

Course Syllabus
TXP2511HF
Boundaries & Bridges: Care of Self for Care of Others
Wycliffe College
Toronto School of Theology

Instructor Information

Instructor: Rev. Boram Lee, PhD., RP
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Office Hours: by appointment

Course Identification

Course Number: TXP2511HF
Course Format: In-person only
Course Name: Boundaries & Bridges: Care of Self for Care of Others
Class Times: Tuesdays, 2:00 – 4:30 PM
Course Location:

Prerequisites: **Students may not enroll in this course until they have completed at least six 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 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 consider that the advanced course also has a cap on enrollment.

This course is reserved primarily for M.Div and CAS students, as it is specifically designed for those called to pastoral or ordained ministry in the Church or parachurch settings. Students from other programs (MTS, MTSU, CTS, DipCS) will need to seek the instructor's permission first before enrolling.

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 experiential exercises designed to assist in the acquisition of skill. The class format is comprised of discussions of readings, 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

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

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

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

Wadell, P., and Pinches, C. (2021). *Living Vocationally: The Journey of the Called Life*. Eugene, OR: Cascade Books.

Required Article/Chapter Reading (scanned copies will be posted on Quercus, or online links have been provided)

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.

Kornfeld, M. (2000). Appendix D (On Trying to Change People: Approaches that Usually Do Not Work) of *Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities*. NY: Continuum.

Lee, B. "Where is God?: Finding God in the Depths of Suffering," in *Vestigia Dei*,
<https://www.wycliffecollege.ca/blog/where-god-finding-god-depths-suffering-0>

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 Toronto, ON: unpublished manuscript.

Manning, K. (2021). "Step One: Listen." In *The Empathetic Workplace*. United States: HarperCollins Leadership, 2021,
https://librarysearch.library.utoronto.ca/discovery/fulldisplay?docid=cdi_proquest_ebookcentralchapters_6655318_10_32&context=PC&vid=01UTORONTO_INST:UTORONTO&lang=en&search_scope=UTL_AND_CI&adaptor=Primo%20Central&tab=Everything&query=any,contains,active%

Pickens, B. (winter, 2018). A Chaplain's Story on Cultivating Compassion.
<https://mag.uchicago.edu/publication-sources/university-chicago-magazine?page=2>

Simmons, A., and Mayfield, K. (2020). *Attached to the Invisible*, episode 21 on megaphone.fm, or February 15 2020 on apple podcasts.
<https://cms.megaphone.fm/channel/attached?selected=ALHT9045007674>

<https://podcasts.apple.com/us/podcast/what-are-attachment-styles-and-what-do-they-mean/id1499179675?i=1000465654935>

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 the registrar's for further help.

Course Learning Outcomes

Course Outcomes	Course Elements	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 statement of outcomes (MDiv):
Develop proper patterns of spiritual disciplines conducive spiritual growth and well-being	Spiritual formation time; journaling assignments	3.1
Articulate, in both oral and written forms, their understanding of the concepts taught in the course	Weekly class discussions; journaling assignments; experimental learning; final written assignment	2.2, 2.3, 2.4
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	2.3, 3.2
Evaluate and explain the importance of appropriate interpersonal boundaries	Weekly class discussions; experiential classroom activities	2.4, 3.2, 3.3
Demonstrate a basic level of comfort with and responsiveness to constructive feedback	Weekly class discussions; experiential classroom activities; in-class feedback exercise	2.4, 3.2, 3.3
Assess the importance of interpersonal vulnerabilities and sensitivities that evoke automatic and sometimes	Weekly class discussions; experiential classroom activities	2.3, 3.2, 3.3

maladaptive self-protective coping mechanisms when confronted with difficult interpersonal situations		
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Evaluation

Requirements

1. **Weekly Spiritual Formation Practice:** Prayers, Scripture Readings, and Meditation
2. **Four Journaling Assignments** that are designed to facilitate students' efforts to internalize and consolidate healthy self-awareness and accurate self-understanding.
 - The 1st Journaling Assignment: The Story of Your Own Vocational Journey (a short presentation)
 - The 2nd Journaling Assignment: Image
 - The 3rd Journaling Assignment: Emotion
 - The 4th Journaling Assignment: Johari Windows
4. **Participation in Peer Group and Experiential Exercises** provides students with opportunities to engage in real-time experiences of the dynamic elements of several topics covered in the course. The peer group sessions allow students to offer and receive advice and feedback from peers in empathetic manner, fostering supportive relationship.
 - **Role Playing:** Each group or pair will present their role play to the class, implementing a difficult conversation based on the guidelines from *Difficult Conversations: How to Discuss What Matters Most*.
5. **Reading and Participating in 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.
6. **Final Self-Assessment Assignment** that provides an opportunity to write a self-assessment reflection in answer to a set of summative questions.¹

¹ If you anticipate having difficulty meeting this deadline, you must submit a course extension request form prior to the assignment deadline. No retrospective extensions can be approved after the last day of classes, and time needs to be built in for the form to be filled out by you, sent to me for a signature, and then sent on to the registrar to be signed by the Academic Dean. Keeping this process in mind, you must send your SDF form to me by **Nov 29** if you are going to need extra time to submit your assignments.

While you may choose to begin working on this assignment any time, please do not submit it early, as there are concepts and experience to be gained right up to the last day of classes that you are to consider in completing this assignment.

Please note that this assignment is meant to be helpful to you in and of itself. In addition, if you apply for admission to the Advanced Formation and Internship in Pastoral Care Ministry course, the assignment will be shared with the on-site supervisors of the available internship sites as part of the admissions process.

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, passing the course requires:

- 1) **Consistent Attendance:** Exceptions to this would only include missing class because of illness or unavoidable emergency. It is very important, therefore, that students plan their time prior to enrolling in the course to ensure that they will not miss class due to competing demands on their time. **Missing 2 or more weeks of class without prior authorization² and/or medical documentation will be cause for a failing grade in the course** as per 11.4.3 in the Basic Degree handbook.
- 2) **Submission of 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) **Active participation** in class discussions and experiential exercises: students who consistently avoid active participation in class discussions and/or the experiential exercises may be asked to withdraw from the course.

Course Schedule

Week	Topics	Readings	Assignment Due Dates
Week 1 Sep 10	<ul style="list-style-type: none"> Weekly spiritual formation Practice: Prayers, scripture readings, and meditation Get to know who we are! Sharing about the course How to listen and respond in empathetic ways 		<ol style="list-style-type: none"> Complete “Personal Qualities Checklist” (but you do not need to submit it). Submit your “Getting Acquainted Questions” by Sep 8.
Week 2 Sep 17	<ul style="list-style-type: none"> Weekly spiritual formation To truly understand yourself, the first step is to explore your calling. A calling that shapes our identity and transforms our perception of ourselves, others, society, and the world 	<i>Living vocationally</i> , Chapters 1- 3.	The 1st Journaling Assignment: Submit “ Your Call to Ministry: The Story of Your Own Vocational Journey ” by Sept 16 (Monday) and Short

² "Prior authorization" means that students need to seek approval from instructors in advance for missing the class. **If you don't get approval from your instructors for missing your class prior to the class, this doesn't mean you get "prior authorization." For instance, a student sent me an absence note right before class began and hasn't yet received my approval. In this scenario, the student hasn't obtained prior authorization.**

			Presentation on <u>this week</u> <u>2</u> .
Week 3 Sep 24	<ul style="list-style-type: none"> Weekly spiritual formation The last 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> <i>Attached to the Invisible</i> , Episode 3.	
Week 4 Oct 1	<ul style="list-style-type: none"> Weekly spiritual formation Accurate understanding of the self: your personality and its impact 	<i>Staying in Bounds</i> , Chapters 5 & 7.	
Week 5 Oct 8	<ul style="list-style-type: none"> Weekly spiritual formation Accurate understanding of the self: 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.	The 2nd Journaling Assignment: “Image” by <u>Oct 7 (Monday)</u>
Week 6 Oct 15	<ul style="list-style-type: none"> Weekly spiritual formation Emotional part 1: understanding emotion 	<i>Permission to Feel</i> , Parts I and II. <i>Called to be Saints</i> , Chapter 6 (section on Joy). <i>Living Vocationally</i> , p. 169 – 172]	
Reading Week- NO CLASS			
Week 7 Oct 29	<ul style="list-style-type: none"> Weekly spiritual formation Emotional part 2: working with emotion 	<i>Difficult Conversations</i> , Chapters 1 – 5.	The 3rd journaling assignment: “Emotion” by <u>Oct 28 (Monday)</u>

Week 8 Nov 5	<ul style="list-style-type: none"> Weekly spiritual formation Effective communication 	<i>Difficult Conversations</i> , Chapters 6 – 8. <i>Cultivating Wholeness</i> , Appendix D. <i>Living Vocationally</i> , p. 194 – 197 and 213 – 219]	
Week 9 Nov 12	<ul style="list-style-type: none"> Weekly spiritual formation Conflict: responding effectively 	<i>Difficult Conversations</i> , Chapters 9 – 12. <i>Living Vocationally</i> , p.176 – 187.	Group or Pair Role Playing
Week 10 Nov 19	<ul style="list-style-type: none"> Empathetic Presence: Listening and Being Present Without Fixing 	Pickens, “A Chaplain’s Story on Cultivating Compassion,” Lee, “Where is God?: Finding God in the Depths of Suffering,” Manning, “Step One: Listen.” In <i>The Empathetic Workplace</i> .	
Week 11 Nov 29	<ul style="list-style-type: none"> Weekly spiritual formation Safeguarding relationships part 1: healthy boundaries 	<i>Staying in Bounds</i> , Chapters 3 & 4.	The 4th journaling assignment: Johari by Nov 25 (Monday)
Week 12 Nov 26	<ul style="list-style-type: none"> Weekly spiritual formation Safeguarding Relationships part 2: safe and trustworthy leadership 	<i>Thanks for the Feedback</i> , Chapter 10 <i>Staying in Bounds</i> , Chapters 8 – 10.	
Week 13 Dec 2	Exam week: no class		Final Assignment by <u>Dec 10 (Tuesday)</u>

Policies

Assignment Extension (BD). Basic Degree students are expected to hand in assignments by the date given in the course outline. Under exceptional circumstances a student may request a short extension to be determined with the instructor. Instructors are not obliged to approve a request for an extension or accept papers that are late where no extension has been requested. If the instructor chooses to accept an assignment, where an extension has **not** been requested and approved before the due date, then **for that assignment one percentage point per late day will be deducted**. The final deadline for the submission of assignments is the date set by the instructor in the syllabus, 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. If the student fails to submit the assignment by the agreed deadline a mark of zero will be calculated for the assignment.

Policy on Course Extension (BD) Students with documented medical difficulties or exceptional reasons (e.g., a death in the family or a serious illness) who are unable to submit their work by the end of the term must talk with their instructor and request a course extension. The deadline for obtaining a course extension is the examination day scheduled for the course or the last day of examination week, whichever is sooner. The course extension, when approved, will have a mutually agreed upon deadline, with an absolute deadline of the last day of the examination week within the twelfth month following the end of the course. (The course extension must also be approved by the Basic Degree Director and confirmed by the Registrar.) Under extraordinary situations a student may request an extension on the initial extension. To do this, students must complete a second course extension form, include sufficient documentation (e.g. a doctor's letter) and receive the approval of both the instructor and the BD director.

An approved course extension will appear on the student's record as an SDF. If the student completes coursework before the new deadline approved by the professor and the student's college, the grade SDF will be changed to a letter and number grade. If the student does not complete the work by the deadline set by the professor and no further extension is granted, the professor will assign a zero for the unsubmitted work and submit a final grade (numerical or letter, including FZ) or, if the student successfully petitions for one, a permanent incomplete (INC). For late papers (with or without a course extension) students will receive a grade but minimal comments.

The link for the course extension form is at <https://www.wycliffecollege.ca/basic-degree-request-extension-pdf>

Late work (Graduate). The prima facie deadline for the completion of work in a course is the last day of the examination week for the trimester in which the course is taken. Students are expected to meet the course deadlines of the instructor offering the course and are advised to plan their research projects accordingly. Students who find themselves unable to meet deadlines for completing coursework can, under certain conditions, receive extensions for completing the work after the dates set by the college in which the course is offered.

The authority to grant an extension for the completion of work in a course beyond the original TST or college deadline (whichever is earlier) for that course rests with the student's college Graduate Director, not the instructor of the course. Nevertheless, the instructor's signature is required for course extension requests to be processed. Students will petition their college Graduate Director for extensions, using a standard form provided by TST on its website. See Section 7.11 of the Conjoint Graduate Degree Handbook.

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.studentlife.utoronto.ca/as> 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* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>. 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: <https://www.trinity.utoronto.ca/library/research/theology/avoiding-plagiarism-in-theological-writing/>

Use of AI. Students are not to submit work generated by AI chatbots such as ChatGPT. If students are found to have done so, they will receive a mark of ‘zero’ for the assignment concerned.

Recording Policy. Students may not create audio or video recordings of classes with the exception of those students requiring an accommodation for a disability (as identified by the Accessibility Services). These students should speak to the instructor in advance of the class.

If a course is to be recorded (either by a student or the instructor), the following guidelines apply:

- Students must be given notice that lectures or a lecture will be recorded, preferably well before the recorded class. Consent forms are available from the Registrar’s office.
- Students must be given the option to opt out of recorded classes without penalty. Students who wish to remain anonymous in a recorded lecture will not be penalized for this choice – if, for example, participation is a required component of the course, students will be given another option to earn participation credit that will not be recorded.

Students creating unauthorized audio and/or video recording of lectures violate an instructor’s intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

Other academic offences. TST students come under the jurisdiction of the University of Toronto *Code of Behaviour on Academic Matters* <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019>.

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.

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