

DRAFT Course Syllabus
Professional Ethics in Pastoral Ministry/Spiritual Care
Toronto School of Theology

Tuesdays 6:00 PM to 9:00 PM (note TIME CHANGE)

Course Identification

Course Number: **EMP3521HF L0101**
Course Name: Professional Ethics in Pastoral Ministry/Spiritual Care
Short Course title: Professional Ethics in Ministry
Campus: St. George Rm EM 302

Instructor Information

Instructor: Christopher E. De Bono, PhD
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Course Prerequisites or Requisites: None

Course Description

This integrative BD course applies best practice in professional ethics to pastoral ministry/spiritual care, especially for students in the clinical (CPE), counselling (PCE) and social service streams.

The course has three objectives: The first notes the “basic elements” of ethical reasoning that shape contemporary understandings of professional ethics in the healing professions. Special focus is placed on the distinctive opportunities and challenges theological (Christian and other) ethics offers to this discourse in terms of vocation & profession. This will include how faith narratives (especially the student’s own) and a theological concept like “discipleship” can influence professional ethos.

The second objective addresses how these “basic elements” are codified in terms of professional conduct and competencies within the specific practices of pastoral/spiritual care. Here the course comparatively explores several concrete professional codes of ethics, with a specific focus on the codes of ethics and practice standards for the Canadian Association for Spiritual Care (CASC) & the College of Registered Psychotherapists of Ontario. (CRPO)

Finally, the course facilitates sharpening the focus of the two previous objectives by contextually integrating theoretical ethics in three ways: (1) by raising questions of practical concern through the use of cases from institutional (healthcare, church, mosque and otherwise) and private practice; (2) by having the student grapple with her/his own self/experience and understanding of professional ethics/values, and (3) by having students write their own “statement of commitment to ministry/spiritual care,” a paper which is critically reflective - and resourced in the literature - in regards to their professional responsibilities for their current and/or future ministry/healing profession.

NOTE: This course meets the Canadian Association for Spiritual Care (CASC) ethics requirement for certification programs in Supervised Pastoral Education (CPE & PCE). Students in CASC will also become familiar new CRPO standards for the practice of psychotherapy on Ontario.

Course Methodology

Lectures, presentations, assignments, readings, discussion, and online resources (to be accessed).

Course Outcomes

(Listed below in relation to the four areas of the Emmanuel College curriculum; for their relationship to the Emmanuel College curriculum outcomes, see Appendix A)

(A) Religious Faith, Heritage and General Academic Skill Development

- Ability to demonstrate and articulate knowledge of how one's religious heritage — and diverse theological traditions more broadly — are related to professional ethics in pastoral/counseling practices and their ethos.

(B) Culture, Context and Theological Disciplines

- Ability to demonstrate knowledge of theories, practice standards and accountability [in personal relationships, group contexts, power differences, etc] that are relevant to professional ethics leadership in pastoral/spiritual care.

(C) Spiritual/Vocational Formation

- Ability to employ diverse methods of ethical analysis and ethical frameworks in the diverse cultural and discipline specific contexts of one's specialization (e.g., pastoral, counseling, worship and preaching or social ministry).
- Ability to attend to and appropriately critique ethical development, spiritual development and well-being, as well as the establishment of appropriate boundaries, for self and others.

(D) Ministerial and Public Practices of Pastoral/Spiritual care

- Ability to reflect critically about how a professional ethics of ministry (CPE/PCE and social Ministries), relates to relevant legal, clinical and other professional accountabilities.
- Ability to demonstrate full familiarity with the Canadian Association of Spiritual Care's Code of Ethics, and at least one other code; and how to apply the CODE in practice and seek consultation when appropriate.

Course Outcomes in terms of CRPO/OPAO Standards:

This course reflects/engages the new CODE OF ETHICS¹ and the new Professional Practice Standards for Registered Psychotherapists.² From the latter document, students will learn about:

1. Professional Conduct
2. Competence
3. Client-Therapist Relationship
4. Clinical Supervision
5. Record-keeping and Documentation
6. Business Practices

¹ <http://www.crpo.ca/wp-content/uploads/2014/01/Code-of-Ethics-Nov-1611-Trade-Name-Final.pdf> [accessed Aug 9th, 2015]

² <http://www.crpo.ca/wp-content/uploads/2014/11/CRPO-Professional-Practice-Standards.pdf> [accessed Aug 9th, 2015]

Course Required TEXTS (Available at CRUX Bookstore)

1. Gula, Richard M. *Just Ministry: Professional Ethics for Pastoral Ministers*. New York: Paulist Press, 2010.
2. O'Connell, Timothy E. *Making Disciples: A Handbook of Christian Moral Formation*. New York: Crossroad Pub., 1998.
3. Truscott, Derek, and Kenneth H. Crook. *Ethics for the Practice of Psychology in Canada*. Rev. and Expanded ed. Edmonton: University of Alberta Press, 2013.
4. "Responsibility in Ministry" Handout (To be purchased in Class \$2 &/or downloaded at http://www.cccb.ca/site/Files/Resp_Min_E.pdf)
 - & Select Handouts and Printouts (A small contribution will be collected for these, \$5)

FOR CASC Students: (Both REQUIRED) [sections of the professional practice doc will be read by other students]

- CRPO/OPAO Code of ethics
 - <http://www.crpo.ca/wp-content/uploads/2014/01/Code-of-Ethics-Nov-1611-Trade-Name-Final.pdf> [accessed Aug 9th, 2015]
- CRPO/OPAO Professional Practice & Jurisprudence Document, Oct, 2013
 - <http://www.crpo.ca/wp-content/uploads/2014/11/CRPO-Professional-Practice-Standards.pdf> [accessed Aug 9th, 2015]

For Emmanuel College Students:

- Ethical Standards and Standards of Practice for Ministry Personnel [United Church]
- [Ethical Standards and Standards of Practice for Ministry Personnel](http://www.united-church.ca/files/handbooks/pastoral_ethical.pdf)
 - http://www.united-church.ca/files/handbooks/pastoral_ethical.pdf

Course Website

This course will not be using Blackboard for course content or readings. All materials are listed in this syllabus.

Course Evaluation

Requirements : The following includes the relative weight of the various required elements:

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| 1. Attendance, and informed participation | 10% | (Weekly) |
| 2. Short Critical "Response" (paper) | 10% | (Due in Class #3) |
| 3. Interview/analysis Report (paper) | 15% | (Due the week before Reading Week) |
| 4. Assigned Chapter/Case Synopsis | 15% | (At least once during weeks 4 through 10) ³ |
| 5. Presentation/Paper | | |
| a. Statement commitment to ministry/spiritual care | 50% | (Paper & Presentation due the last day of class) |

³ Dependent on number of students. This will be assigned in class #2 or #3.

Late work (BD): instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate.

- Late papers will be **docked 5% per day late.**
- Assignments will not be accepted beyond one week after the due date.

Course grades. Consistently with the policy of the University of Toronto, course grades submitted by an instructor are reviewed by a committee of the instructor's college before being posted. Course grades may be adjusted where they do not comply with University grading policy or college grading policy.

For The grading scale, see the online TST basic degree handbook, at section 11.2, page 20:

<http://www.tst.edu/sites/default/files/BDHandbook%2014-15%20FNL.pdf>

Policies

Accessibility. Students with a disability or health consideration are entitled to accommodation. Students must register at the University of Toronto's Accessibility Services offices; information is available at <http://www.accessibility.utoronto.ca/>. 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* (linked from <http://www.tst.edu/sites/default/files/BDHandbook%2014-15%20FNL.pdf>) A student who plagiarizes in this course will be held accountable. Students will be assumed to have read the document "Avoidance of plagiarism in theological writing" published by the Graham Library of Trinity and Wycliffe Colleges (http://www.trinity.utoronto.ca/Library_Archives/Theological_Resources/Tools/Guides/plag.htm).

Other academic offences. TST students come under the jurisdiction of the University of Toronto Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>).

Appendix A⁴

LEARNING OUTCOMES FOR THE MPS GRADUATE: *

Religious Faith and Heritage

- *Demonstrate knowledge of religious heritage, and articulate clearly their own theological positions (as related to pastoral practices).*
- Interpret scripture and religious texts using a variety of methods, sources, and norms.
- Identify and respect the diversity of theological viewpoints and practices within their religious tradition.

Culture and Context

- Demonstrate critical understanding for one's area of specialization of the relationship between faith practices and cultural contexts.
- *Employ diverse methods of analysis in relating to the cultural contexts of one's specialization (e.g., pastoral, worship and preaching or social ministry).*
- Give evidence of critical self-awareness with regard to their own and other faith perspectives and practices of educational ministry.

Spiritual/Vocational Formation

- Demonstrate understanding of the variety of callings and spiritual practices within their religious tradition, and an ability to reflect critically on their own sense of call to leadership and service.
- *Attend to the spiritual development and well-being of self and others.*
- *Display capacity for self-reflexive and spiritual practices within communities of faith.*

Practices of Area of Specialization

- *Demonstrate initiative, responsibility, and accountability in personal relationships and group contexts.*
- Demonstrate knowledge of theories and practices relevant to leadership in their own area of specialization.
- Demonstrate skills for responsible and accountable specialized leadership in congregational and community contexts.

* the course outcomes for this course, as articulated on p. 1 of this syllabus, relate primarily to the curricular outcomes indicated in italics above.

⁴ http://www.emmanuel.utoronto.ca/prospective/Academic_Programs/mps.htm