



## Course Syllabus Wycliffe College Toronto School of Theology

### *Course Identification*

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Course Number: WYP1501HS  
Course Name: Boundaries and Bridges: Care of Self for Care of Others  
Campus: Wycliffe College

### *Instructor Information*

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Instructor: Wanda Malcolm, PhD., C. Psych  
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Office Hours: Wednesdays and Thursdays, by appointment

### *Course Prerequisites or Requisites*

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**This is a second year course and should not be taken until after your first year of study has been completed. Furthermore, it is strongly recommended that students in the MDiv program not take the course before they have participated in Stage I of the Profiles of Ministry.**

Please note that this course is offered every semester, with the exception of the fall semester of 2017 when I will be on sabbatical. There is a cap on the number of students who may enroll in the course, so those who are planning to convocate in the spring of the current academic year should be sure to enroll early in order to be sure of being admitted.

### *Course Description*

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This **three-hour pass/fail course** introduces students to the basics both of attending to their own wellness and to providing pastoral care to others. ***Consistent attendance and timely submission of course assignments are both required in order to receive credit for this course.***

### *Course Methodology*

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The format of this course involves a combination of theoretical/conceptual learning as well as experiential skills training and practice. The class format is comprised of discussions of readings,

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short lectures with an emphasis on dialogue and discussion, experiential learning events, and the practice and demonstration of component skills.

### *Course Outcomes*

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COURSE OUTCOMES	COURSE ELEMENT	PROGRAM OUTCOMES
By the end of this course, students	This outcome will be demonstrated through these course elements:	This course outcome corresponds to these aspects of Wycliffe's statements of outcomes (MTS, MDiv)
<ul style="list-style-type: none"><li>Be able to articulate, in both oral and written forms, their understanding of the concepts taught in the course</li></ul>	Weekly class discussions; Bi-weekly Journaling assignments	<b>MTS:</b> 2.3, 3.1, 3.2, 3.3 <b>MDiv:</b> 2.1, 2.2, 2.3, 2.4, 3.2, 3.3,
<ul style="list-style-type: none"><li>Will be able to demonstrate the constituent skills involved in providing effective, ethically responsible pastoral care.</li></ul>	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills	<b>MTS:</b> 2.3, 3.1, 3.2, 3.3 <b>MDiv:</b> 2.2, 2.3, 2.4, 3.2, 3.3
<ul style="list-style-type: none"><li>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</li></ul>	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills; final summative writing assignment	<b>MTS:</b> 2.3, 3.1, 3.2, 3.3 <b>MDiv:</b> 2.2, 2.3, 2.4, 3.1., 3.2, 3.3
<ul style="list-style-type: none"><li>Improved ability to establish and maintain appropriate personal boundaries, and to recognize and respect others' boundaries</li></ul>	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills	<b>MTS:</b> 2.3, 3.1, 3.2, 3.3 <b>MDiv:</b> 2.2, 2.3, 2.4, 3.2, 3.3
<ul style="list-style-type: none"><li>Cultivation of a level of comfort with and responsiveness to constructive criticism</li></ul>	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills	<b>MTS:</b> 2.3, 3.1, 3.2, 3.3 <b>MDiv:</b> 2.2, 2.3, 2.4, 3.2, 3.3
<ul style="list-style-type: none"><li>Increased awareness of interpersonal dynamics for the purpose of identifying and working constructively with</li></ul>	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills	<b>MTS:</b> 2.3, 3.1, 3.2, 3.3 <b>MDiv:</b> 2.2, 2.3, 2.4, 3.2, 3.3

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interpersonal situations that may prove difficult.		
<ul style="list-style-type: none"><li>• Identification and increased ability to work with the vulnerabilities and sensitivities that evoke automatic and sometimes maladaptive self-protective coping mechanisms when confronted with difficult interpersonal situations</li></ul>	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills	<b>MTS:</b> 2.3, 3.1, 3.2, 3.3 <b>MDiv:</b> 2.2, 2.3, 2.4, 3.2, 3.3
<ul style="list-style-type: none"><li>• Improved ability to be present in authentic caring ways in interpersonal interactions</li></ul>	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills	<b>MTS:</b> 2.3, 3.1, 3.2, 3.3 <b>MDiv:</b> 2.2, 2.3, 2.4, 3.2, 3.3

## Course Resources

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### Required Course Texts and Readings

Texts that will be available for purchase in the Crux Bookstore have been highlighted in yellow. The remaining readings are either available online or will be posted on the course blackboard.

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

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

Fotinos, D. (October 12, 2014). *Walking with instead of walking away*. Network of Episcopal Clergy Associations. <http://episcopalclergy.org/community/topic/walking-with-instead-of-walking-away-by-the-rev-dennis-fotinos/>

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

Johnson, D. (2014). **Chapter Four** of *Reaching Out: Interpersonal effectiveness and Self-Actualization (11<sup>th</sup> edition)*. Boston, MA: Allyn and Bacon. Posted on Course Blackboard.

Malcolm, W. (2012). *Thoughts about Self-Disclosure*. Posted on Course Blackboard.

Malcolm, W. (2015). *The Interplay between Rest and Active Engagement in Mark 6*. <http://wycliffewellnessproject.com/939-2/>

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

Stone, D., Patton, B. and Heen, S. (2<sup>nd</sup> 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/>

Romanik, D. (October 12, 2014). *Confronting Clergy- Congregational Conflict*. Network of Episcopal Clergy Associations. <http://episcopalclergy.org/community/topic/confronting-clergy-congregational-conflict-by-donald-v-romanik/>

Thomas, K. and Kilmann, R. (2007) *Thomas-Kilmann Conflict Mode Instrument*. Xicom Inc.

Witt, L. (2011). *Replenish: Leading from a healthy soul*. Grand Rapids, MI: Baker House.

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

## Course Website

- Blackboard <https://weblogin.utoronto.ca/>

This course uses Blackboard for its course website. To access it, go to the UofT portal login page at <http://portal.utoronto.ca> and login using your UTORid and password. Once you have logged in to the portal using your UTORid and password, look for the **My Courses** module, where you'll find the link to the website for all your Blackboard-based courses. (Your course registration with ROSI gives you access to the course website at Blackboard.) Note also the information at <http://www.portalinfo.utoronto.ca/content/information-students>. Students who have trouble accessing Blackboard should ask Thomas Power for further help.

## *Class Schedule*

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Week 1 (January 4)

**Topic:** Introduction to the course & formation of small groups

**Readings:** Course Syllabus

Week 2 (January 11)

**Topic:** Effective Communication

**Readings:** *The Gift of Being Yourself*, Chapter One, posted on course blackboard

*Difficult Conversations*. Chapters 1 – 4

*Reaching Out*, Chapter 4, posted on course blackboard

**In Class Assignment:** making video-taped recordings in your small groups

**Assignment Due:** Image Assignment is due by end of day

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**WEEK 3 (January 18)**

**Topic:** Being Fully Present

**Readings:** *The Mind's Mirror*. Posted on Course Blackboard.  
*Excerpt on Silence* from *Counseling Strategies and Interventions*.  
Posted

**WEEK 4 (January 25)**

**Topic:** The Wycliffe Wellness Project, Guest Lecture by Beth Fisher, M.Div.

**Readings:** To be listed

**Assignment Due:** Boundaries Assignment due by end of day **OR**, those currently engaged in some form of ministry may choose to participate in the Wycliffe Wellness Project instead

**WEEK 5 (February 1)**

**Topic:** Are You Having the Time of Your Life?

**Readings:** *Called to be Saints*. Chapter 6. Posted on Course Blackboard.

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

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

Malcolm, W. *The Interplay between Rest and Active Engagement in Mark 6*. <http://wycliffewellnessproject.com/939-2/>

**WEEK 6 (February 8)**

**Topic:** Safeguarding Relationships

**Readings:** *Thoughts about Self-Disclosure*, posted on course blackboard

Fotinos, D. *Walking with instead of walking away*. Network of Episcopal Clergy Associations. <http://episcopalclergy.org/community/topic/walking-with-instead-of-walking-away-by-the-rev-dennis-fotinos>

**Assignment Due:** Time Assignment due by end of day

**WEEK 7 (February 22)**

**Topic:** Neurobiology of Experience

**Readings:** *Anatomy of the Soul*, Chapters 1 – 3

**WEEK 8 (March 1)**

**Topic:** Understanding Emotion

**Readings:** Difficult Conversations, Chapter 5

**Assignment Due:** Emotion Assignment due by end of day

**WEEK 9 (March 8)**

**Topic:** Church Building Exercise

**Readings:** *Difficult Conversations*, Chapters 6 + 7

**WEEK 10 (March 15)**

**Topic:** Responding to Conflict

**Readings:** *Difficult Conversations*, Chapters 8 + 9

Romanik, D. *Confronting Clergy- Congregational Conflict*. Network of Episcopal Clergy Associations.

<http://episcopalclergy.org/community/topic/confronting-clergy-congregational-conflict-by-donald-v-romanik/>

**Assignment Due:** Conflict Assignment due by end of day

**WEEK 11 (March 22)**

**Topic:** Thank you for the Feedback!

**Readings:** *Difficult Conversations*, 10 – 12

**In-class Assignment:** You must bring to class the Johari Windows Checklists you have completed for the other members of your group. Your feedback to one another will be videotaped as part of your final assignment.

**WEEK 12 (March 29)**

**Topic:** Providing Feedback & Wrapping up the Loose Ends

**Readings:** *Difficult Conversations*, Ten Questions People Ask

**Assignment Due:** Johari Windows due by end of day

**WEEK 13 (April 5) – EXAM WEEK. NO CLASS**

**Assignment Due:** Listening Skills Self-Evaluation due by end of day

## *Evaluation*

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### **Requirements**

- 1) Journaling Assignments:** There are a set of six (6) self-reflection exercises assigned that are designed to facilitate students' efforts to internalize and consolidate healthy self-awareness and accurate self-understanding without becoming self-absorbed or self-indulgent.
- 2) Demonstrations of Basic Skills of Pastoral Care:** Students will be required to work in small groups of 3 or 4 throughout the semester to practice, and at times videotape themselves, engaging in pastoral listening with one another. A baseline recording will be made during the second week of class with periodic follow-up videos filmed after that. Each student will review their videotapes on their own, and also work with the other members of their group to review and assess one another's listening skills using an evaluation template provided by the course instructor. A Listening Skills Self-Evaluation will be submitted as the final assignment in the course.

**PLEASE NOTE:** As a pass/fail course, attendance and active involvement in the course are essential. That being said, ***there are only two ways you can fail this course:***

- 1) Attendance: you can fail this course by missing more than one class for reasons other than illness or an unavoidable emergency. In other words, ***you may only miss one class during the semester because of competing social or vocational commitments.*** If you are going to be away from class for more than one week due to illness, a doctor's note will be required.
- 2) Assignments: you can fail this course by handing in assignments that do not address the questions asked, by repeatedly submitting your assignments late, or by not handing them in at all.

***If either set of circumstances happen for you in regard to this course, you will be required to either retake the course or accept an F on your transcript.***

## Grading System

Grades without numerical equivalent:

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)
INC	Permanent incomplete; has no numerical equivalent or grade point value
WDR	Withdrawal without academic penalty
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

### ***Policy on Assignment Extensions***

Basic Degree students are expected to complete all course work by the end of the term in which they are registered. Under **exceptional circumstances**, with the written permission of the instructor, students may request an extension (SDF = "standing deferred") beyond the term. An extension, when offered, will have a mutually agreed upon deadline that does not extend beyond the conclusion of the following term. An SDF must be requested no later than the last day of classes of the term in which the course is taken. The request form is available on the college website or from the Registrar's office.

**One percentage point per day will be deducted on the course grade if an extension has not been requested by the stated deadline.**

**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/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) or college grading policy.

## ***Policies***

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**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 <http://www.tst.edu/academic/resources-forms/handbooks> and the University of Toronto *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>), 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](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>).

**Writing Style.** The writing standard for the Toronto School of Theology is Kate L. Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations*, 8<sup>th</sup> edition (Chicago: University of Chicago Press, 2013), which is available at Crux Books.

## ***Bibliography***

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- Bohart, A. (1977). Role playing and interpersonal conflict reduction. *Journal of Counseling Psychology*, 24, 15 – 24.
- Bohart, A., & Greenberg, L (Eds.). (1997). *Empathy reconsidered: New directions in psychotherapy*. Washington, DC: American Psychological Association.
- Brammer, L. & MacDonald, G. (1999). *The Helping Relationship: Process and skills*. Boston: Allyn and Bacon.



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- Chirban, J. (editor). (1994). *Clergy Sexual Misconduct: Orthodox Christian Perspectives*. Brookline, MA: Hellenic College.
- Curtis, R. & Stricker, G. (Eds.). (1991). *How do people change?* New York: Plenum.
- DeVito, J. (2000). *Human Communications: The Basic Course* (8<sup>th</sup> edition). New York: Longman.
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- Fredrickson, B. (1998). What good are positive emotions? *Review of General Psychology*, 2, 300 – 319.
- Gendlin, E. (1962). *Experiencing and the creation of meaning*. New York: Free Press.
- Greenberg, L. (2002). *Emotion-Focused Therapy: Coaching clients to work through their feelings*. Washington, DC: American Psychological Association Press.
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- Karren, K., Bafen, B, Smith, N. & Frandsen, K. (2002). *Mind/body health: The effects of attitudes, emotions and relationships* (2<sup>nd</sup> edition). Redwood City, CA: Benjamin Cummings.
- Lee, C. & Balswick, J. (1989). *Life in a glass house: The minister's family in its unique social context*. Grand Rapids, MI: Zondervan.
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- Mosgofian, P. & Ohlschlager, G. (1995). *Sexual misconduct in counseling and ministry*. Dallas, TX: Word Publishing.
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