

Course Syllabus
TXP2511H – Boundaries & Bridges
Wycliffe College
Toronto School of Theology

This class will be offered by remote access. Students will be expected to log in to regularly scheduled Zoom sessions.

Class attendance and participation in remote or synchronous online learning classes. The same expectations for student engagement and participation which applies to in-class learning also apply to remote or synchronous learning situations. Students who log into the Zoom site but do not contribute during discussion times and are not visible through live video will not be counted as participating in the class.

Please see information at <https://wycliffecollege.ca/remotelearning>

Before proceeding you will require a webcam and microphone. Laptops have these by default. If you have a desktop you will need to purchase a webcam (webcams come with built in microphone).

Notice of video recording and sharing (Download and re-use prohibited)

Remote courses, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about recording and use of videos in which you appear please contact your instructor.

Instructor Information

Instructor:	Wanda Malcolm, PhD., C.Psych
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Course Identification

Course Number: TXP2511H

Course Format: *In-class*

Course Name: Boundaries & Bridges

Course Location: West Lecture Room, Wycliffe College

Class Times: Thursdays, 2:00 – 5:00 PM

Prerequisites: **Students may not enroll in this course until they have completed at least six to 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 Advanced Formation and Internship in Pastoral Care Ministry must first successfully complete this course, and must take into account that the advanced course 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. 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.

Course Resources

Required Course Texts/Bibliography

Beck, R. (December 8, 2006). *Attachment to God, Part 1: God as Parent and Lover*
<http://experimentaltheology.blogspot.com/2006/12/attachment-to-god-part-1-god-as-parent.html>

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

Brackett, M. (2019). *Permission to Feel*. New York: Celadon Books.

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

Schmitz, E. (2010). *Staying in Bounds*. St. Louis, MS: Chalice Press.

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). **Portions of** *Difficult Conversations: How to discuss what matters most*. New York: Penguin Books.

Stone, D., and Heen, S. (2014). **Portions of** *Thanks for the Feedback: The Art and Science of Receiving Feedback Well*. NY: Viking Press.¹

Swoboda, A. (2018). **Portions of** *Subversive Sabbath*. Grand Rapids, MI: Brazos Press.

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
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¹ Please note: *Thanks for the Feedback* will be on the reading list for the Advanced Formation and Internship in Pastoral Care Ministry course. Since we will read portions of the book in both courses, I encourage you to purchase it now if you are planning to take the advanced course.

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	Weekly class discussions; Journaling assignments
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
3. Evaluate and explain the importance of appropriate interpersonal boundaries	Weekly class discussions; experiential classroom activities
4. Demonstrate a basic level of comfort with and responsiveness to constructive feedback	Weekly class discussions; experiential classroom activities; in-class feedback exercise
5. Assess the importance of interpersonal 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

Evaluation

Requirements

- 1) **Four Journaling Assignments** that are designed to facilitate students' efforts to internalize and consolidate healthy self-awareness and accurate self-understanding. The Journaling assignments are:
- 2) **Participation in role played and experiential exercises** gives 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) **The final Self-Assessment Assignment** provides an opportunity to write a self-assessment reflection in answer to a set of summative questions.

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

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

- 1) Attendance: Students may only miss one class during the semester because of competing social or vocational commitment. In other words, it is possible to fail this course by missing more than one class for reasons other than illness or an unavoidable emergency. Students 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.
- 3) Non-participation in Class Discussions and Experiential Exercises: by consistently refraining from participation in class discussions and/or the experiential exercises.

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 Topics & Readings

WEEK	TOPIC	READINGS	DUE DATES
INTRODUCTION TO THE COURSE			
1	Purpose, context, and learning goals	<i>Course Syllabus</i> <i>Thanks for the Feedback</i> , chapter 9	
ATTACHMENT, IDENTITY & IMAGE			
2	The Lasting Impact of Early Attachment Experiences	<i>Wholehearted Engagement in a Sustainable Life of Faithful Ministry</i> , Chapter 1: Attachment. <i>Staying in Bounds</i> , Chapter 2. <i>Attachment to God, Part 1: God as Parent and Lover</i>	Image
3	Your Identity and Image as a Person in Ministry	<i>Wholehearted Engagement in a Sustainable Life of Faithful Ministry</i> , Chapter 2: Identity. <i>The Gift of Being Yourself</i> , Chapter 1. <i>Staying in Bounds</i> , Chapters 5 & 7.	
SAFEGUARDING RELATIONSHIPS			
4	Are you having the Time of your Life?	<i>Called to be Saints</i> . Chapter 6 (section on Sabbath) <i>Subversive Sabbath</i> , Chapter 12 <i>Overwhelmed? The wheel turns because we keep running</i>	
5	Emotion Part I: Understanding Emotion	<i>Permission to Feel</i>	Time
6	Emotion Part II: Working with Emotion	<i>Difficult Conversations</i> , Chapters 1 – 5	
READING WEEK – No Class			
7	Boundaries Part I: Healthy Boundaries	<i>Staying in Bounds</i> , Chapters 3 & 4.	
8	Boundaries Part II: Potential Boundary Issues	<i>Thanks for the Feedback</i> , chapter 10	Emotion
9	Communication	<i>Difficult Conversations</i> . Chapters 6 - 8	
10	Conflict	<i>Difficult Conversations</i> . Chapters 9 - 12	
COMMUNICATION			
11	Ethics	<i>Scripture passages that support moral decision-making</i>	Johari
12	Bringing It All Together: A Cumulative Role Play	No assigned reading	
(Exam Week)			Self-Assessment