University Press, New York, 2009. Writes from a Muslim perspective on suffering and hope. Available online through U of T libraries.

<http://books1.scholarsportal.info.myaccess.library.utoronto.ca/viewdoc.html?id=/ebooks/ebooks2/oso/2012-10-01/1/9780195382068>

Linklater, Renee. *Decolonizing Trauma Work: Indigenous stories and Strategies*. Fernwood Pub. 2014. Includes many indigenous voices on trauma and the possibilities for resilience.

McCarroll, Pamela. *The End of Hope – The Beginning: Narratives of Hope in the Face of Trauma and Death*. Fortress, 2014. Identifies as Christian, uses Social Sciences and Theology of the Cross to explore suffering and practices of hope.

On blackboard:

Aguiar, William & Halseth, Regine. *Aboriginal Peoples and Historical Trauma: The Process of Intergenerational Transmission*. National Collaborating Centre for Aboriginal Health. PDF available online/blackboard

Bahmani, Fatima & Amini, Mitra & Tabei, Seyed Ziaeddin & Abbasi, Mohamad Bagher. "The Concepts of Hope and Fear in the Islamic Thought: Implications for Spiritual Health," *Journal of Religion and Health* Online, Jan 2017, 14 pp.

Klinik Community Health Centre Winnipeg, *Trauma-informed Toolkit*, 2nd ed. PDF available Online/blackboard

Miller, Ronald B. *Facing Human Suffering: Psychology and Psychotherapy as Moral Engagement*, APA, 2004. Chapter 2 “Suffering in Psychology”, pp 39-66.

Sachedina, Abdulaziz Abdulhussein. “Health and Suffering” in *Islamic Biomedical Ethics: Principles and Application*. Oxford: Oxford University Press, 2009, pp. 77-100.

----- . Can God Inflict Unrequited Pain on His Creatures? Muslim Perspectives on Health and Suffering, pp. 65-84. In *Religion, Health and Suffering*, ed. John Hinnells & Roy Porter. NY: Kegan Paul Int’l, 1999.

Recommended:

Ahmed, S. and Amer, M.M. (Eds.). *Counseling Muslims: Handbook of Mental Health Issues and Interventions*. New York: Taylor and Francis Group, 2012. Written from Muslim perspectives exploring situations of suffering and practices for well-being

Kujawa-Holbrook, Sheryl A. & Karen B. Montagno, eds. *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care*. Minneapolis: Fortress Press, 2009. This is an edited volume including chapters on spiritual care for people from diverse religious backgrounds who suffer. The chapters include interventions/practices of care to foster health and wellbeing

May, Gerald G. *The Dark Night of the Soul: A Psychiatrist Explores the Connection Between Darkness and Spiritual Growth*. Harper Collins ebooks, 2004. A psychiatrist writing on the spiritual life.

O’Connor et al, eds. *Psychotherapy: Cure of Souls*. Waterloo Lutheran, 2015. This is an edited volume including chapters on spiritual care for people from diverse religious backgrounds who suffer. The chapters include interventions/practices of care to foster health and wellbeing

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>.

Course Learning Objectives

Basic Degree Level

Students successfully completing this course will build their capacity in demonstrating the following learning outcomes (MPS - ATS)

Religious Faith and Heritage

- Demonstrate knowledge of religious heritage, and articulate clearly their own theological positions in terms of traditions of thought and practice regarding suffering and hope.
- Identify and respect the diversity of viewpoints and practices within their own and other religious traditions as experienced and studied in class.

Culture and Context

- Demonstrate critical understanding of the relationship between faith practices and cultural contexts particularly as these pertain to experiences of suffering and the possibility for health and well-being.
- Employ diverse methods of analysis in relating to the cultural contexts particularly using both inductive and deductive methods of reflection.
- Give evidence of critical self-awareness, with regard to their own – and others’ – faith perspectives and practices particularly as these pertain to suffering and human flourishing.

Spiritual/Vocational Formation

- Demonstrate understanding of the variety of callings and spiritual practices within their and other religious tradition.
- Attend to the spiritual development and well-being of self and others.
- Display capacity for self-reflexive and spiritual practices within communities of faith.

Practices of Area of Specialization

- Demonstrate initiative, responsibility and accountability in personal relationships and group contexts.
- Demonstrate knowledge of theories and practices relevant to leadership with families, individuals and groups who are suffering and seeking practices for healing and wholeness.

For those registered in the MPS, Spiritual Care and Psychotherapy Certificate program, the following CRPO Entry-to-Practice Competencies will be demonstrated and built upon in this course:

Competency	How the competency will be demonstrated
1. Foundations : 1.1 Integrate theory of human psychological functioning in terms of hope and suffering, through psychological and religious theory; b. Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.	Through in-class discussion, submitted/presented case studies, reflection paper and research paper students will show how they have integrated their understandings of theory and practice. The case study and research paper emphasize this competency, as well as in-class presentations/ discussions on cases.

<p>1.2b Integrate knowledge of how human problems develop, from the viewpoint of the therapist's theoretical orientation. F Integrate a theory of change consistent with the therapist's theoretical orientation.</p> <p>1.4 Integrate awareness of self in relation to professional role a,b,c,d</p> <p>1.5. Integrate knowledge of human and cultural diversity – a,b,c,d,e</p>	<p>Not only will students explore their own experiences of suffering and hope in discussion and reflection paper, they will engage hope index/inventory tools (from positive psychology movement) for themselves as a means for self awareness and building assessment capacity regarding practices of hope.</p> <p>This is a primary focus for the course. It will happen through group interaction across diverse cultural/religious/life experiences. As well, the course explores diverse manifestations of suffering and practices of hope across different spiritual traditions.</p>
<p>2. Collegial and Interprofessional Relationships</p>	<p>Through class discussions, presentations, written case studies and small group work, students will develop capacity for clear communication, maintaining relationships and contributing to a collaborative and productive atmosphere.</p>
<p>3. Professional Responsibilities</p> <p>3.3 Maintain self care and level of health necessary for responsible therapy</p> <p>3.8 Assist Client with needs for advocacy and support</p>	<p>Through case studies, discussion groups, and final research paper (including case study) students will demonstrate these 3 aspects of care.</p>
<p>4. Therapeutic Process demonstrate the following:</p> <p>4.3 Safe and Effective Use of Self in therapeutic relationship</p>	<p>Through reflection paper, case studies as well as in-class assignments and final paper students will demonstrate safe and effective use of self.</p> <p>Case studies will include a section for students to share and practice interventions to address suffering and serve well-being</p>
<p>5. Professional Literature and Applied research</p> <p>5.1 Remain current with professional literature</p> <p>5.2 Use research findings to inform practice</p>	<p>The final assignment (research paper) is particularly focussed on students demonstrating their use of research to inform evidence-based practice.</p>

For Students enrolled in graduate studies EMP 65xx, the following Outcomes will contribute to your program outcomes.

COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students successfully completing, will have acquired the following levels of knowledge:	This outcome will be achieved through these course elements:	This course outcome corresponds to this aspect of the TST outcomes statement for the individual AD programs:
<ul style="list-style-type: none"> • Demonstrate knowledge of religious heritage, and articulate clearly their own theological positions as related to traditions of thought and practice in terms of suffering and hope. 	<ul style="list-style-type: none"> • lectures • reflection paper, case study, research paper • course as a whole 	<ul style="list-style-type: none"> • PhD: 1 • ThM: 1.2 • MA: 1.2
<ul style="list-style-type: none"> • Identify and respect the diversity of viewpoints and practices within their own and other religious/spiritual traditions in terms of suffering and hope. 	<ul style="list-style-type: none"> • lectures • case study, research paper • course as whole 	<ul style="list-style-type: none"> • PhD: 1.1; 1.2, 1.3 • ThM: 1.1, 1.2 • MA: 1.1, 1.2
<ul style="list-style-type: none"> • Demonstrate critical understanding of one's area of specialization of the relationship between spiritual practices, suffering and hope 	<ul style="list-style-type: none"> • lectures • case study • research paper 	<ul style="list-style-type: none"> • PhD: 1.1, 1.2 • ThM: 1.2, 1.2 • MA: 1.2
<ul style="list-style-type: none"> • Employ diverse methods of analysis in relating to the research and lived experience of suffering and hope <p>Give evidence of critical self-awareness, with regard to their own – and others' – faith perspectives and practices of care.</p> <p>Develop capacity to work with case study method of research – Capacity to undertake applied</p>	<ul style="list-style-type: none"> • Lectures, discussion • research paper <ul style="list-style-type: none"> • Reflection paper • Research paper 	<ul style="list-style-type: none"> • PhD: 1.2, 2, 3.1, 3.2 • ThM: 1.1, 1.2, 2.5 • MA: 1.1, 1.2, 2.5

research at the advanced level	<ul style="list-style-type: none"> • Case study • Research paper 	<ul style="list-style-type: none"> • PhD 2, 3, 4, 5
By the end of this course, students successfully completing, will have had an opportunity to demonstrate and enhance their level of ability in the following areas:	This outcome will be achieved through these course elements:	This course outcome corresponds to this aspect of the TST outcomes statement for the individual AD programs:
Written research, developing a coherent argument based on case study method, inductive analysis	<ul style="list-style-type: none"> • research paper 	<ul style="list-style-type: none"> • PhD: 5, 6 • ThM:2.5 • MA: 2.5
the use of a library and the construction of a bibliography	<ul style="list-style-type: none"> • research paper 	<ul style="list-style-type: none"> • PhD: 2 • ThM: 2.3 • MA: 2.3

Evaluation

Basic Degree Students

Preparation, participation, reading (15%) – In addition to regular and timely attendance, participating in the regular activities of the class, including the reading of the required texts, students are expected to engage in discussion with classmates and leaders on presentations. Note: included in this mark is your preparation for weeks 4 and 5 (Pargament).

Spiritual Gathering/closing (10%) – lead the class in a spiritual practice to open the class. It will be up to 15 minutes, include an explanation of the practice, a handout/ attachment to help equip classmates in contexts of leadership/ caregiving. The bulk of the time will be in the practice. It can be a spiritual practice from their religious tradition or a constructed.

Reflection Paper (15%) – 6 pages – Reflect on your own experience and interpretation of suffering and the possibility for hope/healing and how this has impacted your spirituality or “lived theology”. Consider implications for self care and safe and effective use of self in psycho-spiritual therapy/ spiritual leadership. **DUE Week 3**

Case Study & Presentation (25%) – In small groups (4 per group), including representation of diverse perspectives, create a composite case study (drawn from the media or from a scenario you might encounter in a helping context) that demonstrates suffering. Ideally, the case study will include dimensions of spirituality/ religion and culture as part of the description. Use a psychological and a spiritual/religious perspective to unpack the nature of suffering and the

possibilities for therapeutic practices to serve well-being/ hope/wholeness/liberation. Be sure to demonstrate having engaged course materials and other research. This will be presented to the class and will engage the class in conversation and learning. Following the presentation, students are required to submit a 1-page report summarizing what they learned through the research for the group presentation.

A short spiritual practice can be lead at the beginning or ending of your presentation and the discussion. Total - 45 mins

Final Integrative research paper/work-in-progress presentation (30%) – 10-12 pages

Explore an experience of suffering and possibilities for hope/resilience from a psychological and 1-2 spiritual/religious perspective (s). Demonstrate your understanding of what this means in terms of practices to serve wellbeing, the implications for spirituality, and therapeutic practices. The paper should include a case study of some sort, either as the primary focus upon which the rest of the paper reflects or as an illustrative case that demonstrates what has been said. Be sure to show how practice invites research and how research feeds evidence-based practice. A brief description of your paper is due for approval to professor McCarroll (by week 8).

PAPER DUE Exam Week

Each student will present their research as a work-in-progress toward the end of the semester – 5 mins

Some options for the paper (or choose your own with permission):

1. Consider the theory of change embedded within understandings of suffering-hope from a psychological/psychotherapeutic theory and a religious perspective. Explore implications for spirituality/spiritual practice and therapeutic/helping practice.
2. A case-based or thematic exploration of suffering as shame/ trauma/ grief that considers the psychological/psychotherapeutic and spiritual/religious literature on the topic and interpretations therein. Consider the journey to hope/healing through the different perspectives, areas of commonality and difference. In the final section of the paper demonstrate integration of psychological and religious perspectives through a spiritual assessment (Pargament etc.) and therapeutic plan for serving the well being/ healing.
3. Utilizing the *Forgiveness Project* (<http://theforgivenessproject.com/>) for a case study, consider situations of violence (trauma/spiritual crisis) and the place of forgiveness in the journey to hope (both opportunities and challenges). Consider how understandings of forgiveness intersect with religious/spiritual and psychological/psychotherapeutic theories of healing. Outline how you would engage in helping in these situations.
4. Engaging the TRC Calls to Action, explore the dimensions of suffering present in the TRC findings/narratives. Explore these from indigenous perspectives using psychological and spiritual -religious interpretations. Consider collective spiritual practices to serve therapeutic outcomes.
5. Researching and building upon hope measurement tools and spiritual/religious assessment resources, develop a hope assessment tool for McCarroll's descriptive definition of hope that may be used as a tool for assessment and treatment in psycho-spiritual therapy.

Graduate Degree Students (ThM, MA, PhD, DMin)

Reflection Paper (10%)– Due week 3 – 6-8 pages – Reflect on your own experiences and interpretation of suffering and the possibility for hope/healing. Consider implications for your understandings of the connections and disconnections between suffering and health/hope.
Due week

Spiritual Gathering/closing (10%) – lead the class in a spiritual practice to open the class. It will be up to 15 minutes, include an explanation of the practice, a handout/ attachment to help equip classmates in contexts of leadership/ caregiving. The bulk of the time will be in the practice. It can be a spiritual practice from their religious tradition or a constructed ritual.

Case study & presentation (30%) – Draw from a situation in the media or create a case study that demonstrates suffering. Use a faith-based and a social science perspective/psychological to unpack the nature of suffering and possibility for practices of hope that can serve well-being.

Final Integrative research paper (50%) – 20-25 pages - Present a case that focusses on suffering, hope, spirituality. Explore understandings of suffering and the possibility for hope from a religious/spiritual perspective and a psychological/social sciences perspective. Demonstrate your understanding of what this means in terms of spirituality, practices to serve wellbeing. Be sure to engage the research to demonstrate the linkages between interpretations of suffering and the possibilities for flourishing.

Grading System

- A+ (90-100)
- A (85-89)
- A- (80-84)
- B+ (77-79)
- B (73-76)
- B- (70-72)
- Failure

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

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. A grade per week (4 marks) will be deducted for late work. This penalty is not applied to students with medical or compassionate difficulties; students facing such difficulties are kindly requested to consult with their faculty adviser or basic degree director, who should make a recommendation on the matter to the instructor. The absolute deadline for the course is the day the final paper is due. Students who for exceptional reasons (e.g., a death in the family or a serious illness) are unable to complete work by this date may request an extension (SDF = “standing deferred”) beyond the term. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of classes in which the course is taken. The SDF, when approved, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. If a student has not completed work but has not been granted an SDF, a final mark will be submitted calculating a zero for work 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/policies/grading.htm>) 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/content/handbooks>) and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>. 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>).

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 are required to have a valid utoronto email address. Students must have set up a utoronto email address which is entered in the ROSI 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.

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 should 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.

Course Schedule

Week 1 - Course Introduction. Situating our discussion – Suffering, hope, spirituality, well-being

Required McCarroll, Pamela. *The End of Hope*. Introduction and ch 1. “A Brief History of Hope in the Modern West”; pp i-16.

Recommended Lear, Jonathan. *Radical Hope*
Delbanco, Andrew. *The Real American Dream*
Lasch, Christopher. *The True and Only Heaven*.

Week 2 – Suffering – making some distinctions: Suffering in modernity; suffering and theodicy; suffering vs pain; suffering and radical suffering/affliction; suffering and trauma

Required: Look up definitions for suffering in at least 5 different sources and come to class ready to share

Miller, *Facing Human Suffering*, Chapter 2

David Brooks, *What Suffering Does*, blackboard

Dan Mager, “Pain is Inevitable, Suffering is optional,” *Psychology Today*, 2014

<https://www.psychologytoday.com/blog/some-assembly-required/201401/pain-is-inevitable-suffering-is-optional>

William Berry, “Existence is Suffering,” *Psychology Today*, Sept 2016

<https://www.psychologytoday.com/blog/the-second-noble-truth/201609/existence-is-suffering>

Steven Stosny, “Pain and Suffering,” *Psychology Today*, April 2011

<https://www.psychologytoday.com/blog/anger-in-the-age-entitlement/201104/pain-and-suffering>

Week 3 Hope – making some distinctions **Reflection Paper Due**

Readings – McCarroll, Pamela & Helen Cheung, *The End of Hope*, ch. 2, “Finding our way to Hope: The Possibilities of Multivalence,” pp 17-50

Or McCarroll, Pamela & Cheung, Helen. “Re-imagining Hope in the Care of Souls: A Literature Review,” 97-108. In *Psychotherapy: Cure of the Soul* edited by O’Connor et al.

Frankl, Viktor E. *Man’s Search for Meaning*. Revised and Updated. Washington Square Press, 1984. Spirituality and meaning making

Look up 3 definitions of hope and consider how they relate to the article/chapter on hope.

Continue exploring the website - and consider how hope and trauma recovery intersect.

Week 4 – Spirituality, Hope and suffering

Readings – Pargament, Kenneth. Spiritually-Integrated Psychotherapy, part 1,2., pp 1-174

- Come to class prepared to discuss Pargament's book in terms of spirituality, suffering and hope

Recommended:

Astrow, Alan B., Ingrid Mattson, Rabbi James Ponet, Michelle White, "Inter-religious Perspectives on Hope and the Limits of Cancer Treatment," Journal of Clinical Oncology, 23.11 (April 10, 2005): 2569-2573.

Moaz, Daniel & Donohue, James & Ala' Al-Thibeh & Ayse Erenay. "Abrahamic Faiths and Compassion: Judaism, Christianity and Islam," in Schmidt et al, eds. *Thriving on the Edge*, pp 209-229.

Week 5 – Spiritual Assessment, Suffering and Hope

Readings – Pargament, Spiritually Integrated Psychotherapy, part 3, conclusions, pp. 175-374

- Come to class prepared to discuss Pargament's book in terms of Spiritual Assessment, suffering and Hope

Recommended: Spiritual Assessment tools – FICA, HOPE, etc.

Week 6 – Hope assessment tools in relation to suffering and hope

Readings: Stoner, Martha. "Measuring Hope." *Instruments for Clinical Healthcare Research*, 3rd ed. Marilyn Frank-Stromberg & Sharon J. Olsen, eds. Mississauga: Jones & Bartlett Pub. Co., 2004. Pdf available on blackboard

Trauma Scales

Brief Trauma Questionnaire - http://www.ptsd.va.gov/professional/pages/assessments/assessment-pdf/brief_trauma_questionnaire.pdf

- http://www.ptsd.va.gov/professional/assessment/te-measures/brief_trauma_questionnaire_btq.asp

PTSD Checklist - <http://www.ptsd.va.gov/professional/assessment/adult-sr/ptsd-checklist.asp>

PTSD Self Assessments – PTSD Association, Canada - <http://www.ptsdassociation.com/assessment/>

Beck Depression Inventory -

https://www.bmc.org/sites/default/files/For_Medical_Professionals/Pediatric_Resources/Pediatrics_MA_Center_for_Sudden_Infant_Death_Syndrome_SIDS/Beck-Depression-Inventory-BDI.pdf

Hope scale and indexes

Herth Hope Index, handout

Herth, Kaye. "Development and Refinement of an Instrument to Measure Hope," *Scholarly Inquiry for Nursing Practice International Journal*, 5.1 (1991): 39-51

-----". "Abbreviated Instrument to Measure Hope: Development and Psychometric Evaluation", *Journal of Advanced Nursing*, 17.10 (1992), 1251-1259.

-----". "Hope in Older Adults in Community and Institutional Settings," *Issues in Mental Health Nursing*, 14.2 (1993), 139-156.

Gain hope – Anthony Scioli, Clinical Psychologist and founder

<http://gainhope.com/hope/default.cfm> - Please complete the Adult Hope Test

Beck, Hopelessness Scale - Handout

Recommended: Snyder, "Handbook of Hope." A key theorist and research in Positive Psychology and the character of hope in positive psychology

Bormans, Leo, ed. *The World Book of Hope*, Lanoo 2016

Olsman, Leget, Onwuteaka-Philipsen, Willems, "Should Palliative Care Patients' hope be truthful, helpful or valuable? An Interpretive synthesis of literature describing healthcare Professionals' perspectives on hope of palliative care patients," *Palliative Medicine* (2014) 28.1, 59-70

READING WEEK

Week 7 – February 27 - Indigenous voices on Suffering, Resilience and spirituality

Jonathan Diabo Hamilton - TBC

Readings/film:

Aguiar, William & Halseth, Regine. *Aboriginal Peoples and Historical Trauma: The Process of Intergenerational Transmission*. National Collaborating Centre for Aboriginal Health. PDF available on Blackboard

Linklater, Renee. *Decolonizing Trauma Work: Indigenous stories and Strategies*. Fernwood Pub. 2014

Recommended:

McKellar, Melody & Armitte, Roger. "Journey Toward Creator and the Realm of Peace: Two voices in Aboriginal spiritual caregiving," in Schipani, ed. *Multifaith Views*

Hill, Gus. "A Holistic Aboriginal Framework for individual Healing," 59-70 in O'Connor, Thomas St. James & Lund, Kristine & Berendsen, Patricia, eds. *Psychotherapy: Cure of Souls*. Waterloo Lutheran Seminary, 2014

Downie, Gord & Lemire, Jeff. *The Secret Path*. CBC production. <http://secretpath.ca/> watch the film. Watch discussion following at <http://www.cbc.ca/beta/arts/secretpath>

Week 8 – March 7 - Christian Perspectives on Suffering, God and Practices of Hope

Readings:

McCarroll, Hope Matters in Changing Times," *Faith Matters in Changing Times*. TJT Supplement 2015, 68-80.

McCarroll, *The End of Hope*, ch. 3-7, 51-134.

McCarroll, "Love Rages and Weeps: Suffering and Holy Possibility," *Suffering and God* Issue, *Concilium International Journal of Theology*, 2016, vol. 3. 11-24.

Recommended:

Farley, Wendy. *Tragic Vision and Divine Compassion: A Contemporary Theodicy*

Hall, Douglas John. *God and Human Suffering*

May, Gerald. *The Dark Night of the Soul: A Psychiatrist Explores the Connection between Darkness and Spiritual Growth*, Harper Collins, 2004.

McCarroll, Pamela. *Waiting at the Foot of the Cross*

Soelle, Dorothea. *Suffering*

Research paper proposal due

Week 9 – March 13 - Muslim Perspectives on Suffering, God and Practices of

Wholeness – Prof Nevin Reda

Reading:

Jackson, Sherman. *Islam and the Problem of Black Suffering*. Oxford University Press, New York, 2009.

Available online through U of T libraries

<http://books1.scholarsportal.info.myaccess.library.utoronto.ca/viewdoc.html?id=/ebooks/ebooks2/oso/2012-10-01/1/9780195382068>

Pp 1-98

Sachedina, Abdulaziz Abdulhussein. "Health and Suffering" in *Islamic Biomedical Ethics: Principles and Application*. Oxford: Oxford University Press, 2009, pp. 77-100.

Recommended:

Abu Rabi, Ibrahim M. (ed.). *Theodicy and Justice in Modern Islamic Thought: The Case of Said Nursi*. Ashgate, Surrey, 2010. Selected chapter(s)

Adams, Charles J. "Joy and Misery." *Encyclopaedia of the Qur'an*. Ed. Jane Dammen McAuliffe. Vol. 3. Leiden, The Netherlands: Brill Academic Publishers, 2003, pp. 59-64.

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Grps 1 & 2 Case studies and questions due

Week 11 – Spiritual Practices, Case study presentations

Grp 3 & 4 Case Studies and questions due

Week 12 – Research Paper – sharing your work-in-progress

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