

Course Syllabus
TXP2511 – Boundaries & Bridges Part 1
Wycliffe College
Toronto School of Theology

Instructor Information

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Course Identification

Course Number: TXP2511
Course Format: *In-class*
Course Name: Boundaries & Bridges Part 1
Course Location: Wycliffe College
Class Times:

Prerequisites: **Students may not enroll in this course until they have completed at least eight courses.** Please also note that there is a cap on the number of students who may enroll in the course, so those planning to graduate in the spring of the current academic year are encouraged to register early in order to be sure of being admitted to the course. Those hoping to take Boundaries & Bridges Part 2 must first successfully complete this course, and must take into account that Part 2 also has a cap on enrollment.

Course Description

This three-hour pass/fail course introduces students to the basics of what it means to have healthy self-awareness and is designed to lay the foundation for effective and ethical pastoral care practices. The primary focus is to encourage students to recognize and enjoy their gifts and strengths without ignoring the limits of those good things. It is also about seeing and accepting ownership of the sometimes laudable, sometimes questionable motivations and needs that shape our perceptions and guide our behavior. The overarching goal of this course is for

each student to gain accurate self-understanding and an appreciation of the ways in which he or she is predisposed to bring him or herself as a person to interactions that require sensitivity and skill.

Because this is a pass/fail course, consistent attendance and timely submission of course assignments are required in order to receive credit for this course. B&B-1 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.

Course Resources

Required Course Texts/Bibliography

Benner, D.G. (2004). **Chapter One** of *The Gift of Being Yourself: The Sacred Call to Self-Discovery*. Downers Grove, IL: IVP Books.

Green, S. (March 19, 2014). The Daily Routines of Geniuses. Harvard Business Review. <http://blogs.hbr.org/2014/03/the-daily-routines-of-geniuses/>

Malcolm, W. (2012). *Thoughts about Self-Disclosure*.

Malcolm, W. (2017). *Wholehearted Engagement in a Sustainable Life of Faithful Ministry*. Toronto, ON: unpublished manuscript.

Smith, G.T. (2011). **Chapter Six** of *Called to be Saints*. Downers Grove, IL: IVP Books.

Stone, D., Patton, B. and Heen, S. (2nd edition, 2010). *Difficult Conversations: How to discuss what matters most*. New York: Penguin Books.

Renzetti, E. (March 25, 2014). *Overwhelmed? The wheel turns because we keep running*. <http://www.theglobeandmail.com/globe-debate/columnists/overwhelmed-the-wheel-turns-because-we-keep-running/article17618223/>

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

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	PROGRAM OUTCOMES
By the end of this course, students will be able to...	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe’s statements of outcomes (MTS, MDiv)
1. Articulate, in both oral and written forms, their understanding of the concepts taught in the course	Weekly class discussions; Journaling assignments	MTS: 2.3, 3.1, 3.2, 3.3 MDiv: 2.1, 2.2, 2.3, 2.4, 3.2, 3.3,
2. 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; final written assignment	MTS: 2.3, 3.1, 3.2, 3.3 MDiv: 2.2, 2.3, 2.4, 3.1., 3.2, 3.3
3. Improve their ability to establish and maintain appropriate personal boundaries, and to recognize and respect others’ boundaries	Weekly class discussions; experiential classroom activities	MTS: 2.3, 3.1, 3.2, 3.3 MDiv: 2.2, 2.3, 2.4, 3.2, 3.3
4. Improve their level of comfort with and responsiveness to constructive criticism	Weekly class discussions; experiential classroom activities; in-class feedback exercise	MTS: 2.3, 3.1, 3.2, 3.3 MDiv: 2.2, 2.3, 2.4, 3.2, 3.3
5. Improve their ability to identify and work with the vulnerabilities and sensitivities that evoke automatic and sometimes maladaptive self-protective coping	Weekly class discussions; experiential classroom activities	MTS: 2.3, 3.1, 3.2, 3.3 MDiv: 2.2, 2.3, 2.4, 3.2, 3.3

mechanisms when confronted with difficult interpersonal situations		
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Evaluation

Requirements

- 1) **Journaling Assignments** are designed to facilitate students' efforts to internalize and consolidate healthy self-awareness and accurate self-understanding.
- 2) **Participation in role played and experiential exercises** give students an opportunity to engage in real-time experiences of the dynamic elements of several topics covered in the course.
- 3) **Reading and then participating in online and class discussions of the assigned scholarly and popular publications** allows students to see and engage with a variety of perspectives on the topics covered in the course.
- 4) **Final Self-Assessment Assignment:** Students are required to write a final self-assessment assignment in answer to a set of summative questions.

As a non-graded pass/fail course, written assignments will receive one of the following evaluations: "Exceptional", "Outstanding", "Excellent", "Very Good", "Good" or "Acceptable".

PLEASE NOTE: As a pass/fail course, attendance and active involvement in the course are essential. In keeping with this, *there are only two ways a student can fail this course:*

- 1) **Attendance:** it is possible to fail this course by missing more than one class for reasons other than illness or an unavoidable emergency. In other words, *students may only miss one class during the semester because of competing social or vocational commitments* and so must plan their time accordingly prior to enrolling in the course. If a student is away from class for more than one week due to illness, a doctor's note will be required.
- 2) **Assignments:** it is possible to fail this course by handing in assignments that do not address the questions asked, by repeatedly submitting assignments late, or by not handing them in at all.

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.

Course Schedule

WEEK	TOPIC	READINGS	ASSIGNMENT DUE
INTRODUCTION			
1	Purpose, context, and learning goals	<i>Course Syllabus</i>	
IDENTITY, IMAGE, & ATTACHMENT			

2	Your Identity and Image as a person in ministry	<i>The Gift of Being Yourself</i> , Chapter 1. <i>Forging a Sustainable Life of Faithful Ministry</i> , Chapter 1.	Image
3	The Lasting Impact of Early Attachment Experiences	<i>Forging a Sustainable Life of Faithful Ministry</i> , Chapter 2.	
SAFEGUARDING RELATIONSHIPS			
4	The importance of Understanding Emotion	<i>Forging a Sustainable Life of Faithful Ministry</i> , Chapter 3.	
5	Healthy versus Unhealthy Emotion	<i>Difficult Conversations</i> . Chapter 5	Emotion
6	Are your Boundaries Healthy?		
READING WEEK – No Class			
7	Giving and Receiving Constructive Feedback without Evading or Invading		
8	Triangulation, Splitting, and Self-disclosure as Potential Boundary Issues	<i>Thoughts about Self-Disclosure</i>	Johari Windows
TIME, THE NON-RENEWABLE RESOURCE			
9	Are you having the Time of your Life?	<i>Called to be Saints</i> . Chapter 6. <i>The Daily Routines of Geniuses</i> .	
10	Using your Time Wisely	<i>Overwhelmed? The wheel turns because we keep running</i>	
COMMUNICATION			
11	Person-to-person Communication	<i>Difficult Conversations</i> . Chapters 1 – 4	Time
12	Communication with God: the role of prayer in care of self and care of others		
Exam Week			Self-Assessment