



McMaster Divinity College

MS 3A03 Foundations for Effective Ministry 3a (Fall)
Tuesdays 8:30 – 10:20 am

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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*. Downers Grove, IL: InterVarsity Press, 2004.
Nouwen, Henri J. M. *Can You Drink the Cup?* Notre Dame, IN: Ave Maria Press, 1996.
Whipp, Margaret. *Pastoral Theology*. Norwich, UK: SCM Press, 2013.
Zylla, Phillip C. *The Roots of Sorrow*. Waco, TX: Baylor University Press, 2012.

Textbook Purchase: All required textbooks for this class are available from the College's bookstore, 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, 304 The East Mall, Suite 100, Etobicoke, ON M9C 5K1: phone 416.620.2934; fax 416.622.2308; email books@readon.ca.

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).

Boisen, Anton T. "Observations and Reflections." *Out of the Depths*. New York: Harper & Brothers, Publishers, 1960. Available Online: <https://archive.org/details/outofthedepthsan012920mbp>
Booth, Catherine. "Dealing with Anxious Souls - An Address to Christian Workers". Available online: <http://www.sermonindex.net/modules/articles/index.php?view=article&aid=29801>

Booth, William. "The Atonement of Jesus Christ". Available online:
http://img.sermonindex.net/modules/articles/article_pdf.php?aid=29828

Frame, Marsha W. The Spiritual Genogram in Marriage and Family Therapy. *Journal of Marital and Family Therapy*, 26(2), 211-216.

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.

John Chrysostom. Homilies 10 & 11, *Homilies on I Timothy*. In Philip Schaff (Ed), *A Select Library of the Nicene and Post-Nicene Fathers*, Volume 13. New York: Charles Scribner's Sons, 1914.
 Available online: http://www.documentacatholicaomnia.eu/03d/0345-0407,_Iohannes_Chrysostomus,_Homilies_on_First_Timothy,_EN.pdf

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.

Professors:

Dr. Phil Zylla is Academic Dean and Associate Professor of Pastoral Theology at McMaster Divinity College. His current research project, *Spiritual Formation of the Congregation*, expands on his earlier work in virtue theory and pastoral theology. Dr. Zylla was active in pastoral ministry in the Canadian context for over 18 years as a Senior Pastor. He lives in Ancaster with his wife Melodie and daughter, Chelsey.

Dr. Kelvin Mutter is an Associate Professor (part-time) at McMaster Divinity College. Dr. Mutter is a Marriage and Family Therapist (OAMFT/AAMFT) and a Pastoral Counselling Specialist (CASC). Dr. Mutter's ministry and counseling experience includes both his current work as an individual, couple and family therapist as well as over twelve years in pastoral leadership. Dr. Mutter is married and has three adult children.

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 9, 2014 | Course Introduction, Syllabus Review Ministry competency | Discussion/personal reflection, "What I want/need to learn about competency" |
| Sept 16, 2014 | Ministry style | In preparation for today's class complete the <i>Life Values Inventory</i> (http://www.lifevaluesinventory.org/) |
| Sept 23, 2014 | Family of Origin Questions | In preparation for today's class, read the article by Frame and complete the questions on pp. 213 & 214. |
| Sept 30, 2014 | Spirituality of the Ministry Leader | Read Benner text |

Recommended Reading:

Nouwen, Henri. *Reaching Out: Three Movements of the Spiritual Life*. New York: Doubleday, 1975.
 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 7, 2014 | Congregational Pastoral Care: John Chrysostom | Read: Chrysostom, Homilies 10 & 11 on I Timothy |
| Oct 14, 2014 | Caring for Community and Society: William and Catherine Booth | Read: William Booth “The Atonement of Jesus Christ”; Catherine Booth. “Dealing with Anxious Souls” |
| Oct 21, 2014 | Caring for the Individual: Anton Boisen | Read: Boisen “Observations and Reflections” |
| Oct 28, 2014 | Caring in Community | Read: article by Hodge |

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.

Booth, Catherine. “Its Sham Compassion vs. The Dying Love Of Christ”.

<http://www.sermonindex.net/modules/articles/index.php?view=article&aid=6678>

Booth, Catherine. *Female Teaching: or, The Rev. A. A. Rees versus Mrs. Palmer, Being a Reply to a Pamphlet by the Above Gentleman On The Sunderland Revival*, 2nd Edition. London, UK: G. J. Stevenson, 1861. <http://www.thisischurch.com/library/boothcatherinefemaleteaching.pdf>

Booth, William. *In Darkest England and the Way Out*. London, UK: International Headquarters of the Salvation Army, 1984.

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

John Chrysostom, Catherine P. Roth (Trans.) and David Anderson (Trans.), *On Marriage and Family Life*, Crestwood, New York: St. Vladimir’s Seminary Press, 1986.

John Chrysostom, Graham Neville (Trans.) *Six Books on the Priesthood*. Crestwood, New York: St. Vladimir’s Seminary Press, 1964.

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 4, 2014 | Trauma and Loss | Read: Whipp ch. 5 |
| Nov 11, 2014 | Pastoral Care in Sickness | Read: Whipp ch. 7; Peterson & Mutter |
| Nov 18, 2014 | Death and Bereavement | |
| Nov 25, 2014 | End-of-life Challenges - bioethics, abortion, waiting for death (family), hospice care, | Read: Whipp ch.8 |
| Dec 2, 2014 | Pastoral and Suffering | Read: Zylla, 1-70, Conclusion |

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 9, 2014 | Concluding Chapel Experience | Read: Nouwen, Can You Drink the Cup? Write a poem for presentation. |

Course Requirements:

Non-Credit Assignments:

- A. Regular and timely participation in all class sessions.
- B. Completion of all assigned reading.
- C. Completion of the Life Values Inventory (<http://www.lifevaluesinventory.org/>).
- D. Reflection on Family of Origin questions in article by Frame.
- E. Participation in end of term Chapel (Dec 9, 2014).

Graded Assignments

A. Case Study Reflections (three per semester) 10% of course grade

The class will be divided into discussion groups for the purpose of discussing each of three assigned case studies in the term. Each student in the group will facilitate the discussion once each semester. 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 which will be submitted to the professors on the day scheduled for discussing the case study. Papers will be graded on the basis of the following criteria: 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: September 30, 2014

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 which 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: October 28, 2014

Analyze the following case study in light of the themes related to "Models of Pastoral Care" identified in the second segment of this course.

Karen and Steve Brown have been members of an old established church for the past ten years. During this time each of them has been involved in the life and ministry of their church and have completed degrees at a local seminary. Since their graduation last year they have been looking for a ministry situation where they could each have a ministry position. Recently, their church has approached them to provide leadership to a new congregation the church will be starting in an adjoining community. Karen and Steve are excited by this possibility to use their skills and training in this new church. However, they also recognize some of the challenges they will be facing. For example, they are aware that within the "target community" there are those who have been alienated from traditional churches, those who are looking for a place to worship that does not require them to drive a long distance, those who are socially disadvantaged, and those who are well off. In addition, Karen and Steve have been informed that 15-20 families from their home congregation will be joining them in this venture. Finally, as a

condition of their contract, Karen and Steve are expected to provide the church board with a document that briefly describes the model of ministry that will guide their work in this new community.

Case Study #3

Due: November 25, 2014

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 week's 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 then 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."

B. Textbook Review:

15% of course grade

Due: October 21, 2014

Choose one of the core textbooks (excluding Margaret Whipp) to respond to. Write a 5-7 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 (2-4 pages).

C. Core Competency Journal:

25% of course grade

Due: November 25, 2014

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: established measures for core competencies, creative theological reflection on experiences related to course themes, practices and skills that have been honed for excellence in ministry, identified areas for growth and

development, biblical/theological themes that are related to the experiences in ministry recorded through the term.

D. Supplemental Reading (300 pages)

20% of course grade

Due: November 4, 2014

Students are to read 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. In addition to reading this material, students are required to write a 1500-2000 word reflection paper outlining what they learned from this assignment and describing how they believe it contributes to their understanding of the practice of ministry. Papers will be graded on the basis of the following criteria: self-awareness and reflexivity (i.e., "Being"); ability to articulate the theological, philosophical and practical issues raised by their reading (i.e., "Knowing"); and, the student's ability to identify the types of pastoral behaviors that emerge from their reading (i.e., "Doing").

E. Final Essay: Philosophy of Ministry

30% of course Grade

Due: December 2, 2014

Students are required to write a 3000-4000 word personal philosophy of ministry that expresses their understanding of the Christian ministry and the values, priorities, etc. that would shape their practice of ministry. It is expected that students will incorporate the themes presented throughout the semester and that they will make use of the course texts and lectures. 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-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").

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.

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>

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.

Submission of Written Work: All written work is to be submitted by email in either MSWord format, "Rich Text Format" (i.e., *.rtf), or as an Open Office document. 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.*** Graded papers will be returned to the student with comments in pdf format.

Length: Students are expected to adhere to the word count. Papers will be penalized if they are shorter than the minimum word/page count. Papers that exceed the maximum word/page count will receive grace for the first 15% over the stipulated limit after which the grade will be reduced by 1/3 of a letter grade for each additional 10% a paper exceeds the stipulated word/page count.

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.