

Course Syllabus
TXP2512Y: Advanced Formation and Internship in Pastoral Care Ministry
Wycliffe College
Toronto School of Theology

Instructor Information

Instructor: Wanda Malcolm, PhD., C.Psych
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On-Site Supervisor: Reverend Canon Joanne Davies
Office Location: St. John's Rehab

Course Identification

Course Number: TXP2512Y
Course Name: **Advanced Formation and Internship in Pastoral Care Ministry**
Course Location: **In person only** at Wycliffe College and St. John's Rehabilitation Hospital
Class Times: Thursday mornings, 9:00 – 12:00
Group Supervision: Hospital supervision time is to be finalized closer to the start of classes. In the meantime, please hold 2 hours on Friday morning for group supervision
Prerequisites: Students may not enroll in this course until they have successfully completed Boundaries & Bridges. Students are also required to take part in an admission conversation with the course instructor and internship supervisor prior to being permitted to register in the course. Admission conversations will take place during the semester prior to the start of this course. No exceptions to these requirements will be made based on other courses previously taken at other schools.

Course Description

This pass/fail course builds on the material offered in Boundaries & Bridges and is designed to expand students' mastery of the practices essential to effective and ethical pastoral care. Enrollment in this course requires weekly attendance in the following components of the course:

- An in-person 3-hour class on Thursday mornings,
- An in-person 1 to 2-hour group supervision session at the hospital on Friday mornings
- In-person engagement with patients at St. Johns Rehab for approximately 5 hours per week
- Participation in weekly video recorded skills practice in triads with two classmates that may be carried out in person or on Zoom

- Time spent outside of class completing the required readings and assignments as set by the course instructor and site supervisor
- The option of facilitating a small group in Boundaries & Bridges for one semester

This averages out to a commitment of at least two full days per week over the fall and winter semesters of the 2022/2023 academic year. While the Thursday class at Wycliffe (plus Thursday afternoon as a small group facilitator for B&B if a student chooses to participate in this aspect) and the Friday morning group supervision at St. Johns are fixed commitments, the rest of the course requirements are open to flexible arrangements with the course instructor and/or site supervisor. The course instructor and site supervisor work collaboratively with students and with one another, and are in regular communication about students' progress.

The primary focus of this course is to provide students with opportunities to learn and demonstrate their ability to:

- understand and embody the principles of bringing themselves to ministry with skill, authenticity, and integrity (i.e., competent use of self).
- articulate a pastoral image of themselves that is lived out in their pastoral functioning.
- skillfully engage in a range of pastoral skills essential to providing pastoral care to diverse populations.
- competently and accurately assess the strengths and needs of those they are serving pastorally; and
- integrate their conceptual in-class learning with the practice of pastoral care in the field education placement.

The overarching goal of this course is for each student to gain the requisite skills involved in becoming a person who values and can offer sensitive and effective pastoral care, is committed to the ongoing task of developing their capacity for ethical thinking, and consistently behaves with authenticity and integrity.

The course component of this course involves a combination of theoretical/conceptual learning as well as role-played and experiential exercises designed to assist in the acquisition of skill. The class format is comprised of discussions of readings, short lectures with an emphasis on dialogue and discussion, experiential learning events, and the practice and demonstration of component skills. The field education placement is comprised of time spent visiting patients, time spent in group supervision, and time spent writing reflections papers about the experience of providing pastoral care and being in a supervision group.

Course Resources

Required Monograph Reading

Dykstra, R. (2005). *Images of Pastoral Care: Classical Readings*. MS: Chalice Press.

Skovolt, T. and Trotter-Mathison, M. (3rd edition, 2016) *The Resilient Practitioner: Burnout and Compassion Fatigue Prevention and Self-Care Strategies for the Helping Professions*.

Stone, D. and Heen, S. (2014). *Thanks for the Feedback: The science and art of receiving feedback well*. NY: Penguin Books.

Van Deusen Hunsinger, D. (2015). *Bearing the Unbearable: Trauma, Gospel, and Pastoral Care*. Grand Rapids, MI: Eerdmans' Publishing Co.

Required Article/Chapter Reading (scanned copies will be posted on Quercus, or online links have been provided)

Anglican Church of Canada. (2007). Codes of Ethics. Posted on Quercus¹

Anglican Church of Canada (2020). *Implementing the Anglican Communion Safe Church Charter in the Anglican Church of Canada: A Guide for Review of Policy and Practice*.
<https://www.anglican.ca/resources/implementing-the-safe-church-charter-in-the-anglican-church-of-canada-a-guide-for-review-of-policy-and-practice/> [see footnote 1 if you are not Anglican]

Arjona, R. (2016). The Librarian as an Image of Pastoral Care. *Pastoral Psychology* (65), 743–757. DOI 10.1007/s11089-016-0737-x

Austin, L. (1998). Just Being There: The Power of Pastoral Presence. *Chaplaincy Today* 14(1), 39 - 41

Cormier, S. & Hackney, H. (1999). Excerpt on Silence from: *Counseling Strategies and Interventions*. Boston, MA: Allyn and Bacon, p. 53-54. Posted on Quercus.

Diocese of Toronto (2001). *Sexual Misconduct Policy: Sexual Harassment, Exploitation and Assault*.
<https://www.toronto.anglican.ca/clergy-resources/sexual-misconduct-policy>. [see footnote 1 if you are not Anglican or belong to a Diocese other than the Diocese of Toronto]

McKibben Dana, M. (2018). *Introduction to God, Improve, and the Art of Living*. Grand Rapids, MI: Eerdmans Publishing Company, p. 1 – 10. Posted on Quercus.

Malcolm, W. (in process). *Wholehearted Engagement in a Sustainable Life of Faithful Ministry*. Toronto, ON: unpublished chapters on Emotion and Empathy. Posted on Quercus.

Malcolm, W. Fisher, E., and Prusaczyk, E. (2021). The Complexity of Assessing Ministry-Specific Satisfaction and Stress. *Journal of Psychology & Theology*. Posted on Quercus

Paintner, C. (2011). Introduction to *The Artist's Rule: Nurturing Your Creative Soul with Monastic Wisdom*. Notre Dame, IN: Sorin Books, p. 1 – 8. Posted on Quercus.

Pickens, B. (winter, 2018). A Chaplain's Story on Cultivating Compassion.
<https://mag.uchicago.edu/publication-sources/university-chicago-magazine?page=2>

Roth, N. Pass Beyond the Focus, an excerpt from *The Breath of God* by Nancy Roth, p. 67 – 77. Posted on Quercus.

Winerman, L. (October 2005). *The Mind's Mirror*. American Psychological Association, Monitor on Psychology, 36 (9). Posted on Quercus.

¹ For those students who are not Anglican or who are members of a Diocese other than the Diocese of Toronto, the Code of Ethics, Safe Church, and/or Sexual Misconduct policies of their diocese or denomination may be used in place of the ACC Code and policies.

Course Website(s)

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 [insert college contact] for further help.]

Course Learning Objectives/Outcomes

COURSE OBJECTIVES	COURSE ELEMENT
By the end of this course, students will be able to...	This outcome will be demonstrated through these course elements:
1. Articulate, in both oral and written forms, their understanding of the concepts taught in the course. Integrate that conceptual understanding into pastoral practice.	Weekly class discussions; Journaling assignments; observation and supervision of student in field education practice
2. Assess and practice the constituent skills involved in empathic, interactive listening	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills; Observation and supervision of student in field education practice.
3. Demonstrate increased capacity for friendly self-curiosity and compassionate courage so that they can cultivate healthy self-understanding without self-absorption, and healthy self-acceptance without self-indulgence	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills; final summative writing assignment
4. Evaluate their ability to establish and maintain appropriate interpersonal boundaries, and demonstrate their ability to recognize and respect others' boundaries	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills; Observation and supervision of student in field education practice.
5. Assess their level of comfort with and responsiveness to constructive feedback, and evaluate their growth in this area	Weekly class discussions; experiential classroom activities; in-class feedback exercise, video-taped demonstration of requisite skills; Observation and supervision of student in field education practice.
6. Practice and appraise increases in their awareness of interpersonal dynamics for the purpose of identifying and working constructively with interpersonal situations that may prove difficult.	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills; Observation and supervision of student in field education practice.

7. Assess and measure improvements in their ability to identify and work with the vulnerabilities and sensitivities that evoke automatic and sometimes maladaptive self-protective coping mechanisms when confronted with difficult interpersonal situations	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills; Observation and supervision of student in field education practice.
8. Evaluate their skill in being present in authentic caring ways in interpersonal interactions	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills; Observation and supervision of student in field education practice.
9. Demonstrate competent use of self in ministry	Participation in class discussions and experiential exercises; Observation and supervision of student in field education practice.
10. Articulate a suitable pastoral image as expressed in pastoral functions	Observation and supervision of student in field education practice; final assignment in class component of course.
11. Assess the strengths and needs of those served.	Observation and supervision of student in field education practice
12. Provide pastoral care to diverse populations.	Observation and supervision of student in field education practice

Evaluation

Requirements for the in-class component of the course:

1. ***Because this is a pass/fail course, consistent attendance, and timely submission of course assignments are required to receive credit for this course.*** Students are expected to:
 - attend the weekly course component of the course. Exceptions to this would only include missing class because of illness or unavoidable emergency. It is very important, therefore, that students plan their time prior to enrolling in the course to ensure that they will not miss class due to competing demands on their time. Missing 2 or more weeks of class meetings with Dr. Malcolm without prior authorization and/or medical documentation will be cause for a failing grade in the course as per 11.4.3 in the Basic Degree handbook. Similarly, missing 2 or more group supervision meetings with Rev. Davies without prior authorization and/or medical documentation will be cause for a failing grade in the course as per 11.4.3 in the Basic Degree handbook.
 - Submit assignments on time and ensure that they have adequately addressed the assigned reflection questions. Neglecting to turn assignments in or repeatedly submitting assignment late without prior arrangement with the course instructor or site supervisor may lead to a failing grade in the course.

- Actively participate in group assignments outside of class time and in discussions and experiential exercises during class.
2. **Reading and participating in discussions of the assigned readings** allows students to see and engage with a variety of perspectives on the topics covered in the course.
 3. **Regular Reflections** are designed to facilitate students' efforts to internalize and integrate their understanding of the requisite knowledge and skills that constitute effective and ethical pastoral care practices. These reflections are to be written outside class time and submitted to Prof. Malcolm each Monday. The goal is to engage in regular reflection and write about the things that are influencing the formation of your pastoral image and sense of self as a person who cares. The length of a given reflection will vary from person to person, but somewhere between one and two pages is sufficient. Further information is provided in the assignment description which is posted on Quercus.
 4. **Participation in the experiential component of the course** gives students an opportunity to engage in real-time experiences of the dynamic elements of the course. These include:
 - a. **Leading class reflection and prayer time** provides students with an opportunity to choose a chapter from Dykstra's *Images of Pastoral Care* each semester, to prepare material that will help the rest of the class to reflect on how good a fit that image is for them, to make space for prayer requests, and to offer a prayer at the beginning of class. The chapters to be reviewed will be assigned selected at the beginning of each semester. Each student will take the lead in this component of the class once each semester.
 - b. **Skills Training Practice:** Students will be assigned to small groups of 3 – 4 individuals and are expected to schedule an hour of their time outside of class every two weeks to meet and record their skills-practice sessions. Another hour is to be spent reviewing these weekly recordings and preparing segments of the recording to be viewed and discussed in class. The recording sessions will be based on listening to one another share the story of a decade of their life, and from their weekly reflections.
 - c. **Narrating the story of your life** involves students creating a visual representation of their "Lifeline". One decade of that lifeline project will be shared with others in the skills training component of the course.
 - d. **Role Plays and Case Studies** provide students with opportunities to consider and discuss real-life situations and issues relevant to being providers of spiritual care within the context of ministry life.
 - e. **When words are not enough** requires that students spend a minimum of one hour of their time outside of class each week experimenting with a variety of experiential forms of prayerful expression. The first of these is the creation of a Lifeline. Students are expected to complete their Lifeline project and experiment with at least six other forms of prayer over the span of the course. *An image of your project and your journal notes are to be shared online at bi-weekly (even if a given project is still in process).*

Requirements for field education component of course:

5. **Spiritual Reflection Reports:** Students will spend an average of three hours per week writing a reflection paper about their field placement, following guidelines provided by the field education supervisor.
6. **Participation in field education supervision:** Students will spend 6 – 10 hours per week (usually 3 – 5 hours twice per week) at St. John’s Rehabilitation Hospital. A minimum of two hours and maximum of four hours per day at the hospital will be spent visiting patients. Students are also expected to attend a one-hour group supervision session on a weekly basis.

Requirements for the integrative component of the course:

7. **Completion of the MISSiM and HSS questionnaires:** this is a set of online questionnaires that takes about 45 minutes to complete. Students are expected to complete these questionnaires shortly after the “Healthy Presence” course topic in the fall semester and will receive their Ministry Life Assessment and Discernment (MLAD) Report and have a feedback conversation early in the winter semester.
8. **Final Summative Assignment:** Students are required to write a summative reflection paper that is an opportunity to consolidate and integrate classroom and on-site learning from their participation as small group facilitators in Boundaries & Bridges, their internship experience, and from the APC in-class component.

Grading System for this Course

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)
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

Late work (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. The absolute deadline for the course is the examination day scheduled for the course or the last day of exam week for the semester in which the course is taught, whichever is sooner.

This penalty is not applied to students with documented medical or compassionate difficulties or exceptional reasons (e.g., a death in the family or a serious illness); 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 and request an SDF. The absolute deadline for obtaining an SDF for the course is the examination day scheduled for the course or the last day of examination week, whichever is sooner. An SDF must be requested from the registrar’s office in the student’s college of registration no later than the last day of exam week 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 to ACORN. Grades are not official until they are posted to ACORN. Course grades may be adjusted where they do not comply with University Assessment and Grading Practices Policy found at www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf, policies found in the TST conjoint program handbooks, or college grading policy.

Policies

Accessibility. Students with a disability or health consideration, whether temporary or permanent, are entitled to accommodation. Students in conjoint degree programs must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.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* and the Graduate program Handbooks (linked from <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* <http://www.governingcouncil.utoronto.ca/AssetFactory.aspx?did=4871>). A student who plagiarizes in this course will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges 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 in conjoint programs are required to have a valid utoronto email address. Students must have set up their utoronto email address which is entered in the ACORN system. Information is available at www.utorid.utoronto.ca. The course instructor will not be able to help you with this. 416-978-HELP and the Help Desk at the Information Commons can answer questions you may have about your UTORid and password. *Students should check utoronto email regularly* for messages about the course. **Forwarding** your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that emails from your course instructor may end up in your spam or junk mail folder. Students in non-conjoint programs should contact the Registrar of their college of registration.

Email communication with the course instructor. The instructor aims to respond to email communications from students in a timely manner. *All email communications from students in conjoint programs must be sent from a utoronto email address.* Email communications from other email addresses are not secure, and also the instructor cannot readily identify them as being legitimate emails from

students. The instructor is not obliged to respond to email from non-utoronto addresses for students in conjoint programs. Students in non-conjoint programs should only use the email address they have provided to their college of registration.

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