**Course Syllabus**

EMP3560/ EMP6560 - Suffering and Hope: Perspectives on Spirituality and Psycho-Spiritual Care

Emmanuel College
Toronto School of Theology

**Instructor Information**

Instructor: Pamela McCarroll, PhD, Associate Professor  
RP (CRPO), Certified Teaching Supervisor/ Spiritual Care Practitioner (CASC)

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Office Hours: By appointment

Teaching Fellow: Amy Panton, amy.panton@utoronto.ca

**Course Identification**

Course Number: EMP3560 / EMP6560

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

Course Location: Emmanuel College

Class Times: Thursdays, 9am-12: 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 or spirituality credit for MDiv and MSMus. Designated elective (special topics) or 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 practices? On a macro level, suffering and hope raise issues of ultimate concern in relation to psychological and religious/spiritual 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. As well, the course considers suffering and hope through the lens of the climate crisis and the suffering of humans and creation in the Anthropocene. 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.

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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 all chapters and articles listed under weekly readings posted on blackboard)

Required Text:

Chapters and Article posted on Quercus from:


Hossain, Ibtesham T. “The Qur’an, Chapter 93: The Morning Hours – Psychiatry and Sacred

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


Other Recommended:

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


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)
- Quercus: https://q.utoronto.ca/
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:
Course Learning Objectives

Basic Degree Level

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

(A) IN RESPECT OF GENERAL ACADEMIC SKILLS

• 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.

(B) IN RESPECT OF THE UNDERSTANDING OF THE CONTENT OF ONE OR MORE THEOLOGICAL DISCIPLINES

• 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.

(C) IN RESPECT OF PERSONAL AND SPIRITUAL 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.

(D) IN RESPECT OF MINISTERIAL and PUBLIC LEADERSHIP

• Demonstrate knowledge of theories and practices relevant to leadership with families, individuals and groups who are suffering and seeking practices for healing and wholeness.

• 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.

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:

<table>
<thead>
<tr>
<th>Competency</th>
<th>How the competency will be demonstrated</th>
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<tbody>
<tr>
<td>1. Foundations:</td>
<td>Through in-class discussion, submitted/presented case studies, reflection paper and research paper students will show how they have integrated their understandings</td>
</tr>
<tr>
<td>1.1 Integrate theory of human psychological functioning in terms of hope and suffering, through psychological and religious theory;</td>
<td></td>
</tr>
<tr>
<td>b. Integrate knowledge of contextual and systemic factors that facilitate or impair human functioning.</td>
<td>of theory and practice. The case study and research paper emphasize this competency, as well as in-class presentations/discussions on cases.</td>
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<tr>
<td>1.2b Integrate knowledge of how human problems develop, from the viewpoint of the therapist’s theoretical orientation.</td>
<td>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.</td>
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<tr>
<td>F Integrate a theory of change consistent with the therapist’s theoretical orientation.</td>
<td>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.</td>
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<tr>
<td>1.4 Integrate awareness of self in relation to professional role a,b,c,d</td>
<td></td>
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<tr>
<td>1.5. Integrate knowledge of human and cultural diversity – a,b,c,d,e</td>
<td></td>
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<tr>
<td>2. Collegial and Interprofessional Relationships</td>
<td>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.</td>
</tr>
<tr>
<td>3. Professional Responsibilities</td>
<td>Through case studies, discussion groups, and final research paper (including case study) students will demonstrate these 3 aspects of care.</td>
</tr>
<tr>
<td>3.3 Maintain self care and level of health necessary for responsible therapy</td>
<td></td>
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<tr>
<td>3.8 Assist Client with needs for advocacy and support</td>
<td></td>
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<tr>
<td>4. Therapeutic Process demonstrate the following:</td>
<td>Through reflection paper, case studies as well as in-class assignments and final paper students will demonstrate safe and effective use of self. Case studies will include a section for students to share and practice interventions to address suffering and serve well-being</td>
</tr>
<tr>
<td>4.3 Safe and Effective Use of Self in therapeutic relationship</td>
<td></td>
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<tr>
<td>5. Professional Literature and Applied research</td>
<td>The final assignment (research paper) is particularly focused on students demonstrating their use of research to inform evidence-based practice.</td>
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<tr>
<td>5.1 Remain current with professional literature</td>
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<td>5.2 Use research findings to inform practice</td>
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For Students enrolled in graduate studies EMP 65xx, the following Outcomes will contribute to your program outcomes.

<table>
<thead>
<tr>
<th>COURSE OUTCOMES</th>
<th>COURSE ELEMENT</th>
<th>PROGRAM OUTCOMES</th>
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<tbody>
<tr>
<td>By the end of this course, students successfully completing, will have acquired the following levels of knowledge:</td>
<td>This outcome will be achieved through these course elements:</td>
<td>This course outcome corresponds to this aspect of the TST outcomes statement for the individual AD programs:</td>
</tr>
<tr>
<td>• 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.</td>
<td>• lectures • reflection paper, case study, research paper • course as a whole</td>
<td>• PhD: 1 • ThM: 1.2 • MA: 1.2</td>
</tr>
<tr>
<td>• Identify and respect the diversity of viewpoints and practices within their own and other religious/spiritual traditions in terms of suffering and hope.</td>
<td>• lectures • case study, research paper • course as whole</td>
<td>• PhD: 1.1; 1.2, 1.3 • ThM: 1.1, 1.2 • MA: 1.1, 1.2</td>
</tr>
<tr>
<td>• Demonstrate critical understanding of one’s area of specialization of the relationship between spiritual practices, suffering and hope</td>
<td>• lectures • case study • research paper</td>
<td>• PhD: 1.1, 1.2 • ThM: 1.2, 1.2 • MA: 1.2</td>
</tr>
<tr>
<td>• Employ diverse methods of analysis in relating to the research and lived experience of suffering and hope</td>
<td>• Lectures, discussion • research paper</td>
<td>• PhD: 1.2, 2, 3.1, 3.2 • ThM:1.1,1.2, 2.5 • MA: 1.1, 1.2, 2.5</td>
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<tr>
<td>Give evidence of critical self-awareness, with regard to their own – and others’ – faith perspectives and practices of care. Develop capacity to work with case study method of research – Capacity to undertake applied research at the advanced level</td>
<td>• Reflection paper • Research paper • Case study</td>
<td>• PhD 2, 3, 4, 5</td>
</tr>
</tbody>
</table>
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:

- Research paper

This outcome will be achieved through these course elements:

- Written research, developing a coherent argument based on case study method, inductive analysis
- The use of a library and the construction of a bibliography

This course outcome corresponds to this aspect of the TST outcomes statement for the individual AD programs:

- PhD: 5, 6
  - ThM: 2.5
  - MA: 2.5

Evaluation

Basic Degree Students

Preparation, participation, reading (10%) – 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.

Self Reflexive Book Reflection Paper (20%) – 6-8 pages – Read Kenneth Pargament, Spiritually Integrated Psychotherapy. Share your own understanding of spirituality, hope and suffering and how this connects with Pargament’s understanding. In what ways does his book help you to articulate your own embedded understandings of spirituality, suffering and hope? Are there things missing that you wish he had discussed? In what ways does Pargament’s book invite you to reflect on your own beliefs and practices of spirituality in the face of suffering and adversity? In what ways can you imagine utilizing the analyses he presents (spiritual coping, spiritual destinations, spiritual pathways, spiritual assessment processes, etc.) into your own spiritual leadership practices? **DUE Week 6**

Group Presentation, including Spiritual Practice (25%) – In small groups create a case study (drawn from a situation in today’s world, or from books, media, ministry or therapeutic experience or another source) that demonstrates suffering in the context of a helping relationship. Use at least two perspectives (religious/spiritual traditions, psychological, etc.) to explore the nature of suffering and the possibilities for practices (therapeutic/spiritual/communal etc.) to serve well-being/ hope/wholeness/liberation. Be sure to demonstrate having engaged course materials and other relevant research. This will be presented to the class and will engage the class in conversation and learning. You to include, in your group presentation, a short spiritual practice for the class that relates to the case presented.
**Spiritual Gathering/closing** – lead the class in a spiritual practice to open/close your presentation. 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/practice.

Following the presentation, students are required to submit a 2-page report summarizing what they learned through the research for the group presentation.

**Final Integrative research paper/work-in-progress presentation** (35%) – 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 implications for spirituality, and therapeutic/helping 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. 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):

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/](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. Explore the climate and environmental crises as suffering (including perhaps the human manifestations of eco-anxiety and solastalgia) and the possibilities for hope through spiritual/religious perspectives (including eco-theology/spirituality), ecotherapy and eco-education.
6. Explore the intersections of technology, suffering and hope. In modern Western medicine, technology is often thought to contain humanity’s “salvation” from suffering, its hope. However, as technology continues to make possible things previously thought to be impossible, many see
that the possibilities for suffering are also exacerbated. Be sure to include a case study that helps bring these issues to life. As well, be sure to include discussion of a religious/spiritual worldview on the topics.

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

**Book Reflection Paper** (25%) – 8-10 pages – Reflect on your own experiences and understandings of suffering, spirituality and hope in relation to Kenneth Pargament. *Spiritually Integrated Psychotherapy*. How does what he is discussing relate to your own research in suffering, hope and spirituality? Due week 6

**Group presentation, Including Spiritual practice** (25%) – Work in small groups with BD students (see above). 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**

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
</tr>
<tr>
<td>Failure</td>
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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 c
If the petition requires the support of a medical certificate, the student must use the standard University of Toronto Verification of Illness or Injury Form. Other medical certificate forms and doctors’ notes are not acceptable.

Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student’s control. In such cases, a late penalty is normally not appropriate. Degree students are expected to hand in assignments by the date given in the course outline. One grade (4 marks) deducted per week late.

**Attendance and lateness:** Consistent and timely attendance is required. If a student is unable to attend a class the professor is to be informed by email. The instructor will be required to inform the Basic Degree Committee if a student misses two classes. For a student who misses three regular classes, this may result in a lower grade or even a failing grade for the course. If attendance is poor due to extenuating circumstances, a student may petition the Basic Degree Committee to drop a course without academic or financial penalty.

**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 https://www.tst.edu/resources/BDHandbook 17-18 Aug 30-17.pdf 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**

**Required**

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

**Week 2 – Suffering: making some distinctions**

Required: Come to class prepared to discuss the readings and to summarize key understandings of “suffering” that resonate with what you believe.

Miller, *Facing Human Suffering*, Chapter 2, blackboard
David Brooks, *What Suffering Does*, blackboard
Dan Mager, “Pain is Inevitable, Suffering is optional,” *Psychology Today*, 2014
[https://www.psychologytoday.com/blog/some-assemble-required/201401/pain-is-inevitable-suffering-is-optional](https://www.psychologytoday.com/blog/some-assemble-required/201401/pain-is-inevitable-suffering-is-optional)
[https://www.psychologytoday.com/blog/the-second-noble-truth/201609/existence-is-suffering](https://www.psychologytoday.com/blog/the-second-noble-truth/201609/existence-is-suffering)
Steven Stosny, “Pain and Suffering,” *Psychology Today*, April 2011

**Week 3 – Hope: making some distinctions**


Look up 3 definitions of hope and consider how they relate to the article/chapter on hope.
**Week 4 – Suffering and Hope in the Anthropocene: Climate Crisis, eco-anxiety, and where we are headed**

Readings – CBC radio – Ideas – “Finding glimmers of hope in the Anthropocene or is it too late?”


APA Publication, Mental Health and our Changing Change

PoWR - [https://www.parliamentofreligions.org/tags/climate-action;](https://www.parliamentofreligions.org/tags/climate-action;)
Climate Commitments Project - [https://parliamentofreligions.org/project-home/climate-commitments-project](https://parliamentofreligions.org/project-home/climate-commitments-project)

**Week 5 – Spirituality, Health, Hope and suffering**

Seminar: Discussion of Pargament book - Come to class having identified the central aspects of Pargament’s book that strike you. Be willing to share these. Be prepared to discuss how you see spirituality, suffering and hope intersecting in Pargament’s work and what this means for you as a practitioner.

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


Recommended:


**Reflexive Book Reflection DUE SUNDAY**

**Week 6 – Feb 13 – Health Care & Psychological perspectives: Assessing suffering and hope**

Readings: [https://personalityjunkie.com/02/beliefs-suffering-psychology-religion-type/](https://personalityjunkie.com/02/beliefs-suffering-psychology-religion-type/)

Trauma Scales
Brief Trauma Questionnaire  http://www.ptsd.va.gov/professional/assessment/te-measures/brief_trauma_questionnaire_btq.asp


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

--------------."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 – Muslim Perspectives on Suffering, God and Practices of Wholeness – Prof Nevin Reda

Readings:


http://books1.scholarsportal.info.myaccess.library.utoronto.ca/viewdoc.html?id=/ebooks/ebooks2/os0/2012-10-01/1/9780195382068

Pp 1-98


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Recommended:

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


Sheikh, A. & Gatrad, A.A. *Caring for Muslim patients*, pp. 25-43, 103-121.


**Week 8 – Buddhist Perspectives on Suffering and Practices for Liberation, Spirituality – Tony Toneatto**

Seminar: Case Presentation


"duḥkkha (suffering)", pp. 270-271;
“four noble truths”, pp. 304-305;


Britton, Willoughby, "The Messy Truth about Mindfulness," Video interview by Mindful Direct. 2015; Britton's Presentation of the Problems among Meditators to the 14th Dalai Lama.


**Week 9 – Indigenous voices on Suffering, Resilience and spirituality**

Jonathan Hamilton-Diabo (TBC)

Readings/film:


Recommended:


Film - Gently Whispering The Circle Back, March 7 Colloquium and available in the library.

Watch discussion following at [http://www.cbc.ca/beta/arts/secretpath](http://www.cbc.ca/beta/arts/secretpath)
Research paper proposal due

**Week 10 – Jewish Perspectives on Suffering, Hope and Spirituality (TBC)**

Seminar: Case Presentation

Readings:

Harold Kuschner, *When Bad Things Happen to Good People*.


Terry Bard. *Psychotherapy: Cure of Souls*, “Judaism”

**Week 11 – Christian Perspectives on Suffering, God and Practices of Hope**

Seminar – Case presentation

Readings:

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


Recommended:
- Farley, Wendy. *Tragic Vision and Divine Compassion: A Contemporary Theodicy*
- Hall, Douglas John. *God and Human Suffering*
- McCarroll, Pamela. *Waiting at the Foot of the Cross*
- Soelle, Dorothea. *Suffering*

**Week 12 – Research Paper – sharing your work-in-progress –5 min TED-Talk format**

Research paper-in-process presentation
Bibliography – Suffering and Hope

Cultural Studies, Narrative Accounts, Health Sciences & Psychology etc. Perspectives


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


Lasch, Christopher. The True and Only Heaven: Progress and its Critics. New York: W.W. Norton and Co.,
1990.


http://gainhope.com/hope/default.cfm


**Trauma and recovery/resilience – selected sources**


Klinik Community Health Centre Winnipeg. *Trauma-informed Toolkit*, 2nd ed. PDF Available online

Levine, Peter & Mate, Gabor. *In an Unspoken Voice*. North Atlantic Books, 2010. See also Youtube videos


van der Kolk, Bessel. The Body Keeps the Score. Viking 2014. - See also CBC radio Ideas programs
CBC Radio - Ideas with Paul Kennedy, “All in the Family, part 1,2,3”
http://www.cbc.ca/gsa/?q=ideas&gns=SEARCH

http://trauma-recovery.ca/

Indigenous sources – suffering and hope selected bibliography


Watch panel discussion about the film at http://www.cbc.ca/beta/arts/secretpath


King, Thomas. The Inconvenient Indian. Anchor 2012.


Gently whispering the circle back. The DVD can be asked for at the Circulation desk, call number: E96.5 .G45 2013 DVD


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