



Course Syllabus
TXP2512YY: Advanced Formation and Internship in
Pastoral Care Ministry
Wycliffe College
Toronto School of Theology
2024 Fall

Instructor Information

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

On-Site Supervisors: Reverend Canon Joanne Davies, St. Johns Rehab

Course Identification

Course Number: TXP2512HS
Course Name: **Advanced Formation and Internship in Pastoral Care Ministry**
Course Location: **In person only** at Wycliffe College for course, and St. John's Rehab for internship
In-class component: Wycliffe College, Wednesdays, 2:00 – 4:20
Group Supervision: Supervision times will be finalized closer to the start of classes. In the meantime, please hold 2 hours on Friday morning for group supervision.
Prerequisites: Students may not enroll in this course until they have successfully completed Boundaries & Bridges. Students are also required to take part in an admission conversation with the course instructor and internship supervisor prior to being permitted to register in the course. Admission conversations will take place during the semester prior to the start of this course. No exceptions to these requirements will be made based on other courses previously taken at other schools.

Course Description

This pass/fail course builds on the material offered in Boundaries & Bridges and is designed to expand students' mastery of the practices essential to effective and ethical pastoral care. Enrollment in this course requires weekly attendance in the following components of the course:

- **In-Person Class (Wednesdays at Wycliffe):**
Weekly face-to-face sessions held at Wycliffe College.
- **Group Internship Supervision (Fridays at St. John's Rehab):**
A group supervision session taking place at St. John's Rehab, providing guidance and support for the internship experience.

- **Patient Engagement at St. John's Rehab:**
Direct interaction and engagement with patients as a significant part of the practical internship at St. John's Rehab.
- **Weekly Video Recorded Skills Practice:**
Participation in weekly exercises where skills are practiced and recorded for review.
- **Independent Study and Assignment Completion:**
Time spent outside of class to complete the required readings and assignments as specified by the course instructor and site supervisor.

This averages out to a commitment of at least two full days per week over the fall and winter semesters. While the in-class component and the internship site supervision sessions are fixed commitments, the rest of the course requirements are open to flexible arrangements with the course instructor and/or site supervisor. The course instructor and site supervisor work collaboratively with students, and with one another, and are in regular communication about students' progress.

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.
- 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; and
- integrate their conceptual in-class learning with the practice of pastoral care at their internship site.

The overarching goal of this course is for each student to gain the requisite skills involved in becoming a person who values and can 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 course 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, lectures, experiential learning events, and the practice and demonstration of component skills. Internship placement is comprised of time spent with care receivers, time spent in group supervision, and time spent writing reflections papers about the experience of providing pastoral care and being in a supervision group.

Course Resources

Required Books

- Dykstra, R. (2005). *Images of Pastoral Care: Classical Readings*. MS: Chalice Press.
- Gawande, A. (2014). *Being Mortal: Medicine and What Matters in the End*. New York: Picador.
- Stone, D. and Heen, S. (2014). *Thanks for the Feedback: The science and art of receiving feedback well*. NY: Penguin Books.

Van Deusen Hunsinger, D. (2015). *Bearing the Unbearable: Trauma, Gospel, and Pastoral Care*. Grand Rapids, MI: Eerdmans' Publishing Co.

Recommended Book

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*.

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

Arjona, R. (2016). The Librarian as an Image of Pastoral Care. *Pastoral Psychology* (65), 743–757. DOI 10.1007/s11089-016-0737-x

Austin, L. (1998). Just Being There: The Power of Pastoral Presence. *Chaplaincy Today* 14(1), 39 - 41

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

Greenberg, L. S. (2002). Emotion-Focused Therapy: Coaching clients to work through their feelings. Washington, DC: American Psychological Association, **Chapter 1**. Posted on Quercus.

McKibben Dana, M. (2018). *Introduction to God, Improve, and the Art of Living*. Grand Rapids, MI: Eerdmans Publishing Company, p. 1 – 10. Posted on Quercus.

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

Malcolm, W. Fisher, E., and Prusaczyk, E. (2021). The Complexity of Assessing Ministry-Specific Satisfaction and Stress. *Journal of Psychology & Theology*. Posted on Quercus

Paintner, C. (2011). Introduction to *The Artist's Rule: Nurturing Your Creative Soul with Monastic Wisdom*. Notre Dame, IN: Sorin Books, p. 1 – 8. Posted on Quercus.

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.

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

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
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; observation and supervision of students in their internship placement
2. Assess and practice the constituent skills involved in empathic, interactive listening	Weekly class discussions; experiential classroom activities; video-taped demonstration of requisite skills; Observation and supervision of students in their internship placement
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; Observation and supervision of students in their internship placement
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; Observation and supervision of students in their internship placement
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; Observation and supervision of students in their internship placement
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; Observation and supervision of student in field education practice. students in their internship placement

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; Observation and supervision of students in their internship placement
9. Demonstrate competent use of self in ministry	Participation in class discussions and experiential exercises; Observation and supervision of students in their internship placement
10. Articulate a suitable pastoral image as expressed in pastoral functions	Observation and supervision of student in field education practice; final assignment in class component of course.
11. Assess the strengths and needs of those served.	Observation and supervision of students in their internship placement
12. Provide pastoral care to diverse populations.	Observation and supervision of students in their internship placement

Evaluation

Requirements for the in-class component of the course:

1. *Because this is a pass/fail course, consistent attendance, and timely submission of course assignments are required to receive credit for this course.* Students are expected to:
 - attend the weekly course component of the course. Exceptions to this would only happen 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 the in-class component without prior authorization¹ and/or medical documentation will be cause for a failing grade** in the course as per 11.4.3 in the Basic Degree handbook. Similarly, **missing 2 or more group supervision meetings with the onsite supervisor without prior authorization and/or medical documentation will be cause for a failing grade** in the course as per 11.4.3 in the Basic Degree handbook. Furthermore, **two instances of being late will be considered as equivalent to one absence.**
 - Submit assignments on time and ensure that they have adequately addressed the assigned reflection questions. Neglecting to turn assignments in or repeatedly submitting assignments late without prior arrangement with the course instructor or site supervisor may lead to a failing grade in the course.

Instructors' Written Feedback: Written comments from instructors will not be provided for experiential learnings while verbal feedback will be offered for these experiences. Written

¹ "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.**

comments are given to Regular Reflections, Your Image of Pastoral Care, and the Final Summative Assignment, intended for submission to both the course instructor and your internship supervisor.

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.”

- Actively participate in group assignments outside of class time and in discussions and experiential exercises during class. Repeated absence from group practice exercises may result in a failing grade.
2. **Reading and participating in discussions of the assigned readings** allows students to see and engage with a variety of perspectives on the topics covered in the course.
 3. **Regular 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. Total three reflection papers are to be written outside class time and submitted to Prof. Lee. The goal is to engage in regular reflection and write about the things that are influencing the formation of your pastoral image and sense of self as a person who cares. The length of a given reflection will vary from person to person, but somewhere between two to three pages is sufficient.
 4. **Participation in the experiential component of the course** gives students an opportunity to engage in real-time experiences of the dynamic elements of the course. This includes:
 - a. **Leading class reflection and prayer time:** *A key aspect of Clinical Pastoral Education is providing students with the opportunity to practice pastoral leadership.* In this component, students will prepare and lead class reflection and prayer time, drawing from a chapter in Dykstra’s *Images of Pastoral Care*. At the beginning of the semester, chapters from this book will be assigned to students. They will then prepare material to facilitate class reflection on how well the assigned image aligns with their experiences, create space for prayer requests, and offer a prayer at the beginning of class. Each student will have the opportunity to lead this component up to four to five times throughout the course.
 - b. **Skills Training Practice:** Students will be assigned to a group of 4-5 individuals and are expected to schedule an hour of their time outside of class every two weeks to meet and record their skills-practice sessions. Another minutes or an 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 the story of a decade of their life, and from their weekly reflections.
 - c. **Narrating the story of your life** involves students creating a visual representation of their “Lifeline.” One decade of that lifeline project will be shared with others in the skills training component of the course.
 - d. **Role Plays and Case Studies** provide students with opportunities to consider and discuss real-life situations and issues relevant to being providers of spiritual care within the context of ministry life.

- e. **“New-to-You” forms of Prayer** requires that students spend a minimum of one hour of their time outside of class each week experimenting with a variety of “new-to-you” forms of prayerful expression. The first of these is the creation of a Lifeline. Students are expected to complete their Lifeline project and experiment with at least FIVE other forms of prayer over the span of the course. *An image of your project and your journal notes are to be shared online at bi-weekly intervals, even if a given project is still in process.*
- f. **Presentation of “Your Image of Pastoral Care”**
This assignment aims to encourage students to deeply engage with the concept of pastoral care, integrate their understanding with Biblical insights, and critically assess the practical application of their chosen image in diverse pastoral situations.

For this assignment, students will reflect on various images of pastoral care discussed in class and develop their own unique image of pastoral care. Students will be required to write a three-page paper titled "Your Image of Pastoral Care," addressing the following key elements:

1. **Personal Image Creation:** In this section, describe the image or metaphor that best represents your understanding and approach to pastoral care. Explain why this image resonates with you personally and how it reflects your own experiences and beliefs in providing pastoral care.
To effectively develop this image, reflect on your goals and core functions of pastoral care, considering how your chosen image embodies the essence of your approach and the impact you aim to have in your pastoral practice. Discuss this further in the "Essential Elements" section.
2. **Biblical Resonance:** Discuss how your chosen image aligns with or is supported by Biblical stories. You could identify specific Biblical passages or themes that connect with your image and illustrate how this image is rooted in Scripture.
3. **Essential Elements:** Analyze how your image captures the essential elements of pastoral care. Consider how it encompasses aspects such as empathy, active listening, support, guidance, spiritual nurture, and community building. Reflect on how this image helps convey the core functions and goals of pastoral care.
4. **Contextual Application:** Evaluate the effectiveness of your image in various pastoral contexts. Discuss situations where this metaphor would be particularly effective in providing care and support, as well as scenarios where it might be less applicable or even problematic. Provide examples to illustrate both cases.
5. **Submission and Presentation to Class:** Submit your completed paper to Prof. Lee by the designated deadline. Ensure that your paper thoroughly addresses the points outlined above. Presentation dates will be assigned to discuss your paper with the class.

Requirements for the internship component of course:

5. **Spiritual Reflection Reports:** Students will spend an average of three hours per week writing a reflection paper about their supervision experience, following guidelines provided by the onsite supervisor.

- 6. Participation in internship supervision:** Students will spend approximately 5 hours at St. John's Rehabilitation Hospital in direct contact with patients. In addition, students are expected to spend time while onsite documenting their experience (for their spiritual reflection assignment) and attending a weekly group supervision session.

Requirements for the integrative component of the course:

- 7. Final Summative Assignment:** Students are required to write a summative reflection paper that is an opportunity to consolidate and integrate classroom and their internship experience, and from the APC in-class component. This assignment will be reviewed by Rev. Jo Davies and Prof. Lee.

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.