

Course Syllabus
TXP2521H: Advanced Formation in Pastoral Care Ministry
Wycliffe College
Toronto School of Theology

Instructor Information

Instructor: Wanda Malcolm, PhD., C.Psych
Office Location: Zoom only for the summer of 2020
Telephone: Cell – (416) 225-5800
E-mail: wmalcolm@wycliffe.utoronto.ca

Course Identification

Course Number: TXP2521H
Course Format: *Zoom and offline projects*
Course Name: **Advanced Formation and Internship in Pastoral Care Ministry**
Course Location: Wycliffe College
Class Times: Thursday 9:00AM – 3:30 PM (lunch from 12:00 – 1:00PM) from May 7th - June 25
Prerequisites: Students may not enroll in this course until they have successfully completed Boundaries & Bridges.

Course Description

This pass/fail course builds on the Boundaries & Bridges course and is designed to expand students' mastery of the practices essential to effective and ethical pastoral care. It requires attendance at weekly Zoom classes on Thursdays for 8 weeks, and a commitment to spend approximately 10 hours per week outside of class completing readings and assignments.

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
- prepare to
 - 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
 - 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 has the ability to 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 in-class 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.

As a non-graded, pass/fail course, attendance and active involvement is mandatory. In keeping with this, there are only three ways a student can fail this course:

- 1) **Poor Attendance:** by missing class for reasons other than illness or an unavoidable emergency. In other words, *students are expected to make every effort to not miss classes 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) **Substandard Assignments:** by handing in assignments that do not address the questions asked, by repeatedly submitting assignments late, or by not handing them in at all.
- 3) **Non-participation:** by not taking part in online and class discussions, and by consistently refraining from participation in the experiential exercises. This would include consistently avoiding the task of recording yourself listening to one of your peers and/or avoiding the task of reviewing those videos with the whole class.

Course Resources

Required Monograph Reading

Cassidy, S. (1991). *Sharing the Darkness: The spirituality of caring*. Maryknoll, NY: Orbis Books.

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.

Required Article/Chapter Reading

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

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

Malcolm, W., Coetzee, K., and Fisher, E. (2019). Measuring Ministry-Specific Stress and Satisfaction: The Psychometric Properties of the Positive and Negative Aspects

Inventories. *Journal of Psychology & Theology*.

<https://journals.sagepub.com/doi/abs/10.1177/0091647119837018>

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.

van Deusen Hunsinger, D. (2011). Trauma and Pastoral Care, *Theology Today*, 68 (1), 8 – 25.

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

Please note: assignment of readings for the ethics class are pending

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 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
2. Assess and practice the constituent skills involved in empathic, interactive listening	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills
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
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
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.
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
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
9. Demonstrate competent use of self in ministry	Participation in class discussions and experiential exercises
10. Articulate a suitable pastoral image as expressed in pastoral functions	Final assignment in class component of course.

Evaluation

1. **Reading and then participating in online and in-class discussions of the assigned readings** allows students to see and engage with a variety of perspectives on the topics covered in the course.
2. **Weekly 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 in two parts:
 - a. The first part is to be done immediately after class and submitted by end-of-day Friday each week. This is to be a reflection on the previous day's class – what was useful, what was unhelpful, and what was confusing.
 - b. The second part is to be completed for submission by end-of-day each Tuesday as a consolidation of between class learning from

- i. the readings
- ii. review of that week's skills practice
- iii. reflection on benefits/frustrations/puzzlement about that week's experiment with an experiential prayerful expression

3. Participation in role played and experiential exercises gives students an opportunity to engage in real-time experiences of the dynamic elements of the course. These include:

- a. Leading class devotionals** provides students with an opportunity to choose a short devotional reading appropriate to pastoral caregiving, prepare some devotional thoughts to share with the class, and offer a prayer at the beginning of class. It is the student leader's responsibility to scan and provide a copy of their devotional reading by Monday of the week they are leading the class devotional.
- b. Skills Training Practice:** Students will be assigned to small groups of 3 – 4 and are expected to schedule an hour of their time outside of class each week to meet and record Zoom 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 from their Lifeline project and weekly reflections.
- c. Narrating the story of your life** involves students creating a visual representation of their "lifeline". The lifeline project will be shared with others in the skills training component of the course. **Please note** that students will be given a list of the supplies needed for creating their Lifeline and are expected to obtain these supplies by the course start date.
- d. When words are not enough** requires that students spend a minimum of three hours 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 welcome to introduce any that they have personally found helpful, and are also expected to experiment with new forms. Prior to the beginning of the course, information will be provided about several DIY projects that have the potential to serve as an aid to pastoral care with people who are reluctant (until trust is established) or unable to talk about their spiritual concerns in a vulnerable one-on-one conversation. **Please note** that students will be given a list of the supplies needed for the various experiential exercises and are expected to obtain these supplies by the course start date.

4. Interim Summative Assignment: This assignment is normally done at the end of a student's internship at St. John's, so students going on to do that placement will have an opportunity to revise and update this assignment when they complete their internship.

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

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.

In-Class Format and Schedule

Time	Agenda
9:00 – 9:30	Settling in, Devotional & Prayer
9:30 – 10:30	Teaching Component Part I: Course content based on weekly topics and readings (not including <i>Images of Pastoral Care: Classical Readings</i>)
10:30 – 10:45	15-minute break
10:45 – 12:00	Teaching Component Part II: Skills instruction based on students’ recorded practice sessions
12:00 – 1:00	Lunch

1:00 – 1:45	Settling in and sharing about experiential forms of prayerful expression
1:45 – 1:55	break
1:55 – 2:25	Synthesis of the online discussion of <i>Images of Pastoral Care</i>
2:25 – 2:40	break
2:40 – 3:30	Teaching Component Part III: wrap up of course content and/or skills teaching

Weekly Topics and Readings

Week One

Introduction to the Course

- Course structure
- Learning how to breathe through discomfort, and be present to ourselves when we are triggered
- Course assignments
 - Weekly devotionals
 - Sharing about experiments with experiential forms of prayerful expressions
 - Group assignment for skills practice recording

A Pastoral Presence: The importance of forming an image of yourself as a pastoral caregiver

- Images of Pastoral Care – General Introduction and Section introductions
- Assignment of responsibility for online discussion with classmates

Week Two

A Self-Responsible Presence: Receiving and Working with Feedback

- *Thanks for the Feedback*

A Pastoral Presence: Online discussion of Chapters 1 – 3 of Images of Pastoral Care

Week Three

A Non-violent Presence: Understanding and Responding to Conflict

- *Wholehearted Engagement in a Sustainable Life of Faithful Ministry*. Chapter on Conflict

A Pastoral Presence: Online discussion about Chapters 4 – 6 of Images of Pastoral Care

Week Four

- ✚ ***A Healthy Presence: Understanding Vocational Wellness and Threats to Wellness***
 - *Measuring Ministry-Specific Stress and Satisfaction: The Psychometric Properties of the Positive and Negative Aspects Inventories.*
 - Portions of *The Resilient Practitioner*
 - van Deusen Hunsinger's article "Trauma and Pastoral Care"

- ✚ ***A Pastoral Presence: online discussion about Chapters 7 – 9 of Images of Pastoral Care***

Week Five

- ✚ ***An Ethical Presence: The Importance of Recognizing and Working through Ethical Dilemmas***
 - Readings TBD

- ✚ ***A Pastoral Presence: online discussion about Chapters 10 – 12 of Images of Pastoral Care***

Week Six

- ✚ ***An Emotion-Focused Presence: Being, not Doing***
 - *Wholehearted Engagement in a Sustainable Life of Faithful Ministry.* Chapter on Emotion

- ✚ ***A Pastoral Presence: online discussion about Chapters 13 – 15 of Images of Pastoral Care***

Week Seven

- ✚ ***An Empathetic Presence: Listening, not fixing***
 - *Wholehearted Engagement in a Sustainable Life of Faithful Ministry.* Chapter on Empathy
 - *The Mind's Mirror*
 - Excerpt on *Silence*
 - Excerpt from *The Breath of God*

- ✚ ***A Pastoral Presence: online discussion about Chapters 16 – 19 of Images of Pastoral Care***

Week Eight

- ✚ ***A Compassionate Presence: Caring, not Curing***
 - *Sharing the Darkness*
 - *A Chaplain's Story about Cultivating Compassion*

- ✚ ***A Pastoral Presence: Review of the Comparison Criteria developed for Images of Pastoral Care***