MIN 370 The Wounded Congregation
Fall 2017

Syllabus

Instructor Contact Information
Lieut. Col. (Dr) Susan L. van Duinen MDiv/DMin
Email: Susan_van_Duinen@BoothUC.ca
Phone numbers: Cell 204-806-4511

Course Description
This course explores the pastoral relationships and resources for a congregational leader, with a particular focus on building personal resilience in the midst of potentially damaging circumstances involving change, conflict or crisis, facilitate healing and restoration for individuals and the congregation as a whole.

Duration: 6 September – 5 December 2017
Delivery Mode: Online
Credits: 3 credit hours
Prerequisites: Participation in the Certificate Cohort Sequence
Voluntary Withdrawal Date: 3 November 2017
Time Extension Application: 24 November 2017

Learning Objectives
- Recognize the potential for wounds in times of transition for both the leader and the congregation in order to raise the awareness for all to be mutually supportive during transition periods
- Build and employ self-awareness, broader support systems, and self-care in order to maintain resilience as a congregational leader
- Identify the underlying issues in various situations in order to formulate and employ a corresponding restorative plan
- Apply skills for identifying and resolving conflict in order to guide the congregation in healthy spiritual discernment
- Utilize Salvation Army systems and processes in order to seek and provide appropriate support through difficult periods
- Access internal and/or external ministry resources in order to bring restoration to a congregation
- Distinguish between needs for pastoral counselling and other types of professional care in order to make appropriate counselling referrals
Required Course Textbooks


Required Articles
- Articles as outlined in each unit.

Pre Course Reading and Assignment:
Read *Healthy Congregations: A System Approach* by Peter L. Steinke.

Assignment # 1: Write a one page reflection paper outlining your understanding of the systems approach presented in Steinke’s book. Due Date: September 9th

Course Outline

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Week</th>
<th>Title</th>
<th>Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Sep 6-10</td>
<td>The emotionally healthy congregation</td>
<td>Explore a systems approach for healthy congregations</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Week</th>
<th>Title</th>
<th>Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Sep 11-17</td>
<td>Pastoral Care</td>
<td>Focus on how a cogent theology of pastoral care shapes and determines the pastoral task</td>
<td></td>
</tr>
<tr>
<td>3 Sep 18-24</td>
<td>Pastoral Counselling</td>
<td>Sharpen skills in the area of pastoral care and congregational counselling</td>
<td></td>
</tr>
<tr>
<td>4 Sep 25-Oct 1</td>
<td>Professional Care</td>
<td>Explore and discuss with others spirituality as a priority in pastoral care</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Week</th>
<th>Title</th>
<th>Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Oct 2-8</td>
<td>Self-awareness: and the ministry</td>
<td>Build and employ self-awareness, broader support systems, and self care in order to maintain resilience as a congregational leader</td>
<td></td>
</tr>
<tr>
<td>6 Oct 9-15</td>
<td>Self-care: self assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Oct 16-22</td>
<td>Self-care: strategies</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Week</th>
<th>Title</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 Oct 23-29</td>
<td>Transition</td>
<td>Recognize the potential for wounds in times of transition for both the leader and the congregation</td>
<td></td>
</tr>
<tr>
<td>9 Oct 30-Nov 5</td>
<td>The leader and transition</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Nov 6-12</td>
<td>The congregation and transition</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Explore underlying issues in various situations (relating to transitions) in order to formulate and employ a plan through resources

### Unit 5

<table>
<thead>
<tr>
<th>Week</th>
<th>Title</th>
<th>Objective(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Nov 13-19</td>
<td>Understanding Conflict Courageous conversations and restoration plans</td>
<td>Recognize the spiritual dimension that can occur in conflict in order to guide the congregation in healthy spiritual discernment</td>
</tr>
<tr>
<td>12 Nov 20-26</td>
<td></td>
<td>Apply conflict skills for identifying and resolving conflict in order to prepare for and engage in a restorative process</td>
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</tbody>
</table>

### Unit 6

<table>
<thead>
<tr>
<th>Week</th>
<th>Title</th>
<th>Objectives(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Nov 27-Dec 3</td>
<td>Resources: Internal &amp; External Plans: Prevention &amp; Treatment</td>
<td>Access internal and/or external ministry resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Utilize Salvation Army systems and processes in order to seek and provide appropriate support through difficult periods</td>
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<tr>
<td></td>
<td></td>
<td>Review samples of treatment plans</td>
</tr>
</tbody>
</table>

### Course Requirements:

<table>
<thead>
<tr>
<th>Assignments #</th>
<th>Focus</th>
<th>Week</th>
<th>Due Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>Pre Course Reading &amp; Assignment (see above)</td>
<td>Pre Course</td>
<td>Sep 9th</td>
<td>50</td>
</tr>
<tr>
<td># 2</td>
<td>Self Assessment</td>
<td>7</td>
<td>Oct 29th</td>
<td>100</td>
</tr>
<tr>
<td>#3</td>
<td>Transition Plan</td>
<td>10</td>
<td>Nov 12th</td>
<td>100</td>
</tr>
<tr>
<td>#4</td>
<td>Characteristics of Polarization &amp; Ministry Conflict</td>
<td>12</td>
<td>Nov 26th</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>/275</td>
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</table>

<table>
<thead>
<tr>
<th>Reflections #</th>
<th>Focus</th>
<th>Week</th>
<th>Due Date</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Chapter 4 C. Pohl</td>
<td>1</td>
<td>Sept 14</td>
<td>10</td>
</tr>
<tr>
<td>#2</td>
<td>Pastoral Practices, Maddix &amp; Leclerc</td>
<td>3</td>
<td>Sept 23</td>
<td>15</td>
</tr>
<tr>
<td>#3</td>
<td>Personal transition(s)</td>
<td>8</td>
<td>Oct 30</td>
<td>25</td>
</tr>
<tr>
<td>#4</td>
<td>Treatment Plan</td>
<td>13</td>
<td>Dec 7</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>/100</td>
</tr>
</tbody>
</table>

Each week, through online forums, we will hold virtual discussions to explore the particular week’s topic. Students will be expected to enthusiastically participate in weekly discussions with peers’ and instructor’s comments; posting their own views; posing questions; and responding to postings by their peers regarding weekly topics. Dialogue will also take place between the student and the instructor in the journal entries.
Other Activities | Grade
---|---
Discussions | 35
Responses to Classmates | 25
Journal Entries | 40
Total | /100

**Reading Log Template**
Use this reading log template to record readings throughout the course **Due: December 5th**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Book; Article; Web; YouTube</th>
<th>Date</th>
<th>Write comments or interesting quote. Short explanation why you chose them.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 (2)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 (1)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>/25</td>
</tr>
</tbody>
</table>

Total Marks: /500

**Final Exam**
No

**Online participation**
Required

**Letter Grades & Grade Points**

**A+ (4.5) Exceptional performance** with evidence of outstanding original thinking, superior organization, exceptional capacity to analyze and synthesize, a superior grasp of the subject matter with sound critical evaluations, evidence of an extensive knowledge base. A final grade of A+ may be awarded only with the approval of the Academic Dean.

**A (4.0) Excellent performance** with evidence of excellent original thinking, excellent organization, excellent ability to analyze and synthesize, an excellent grasp of the subject matter with sound critical evaluations; evidence of an extensive knowledge base.

**B+ (3.5) Very good performance** with evidence of original thinking, very good organization, demonstrated ability to analyze and synthesize; a very good grasp of the subject matter; evidence of good critical judgment, a very good understanding of the relevant issues under examination; very good familiarity with the relevant literature.

**B (3.0) Good performance** with evidence of a good grasp of the subject matter; evidence of critical capacity, good analytical ability, a good understanding of the relevant issues under examination; evidence of good familiarity with the relevant literature.

**C+ (2.5) Satisfactory performance** with evidence of a satisfactory grasp of the subject matter; evidence of critical capacity, demonstrated analytical ability, an understanding of the relevant issues under examination; evidence of familiarity with the relevant literature.

**C (2.0) Adequate performance** with evidence of an adequate grasp of the subject matter; some evidence of critical capacity, an ability to develop solutions to simple problems found in the material; evidence of familiarity with some of the relevant literature.
D (1.0) Marginal performance with evidence of marginal familiarity with the subject matter and some evidence that critical and analytical skills have been used.

F (0) Inadequate performance with little evidence of even a superficial understanding of the subject matter; serious weaknesses in critical and analytical skills; limited or irrelevant use of the literature; failure to satisfy course requirements.

The College does not use a standard percentage scale to correspond to the letter grade and grade points. If an instructor intends to use a percentage scale, that scale will be included in the course syllabus.

Bibliography


Lewis, Robert & Wayne Cordeiro. *Culture Shift: Transforming Your Church from the Inside Out*. 5


**Other Resources:**


**Academic Policies**

**Academic Integrity**

It is a serious offence to present a piece of work for course credit as one’s own if the work or a portion thereof was done by some other person (plagiarism). Actions of plagiarism harm both the student and the reputation of the University College. Plagiarism or any form of cheating in examinations or term tests (e.g. crib notes) is subject to serious academic penalty that may include loss of part or all of the marks for an assignment/test, failure in the course, dismissal from the University College, or other serious consequences. Plagiarism or cheating in a course in which a student is cross-registered with the University of Manitoba may lead to disciplinary action by the University according to its policies.

To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Obviously it is not necessary to state the source of well known or easily verifiable facts, but students are expected to acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material and materials or information from Internet sources. Failure to do so constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits an assignment in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment.

At the beginning of their program of study, all students are required to complete the prescribed plagiarism tutorial.

Instructors are required to report all allegations of plagiarism or cheating to the Academic Dean before a grade is assigned. The original assignment is submitted to the Academic Dean.

The Academic Dean will chair a joint meeting of student and instructor to hear both the allegations and the student's response to the allegations. The Academic Dean will then make a determination whether or not plagiarism or cheating has in fact occurred and decide on appropriate disciplinary measures. The student and instructor will be notified of the Academic Dean’s decision in writing. A copy of the decision will be sent to the Registrar and University College President. The student has the right to appeal the decision of the Academic Dean (see Academic Appeals).

**Policy on the Use of Personal Computers, Electronic Devices and Cell Phones in Booth Classrooms**

We consider the Booth classroom environment to be a special place of focused engagement between professors and students. As such, electronic devices are allowed in the classroom only for the purposes of course instruction. The use of computers, the internet (including email), downloaded material, or other electronic devices such as cell phones require the express permission of the instructor. Social networking sites such as Facebook, Twitter, blogging and
other related activities are not permitted in Booth classrooms. The use of personal computers and other electronic devices in the classroom is a privilege which may be withdrawn at the discretion of the instructor.

Policy on Unclaimed Term Work
It is the student's responsibility to claim all term work, assignments or tests. Any term work that has not been claimed by students will be held for a period of four months from the end of final exam period for the term in which the work was assigned. At the conclusion of this time, all unclaimed term work will be destroyed according to FIPPA guidelines.

Withdrawal Voluntary Withdrawal Date
Any student who is considering withdrawing from the course is requested to speak with the instructor and contact the Booth University College Registrar at 924-4861 and/or your program advisor.