



McMaster Divinity College

MS 3A03 Foundations for Effective Ministry 3a (Fall) Tuesdays 1:30-3:20 pm

Instructors: Dorothy Hunse, Ph.D.
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Office Hours: By Appointment

Course Description:

This course focuses on core competencies for ministry in the areas of pastoral care, spiritual formation, ministry practice, and professional ethics. The design of the course is modular in format and linked to the practice of ministry competencies in the areas of focus. Participants in this course will deepen their knowledge of authentic Christian ministry in all of its complexity. The course is offered alternately with Foundations for Effective Ministry 2 each year in the Master of Divinity program. Topics covered in the Fall Term include: ministry competency, models of pastoral care, grief and loss, trauma, end of life care, spirituality for ministry and death/dying and the Christian funeral. Participants are expected to integrate the course requirements with field placement and ministry activity throughout the year and to think theologically about the core competencies associated with these modules.

Required Reading:

Textbooks:

Benner, David G. *The Gift of Being Yourself*. Rev. ed. Downers Grove, IL: InterVarsity Press, 2015.
Nouwen, Henri J. M. *Can You Drink the Cup?* Notre Dame, IN: Ave Maria Press, 1996.
Whipp, Margaret. *Pastoral Theology*. Norwich, ENG: SCM Press, 2013.
Zylla, Phillip C. *The Roots of Sorrow*. Waco, TX: Baylor University Press, 2012.

Required Journal Articles and Other Resources:

Note it is the student's responsibility to obtain their own access to these journal articles. Unless otherwise indicated, articles may be obtained electronically via the Mills Library (McMaster University).

Frame, Marsha W. "The Spiritual Genogram in Marriage and Family Therapy." *Journal of Marital and Family Therapy* 26(2), 211-216.
Gill-Austern, Brita L. "Rediscovering Hidden Treasures for Pastoral Care." *Pastoral Psychology* 43(4), 233-253.
Hodge, David R. "Spiritual Ecograms: A New Assessment Instrument for Identifying Clients' Strengths in Space and Across Time." *Families in Society: The Journal of Contemporary Social Services* 86(2), 287-296.
Pattison, Stephen. "Is Pastoral Care Dead in a Mission-Led Church?" *Practical Theology* 1(1), 7-10
Pembroke, Neil F. "Space in the Trinity and in Pastoral Care." *Journal of Pastoral Care and Counseling* (Online) 65 (2), 2011.

Peterson, J.C., & K.F. Mutter. Some Pains Are Worth Their Price: Discerning the Cause of Pain to Guide Its Alleviation. *Journal of Spirituality in Mental Health*, 12(3), 182-194.
 Thornton, Sharon G. "Honoring Rising Voices: Pastoral Theology as Emancipatory Practice." *Journal of Pastoral Theology* 10, 64-80.

Professor:

Dr. Dorothy Hunse is an adjunct faculty member with McMaster Divinity College and also works with the Ministry Formation Program. In addition to this, she serves as a Chaplain with Hospice Niagara in St. Catharines ON. Prior to pursuing doctoral studies, she ministered in a congregational context for 8 years. She is currently working to develop her doctoral work, on the topic of participating with God in the midst of church decline, into workshops for use within the local church. Dorothy lives in Fenwick ON with her husband Cliff and a handful of chickens.

Objectives & Course Schedule

Module 1: Approaches to Ministry

Objectives

Knowing: To discern fundamental approaches to the spiritual task of Christian ministry.

Being: To reorient the ministering person to the God of compassion and to experience God's grace.

Doing: To identify personal values, preferred spiritual style, and aspects for spiritual growth.

Date	Topic	Assignments
Sept 13, 2016	Course Introduction, Syllabus Review Ministry competency	
Sept 20, 2016	Ministry style	In preparation for today's class complete the <i>Life Values Inventory</i> (http://www.lifevaluesinventory.org/)
Sept 27, 2016	Family of Origin Questions	Read Hodge, "Spiritual Ecograms" Prepare a Spiritual Ecogram if possible At the very least prepare answers to the questions listed at the end of last weeks lecture
Oct 4, 2016	Spirituality of the Ministry Leader	Read Benner text -Case Study #1 due at start of class

Recommended Reading:

Nouwen, Henri. *Reaching Out: Three Movements of the Spiritual Life*. New York: Doubleday, 1975.

Leas, Speed. *Discover Your Conflict Management Style*. Rev. Ed. Lanham MD: Rowman and Littlefield, 1998.

Oswald, Roy M. and Otto Kroeger. *Personality Type and Religious Leadership*. Lanham, MD: Rowman & Littlefield Publishers / Alban Books, 1988.

Richardson, Ron. *Becoming a Healthier Pastor: Family Systems Theory and the Pastor's Own Family*. Minneapolis, MN: Fortress Press, 2004.

Module 2: Models of Pastoral Care

Objectives

Knowing: To understand the range and scope of key models of pastoral care.

Being: To reflect on their own personal experiences of pastoral care and their theological journey with a view to identifying two models they identify with.

Doing: To articulate a personal “philosophy” of pastoral ministry.

Date	Topic	Assignments
Oct 11, 2016	Reading Week	
Oct 18, 2016	Congregational Pastoral Care	Read: Pattison -Book Review Due
Oct 25, 2016	Caring for the Individual	Read: Pembroke
Nov 1, 2016	Caring in Community	Read: Gill-Austern
Nov 8, 2016	Caring for the Community and Society	Read: Thornton Consider: What grieves you as you look at your community, world?

Recommended Reading:

_____. *The Cape Town Declaration on Care and Counsel as Mission.*

<http://careandcounsel.org/declaration.php>

Asquith, Glenn H. “The Case Study Method of Anton T. Boisen.” *The Journal of Pastoral Care*, (June 1980), 34(2), 84-94

Boisen, Anton T. *Out of the Depths*. New York: Harper & Brothers, Publishers, 1960. Available Online: <https://archive.org/details/outofthedepthsan012920mbp>

Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. Louisville, KY: Westminster John Knox Press, 2006.

Patton, John. *Pastoral Care in Context: An Introduction to Pastoral Care*. Louisville, KY: Westminster John Knox Press, 1993.

Ramsay, Nancy J. *Pastoral Diagnosis: A Resource for Ministries of Care and Counseling*. Minneapolis, MN: Fortress Press, 1998.

Module 3: Grief, Suffering and Loss

Objectives

Knowing: To understand illness and suffering in bio-psycho-social-spiritual and theological perspective and how these are experienced by the individual, their family and their community.

Being: To recall personal experiences of illness, suffering and/or loss and to reflect on their experiences of those who ministered to them and any theological themes that were experienced as helpful.

Doing: To formulate a paradigm for sustained pastoral engagement in the suffering of others, and to practice intervention strategies with those who live with illness, disability, and loss.

Date	Topic	Assignments
Nov 15, 2016	Trauma and Loss	Read: Whipp ch. 5
Nov 22, 2016	Pastoral Care in Sickness	Read: Whipp ch. 7; Peterson & Mutter -Core Competency Journal Assignment Due
Nov 29, 2016	Death, Bereavement and End-of Life Challenges	Read: Whipp ch. 8
Dec 6, 2016	Pastoral Care and Suffering	Read: Zylla, 1-70, Conclusion -Case Study #2 Due at start of class

Recommended Reading:

_____. *A Manual for Worship and Service*. [Mississauga:] Canadian Baptist Ministries, 1998.

Capps, Donald. *Agents of Hope: A Pastoral Psychology*. Minneapolis, MN: Fortress Press, 1995.

Dunlap, Susan J.. *Caring Cultures: How Congregations Respond to the Sick*. Waco, TX: Baylor University Press, 2012.

Lester, Andrew (Ed.). *When children suffer*. Philadelphia: Westminster Press, 1987.

O'Connor, Joey. *Children and Grief: Helping Your Child Understand Death*. Grand Rapids, MI: Revell, 2004.

Rolland, John S.. Beliefs and Collaboration in Illness: Evolution over Time. *Families, Systems & Health*, 16(1-2), 7-25.

Rolland, John S.. Parental illness and disability: A family systems framework. *Journal of Family Therapy* 21, 242-266.

Date	Topic	Assignments
Dec 13, 2016	Concluding Chapel Experience	Read: Nouwen, Can You Drink the Cup? Write a poem for presentation. -Philosophy of Ministry Due -Participation Assessment Due

Course Requirements:

A. Participation 20% of course grade

Includes: Regular and timely participation in all class sessions; completion of all assigned reading; completion of the Life Values Inventory; Reflection on Family of Origin questions in article by Frame; Participation in end of term Chapel (Dec 13, 2016).

Both the students and instructor will assess a grade for this portion of the course based on a marking rubric that will be provided. The Instructor will review the student's assessment and reserve the right to revise it (after discussion with the student) should a significant discrepancy between the student's and instructor's assessment occur.

Assessment Due: December 13, 2016

B. Case Study Reflections (three per semester) 15% of course grade

Based on the course readings and lectures as well as the student's own life experience, students will prepare a 750 word reflection or analysis of the case study. Case studies must be submitted on the due date, as the cases will also be discussed in class that day. Papers will be graded on the basis of the following criteria: self-knowledge, self-awareness and reflexivity (i.e., "Being"); use of pastoral, theological and other sources to interpret the case study (i.e., "Knowing"); and, the student's ability to formulate a response to the case study (i.e., "Doing").

Case Study #1

Due: October 4, 2016 at the start of class

Analyze the following case study in light of the personal and spiritual formation themes identified in the first segment of this course.

Jorge, age thirty-four, is a pastor at a nearby church in another denomination. The two of you have known each other for three years and enjoy a good relationship. Jorge has asked to speak with you because he is feeling unsettled in his ministry. He tells you he has faithfully served an inner-city congregation for six years, getting to know the people, winning their trust, and sharing their burdens, joys, and sorrows. He reports that in the beginning it felt fulfilling to work with a congregation where most people had a similar background to his own; a fact that made it easy for him to gain the trust of the congregation. Recently, some members of the church have spoken to him about their concern that he seems more interested in social action and seeking justice for new immigrants than he is in teaching the Word, nurturing the flock, or making disciples. All this came to a head at a recent elders' meeting when he was cautioned to stick to scripture and minister to the needs and concerns of the congregation.

Case Study #2

Due: December 6, 2016 at the start of class

Analyze the following case study in light of the themes related to "Grief, Suffering and Loss" identified in the third segment of this course.

Pastor Smythe picked up the phone, it was Mary Mueller. "Pastor," she said, "I need to talk to you about my husband." Pastor Smythe's mind went back to a service about six weeks ago when Gerhardt (age 50 years) had stood up in church and praised God for the fact his cancer was in remission and he was enjoying good health. Just as quickly as that memory came to mind it was pushed to the background by the awareness that Mary was telling her that Gerhardt's cancer was no longer in remission. In addition, Pastor Smythe heard Mary state that her husband was not aware she knew this and refused to talk to her about his health. Then Mary said, "Pastor, would you please come for a visit and find a way to get him to talk with me about his health."

Four days later, Pastor Smythe came to visit Mary and Gerhardt. Mary showed the pastor into a back room where Gerhardt was sitting and left to do some housework. Gerhardt quickly engaged the pastor in a conversation about his life as a business administrator, his two young adult children of whom he was very proud, and the story of his life with cancer. He talked at length about being in remission, his recent trip to the country of his birth, and his dreams for the future. Then, without warning, he reached out and took Pastor Smythe's hand. "Pastor," he said, "I have a slight problem. Mary has all sorts of plans for us, plans I cannot plan for because I know that the cancer is back and this time it is terminal. Worse than that, Mary doesn't seem to realize how sick I am and I don't know how to tell her that I don't have long to live."

C. Textbook Review: 15% of course grade

Choose one of the core textbooks (excluding Margaret Whipp) to respond to. Write a 5 page response to the book's impact on your own understanding of Christian ministry. Your response should include: a brief content summary (1 page), an analysis of the framework for ministry (2 pages) and your own theological reflections on the themes introduced (2 pages).

Due: October 18, 2016

D. Core Competency Journal: 20% of course grade

Course participants will keep a reflective journal highlighting the experiences encountered in their primary field placement related to the core competencies of the course. The journal will be a confidential record of actual ministry practices, events and experiences. These experiences will be classified within the core competencies of the course and written up in a reflective essay (7-9 pages). The criteria for evaluation of this essay include: evidence that the student has sought to practice the competencies presented in this course (i.e., "Doing"), self-knowledge, self-awareness and reflexivity with respect to what they learned about themselves through these situations (i.e., "Being") and creative theological reflection on their ministry experience (i.e., "Knowing").

Due: November 22, 2016

E. Final Essay: Philosophy of Ministry 30% of course Grade

Students are required to write a 2500-3000 word (approx. 10-12 pages) personal philosophy of ministry that expresses their understanding of the Christian ministry and the values, priorities, etc. that would shape their practice of ministry. Students are expected to incorporate the themes presented throughout the semester and to make use of the course texts and lectures. Students are also expected to read and incorporate discussion of an additional 300 pages of text relevant to any of the topics covered during the current semester. These sources may be chosen from the supplemental reading lists at the end of each chapter of Whipp's book and/or the recommended reading lists in the syllabus. Students may also draw from their core competency journal identifying thoughts, questions, ideas, strategies and personal reflections with respect to the class sessions and the assigned readings. Papers will be graded on the basis of the following criteria: self-knowledge, self-awareness and reflexivity (i.e., "Being"); use of pastoral, theological and other resources to support their philosophy of ministry (i.e., "Knowing"); and, the student's ability to articulate pastoral behaviors that are consistent with their philosophy of ministry (i.e., "Doing").

Due: December 13, 2016

A. Textbook Purchase

All required textbooks for this class are available from the College's book service, READ On Bookstore, Room 145, McMaster Divinity College. Texts may be purchased on the first day of class. For advance purchase, you may contact READ On Bookstore, 5 International Blvd, Etobicoke, Ontario M9W 6H3 : phone 416.620.2934; fax 416.622.2308; email books@readon.ca. Other book services may also carry the texts

B. Academic Honesty

Academic dishonesty is a serious offence that may take any number of forms, including plagiarism, the submission of work that is not one's own or for which previous credit has been obtained, and/or unauthorized collaboration with other students. Academic dishonesty can result in severe consequences, e.g., failure of the assignment, failure of the course, a notation on one's academic transcript, and/or suspension or expulsion from the College. Students are responsible for understanding what constitutes academic dishonesty. Please refer to the Divinity College Statement on Academic Honesty ~ <http://www.mcmasterdivinity.ca/programs/rules-regulations>

C. Gender Inclusive Language

McMaster Divinity College uses inclusive language for human beings in worship services, student written materials, and all of its publications. In reference to biblical texts, the integrity of the original expressions and the names of God should be respected. The NRSV and TNIV are examples of the use of inclusive language for human beings. It is expected that inclusive language will be used in chapel services and all MDC assignments.

D. Style

All stylistic considerations (including but not limited to questions of formatting, footnotes, and bibliographic references) must conform to the McMaster Divinity College Style Guidelines for Essays and Theses <http://www.mcmasterdivinity.ca/sites/default/files/documents/mdcstyleguide.pdf>
Failure to observe appropriate form will result in grade reductions.

E. Submission of Written Work

All written work is to be submitted by email in MSWord format. All assignments are due on the day indicated (by email before 5 p.m. of the day due). ***Late submission of assignments will be deducted one grade point (1%) for every late day.***

F. Length

Students are expected to adhere to the word count. If a paper exceeds the word count, grace will be accorded for the first 10%. However, the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word count.

G. Disclaimer

This syllabus is the property of the instructors and is prepared with the currently available information. The instructors reserve the right to make changes and revisions up until the first day of class.