

# Course Syllabus Wycliffe College Toronto School of Theology

## *Course Identification*

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Course Number: WYP1501HF  
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: 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.** Please note that this course is offered every semester. There is a cap on the number of students who may enroll in the course, so those who are planning to graduate in the spring of the current academic year should register early in order to be sure of being admitted to the course.

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

## Course 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) |
| <ul style="list-style-type: none"> <li>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<br><b>MDiv:</b> 2.1, 2.2, 2.3, 2.4, 3.2, 3.3,                      |
| <ul style="list-style-type: none"> <li>Demonstrate the constituent skills involved in empathic, interactive listening</li> </ul>  | Weekly class discussions; experiential classroom activities                                   | <b>MTS:</b> 2.3, 3.1, 3.2, 3.3<br><b>MDiv:</b> 2.2, 2.3, 2.4, 3.2, 3.3                            |
| <ul style="list-style-type: none"> <li>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</li> </ul> | Weekly class discussions; experiential classroom activities; bi-weekly journaling assignments | <b>MTS:</b> 2.3, 3.1, 3.2, 3.3<br><b>MDiv:</b> 2.2, 2.3, 2.4, 3.1., 3.2, 3.3                      |
| <ul style="list-style-type: none"> <li>Improve their ability to establish and maintain appropriate personal boundaries, and to recognize and respect others' boundaries</li> </ul>  | Weekly class discussions; experiential classroom activities                                   | <b>MTS:</b> 2.3, 3.1, 3.2, 3.3<br><b>MDiv:</b> 2.2, 2.3, 2.4, 3.2, 3.3                            |
| <ul style="list-style-type: none"> <li>Improve their level of comfort with and appropriate responsiveness to constructive criticism</li> </ul>  | Weekly class discussions; experiential classroom activities; in-class feedback exercise       | <b>MTS:</b> 2.3, 3.1, 3.2, 3.3<br><b>MDiv:</b> 2.2, 2.3, 2.4, 3.2, 3.3                            |
| <ul style="list-style-type: none"> <li>Demonstrate increased awareness of interpersonal dynamics for the purpose of identifying and working constructively with interpersonal situations that may prove difficult.</li> </ul>   | Weekly class discussions; experiential classroom activities; bi-weekly journaling assignments | <b>MTS:</b> 2.3, 3.1, 3.2, 3.3<br><b>MDiv:</b> 2.2, 2.3, 2.4, 3.2, 3.3                            |
| <ul style="list-style-type: none"> <li>Improve their ability to identify and work with the vulnerabilities and sensitivities that evoke</li> </ul>  | Weekly class discussions; experiential classroom activities                                   | <b>MTS:</b> 2.3, 3.1, 3.2, 3.3<br><b>MDiv:</b> 2.2, 2.3, 2.4, 3.2, 3.3                            |

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| automatic and sometimes maladaptive self-protective coping mechanisms when confronted with difficult interpersonal situations                |   |  |
| <ul style="list-style-type: none"> <li>Improve their ability to be present in authentic caring ways in interpersonal interactions</li> </ul> | Weekly class discussions; experiential classroom activities | <b>MTS:</b> 2.3, 3.1, 3.2, 3.3<br><b>MDiv:</b> 2.2, 2.3, 2.4, 3.2, 3.3 |

## *Course Resources*

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### Required Course Texts and Readings

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 on Silence 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*. Posted on Course Blackboard.

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

Weber, N. (2012). The Spiritual Practice of Saying No. <http://www.patheos.com/blogs/nadiabolzweber/2012/03/the-spiritual-practice-of-saying-no-sisters-take-note/>

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/>

Thompson, C. (2010). *Anatomy of the Soul*. Tyndale House Publishers, Inc.

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

Witt, Lance. (2012). *Replenish: Lead from a Healthy Soul*. Grand Rapids, MI: Baker Publishing Group.

## Course Website

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- Quercus: <https://q.utoronto.ca/>

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 Blackboard should ask [Jeff Hocking email [jhocking@wycliffe.utoronto.ca](mailto:jhocking@wycliffe.utoronto.ca) for further help.]

## Class Schedule

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**WEEK 1 Topic:** Introduction to the course & formation of small groups

**Readings:** Course Syllabus

**In class assignment:** page 4 of the Pre-course assignment

**WEEK 2 Topic:** The Wycliffe Ministry Life Project

**Readings:** *The Gift of Being Yourself*, Chapter One, posted on course blackboard  
*Replenish*, Chapter 20

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

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

**WEEK 3 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:// http://episcopalclergy.org/community/topic/walking-with-instead-of-walking-away-by-the-rev-dennis-fotinos](http://http://episcopalclergy.org/community/topic/walking-with-instead-of-walking-away-by-the-rev-dennis-fotinos)

*Replenish*, Chapter 16

**In Class Assignment:** Confirmation to Instructor that you have checked the video file you received from Paul Patterson to be sure it worked

**WEEK 4 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/>

*Replenish*, chapter 9, 10, 23 – 24

**Assignment Due:** Boundaries Assignment due by end of day **OR**, those who chose to participate in the Wycliffe Wellness Project are to have completed the questionnaires by end of day.

**WEEK 5 Topic: Being Fully Present**

**Readings:** *The Mind's Mirror*. Posted on Course Blackboard.

*Excerpt on Silence* from *Counseling Strategies and Interventions*. Posted

*Replenish*, Chapter 25

**WEEK 6 Topic: Effective Communication**

**Readings:** *Difficult Conversations*. Chapters 1 – 4

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

*Replenish*, Chapter 38

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

**WEEK 7 Topic: The Experience of Being**

**Readings:** *Anatomy of the Soul*, Chapters 1 – 5

*Replenish*, Chapter 28

**WEEK 8 Topic: Understanding Emotion**

**Readings:** *Difficult Conversations*, Chapter 5

*Replenish*, Chapter 26

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

**WEEK 9 Topic: Church Building Exercise**

**Readings:** *Difficult Conversations*, Chapters 6 - 8

**WEEK 10 Topic: Responding to Conflict**

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

**Readings:** *Difficult Conversations*, 9 - 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 Topic: Wrapping up the Loose Ends**

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

**Assignment Due:** Johari Windows 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.
- 3) **Participation in In-Class Experiential Exercises:** At three different points over the duration of the course, students will have an opportunity to participate in an experiential exercise. Each exercise is designed to provide a real-time experience of engaging with elements of specific topics covered in the course (i.e., communication, time and conflict).
- 4) **Participation in class discussions of the weekly readings:** each class begins with a discussion of the assigned readings associated with the topic being covered. Students are expected to contribute an observation and/or pose a question about the readings.

**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 NCR grade without equivalent on your transcript. Please see below for an explanation of this grade.***

### Grading System

Grades without numerical equivalent:

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|-----|--|
| 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)  |

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| INC | Permanent incomplete; has no numerical equivalent or grade point value   |
| WDR | Withdrawal without academic penalty  |
| AEF | 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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- Bargh, J., & Chartrand, T. (1999). The unbearable automaticity of being. *American Psychologist*, 54, 462-479.
- Beebe, S., Beebe, S., & Ivey, D. (2001). *Communication Principles for a Lifetime*. Boston: Allyn and Bacon.
- 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.
- Buber, M. (1958). *I and thou (2<sup>nd</sup> ed.)*. New York: Scribner's.
- 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.
- Drakeford, J. (1982). *The Awesome Power of the Listening Heart*. Grand Rapids, MI: Zondervan.
- Exley, R., Galli, M., & Ortberg, J. (1994). *Dangers toils and snares: Resisting the hidden temptations of ministry*. Sisters, OR: Multnomah Books.
- 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.
- Gula, R. (1996). *Ethics in Pastoral Ministry*. New York: Paulist.
- Hill, C. & O'Brien, K. (1999). *Helping Skills: Facilitating Exploration, Insight, and Action*. Washington, DC: American Psychological Association.
- Johnson, D. (2014). *Reaching Out: Interpersonal effectiveness and Self-Actualization (11<sup>th</sup> edition)*. Boston, MA: Allyn and Bacon.
- Jones, K. (2001). *Rest in the storm: Self-care strategies for clergy and other caregivers*. Valley Forge, PA: Judson Press.



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- Lee, C. & Balswick, J. (1989). *Life in a glass house: The minister's family in its unique social context*. Grand Rapids, MI: Zondrevan.
- Liettaer, G. (1993). Authenticity, congruence and transparency. In D. Brazier (Ed.), *Beyond Carl Rogers* (pp. 17 – 46). London: Constable.
- McIntosh, G., & Edmondson, R. (1998). *It only hurts on Monday*. Carol Springs, IL: Church Smart Resources.
- Mickey, P. & Ashmore, G. (1991). *Clergy families: Is normal life possible?* Grand Rapids, MI: Zondervan.
- Mosgofian, P. & Ohlschlager, G. (1995). *Sexual misconduct in counseling and ministry*. Dallas, TX: Word Publishing.
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- Pert, C. (1997). *Molecules of emotion*. New York: Touchstone.
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- Van der Kolk, B. (1993). The body keeps the score: Memory and the evolving psychobiology of posttraumatic stress. *Harvard Review of Psychiatry*, 1, 253 – 265.
- Young, M. (1998). *Learning the Art of Helping: Building blocks and techniques*. Upper Saddle River, new Jersey: Merrill