Syllabus for
DMIN 761—Pastoral Care for Spiritual Formation
3 Credit Hours
Spring 2009

I.   COURSE DESCRIPTION

Acquaints students with various models of spiritual formation and strategies for facilitating that development. Special attention is given to the framework of systems theory and the concept of second order change. Creating an environment conducive for spiritual formation and recognizing growth opportunities inherent in crises is emphasized. Class material is presented within the context of a Pentecostal/charismatic theology, with a focus on the major theme of Scripture—redemption.
Prerequisites: None

II.   COURSE GOALS

The purpose of this course is to enable the student to do the following:
A.   Think critically about spiritual formation as informed by research and biblical/theological understandings.

B.   Evaluate current strategies facilitating spiritual formation.

C.   Become familiar with the key concepts of systems theory.

D.   Recognize the opportunities for spiritual formation inherent in crises.

E.   Formulate an approach to spiritual formation that is inherently redemptive in nature.

F.   Acknowledge and accommodate the developmental aspects of spiritual formation.

G.   Explore pneumatological perspectives on spiritual formation.

III.   STUDENT LEARNING OUTCOMES FOR THIS COURSE

Upon successful completion of the course, the student will be able to do the following:
A.   Exhibit the ability to think critically about spiritual formation either orally or in writing about his/her personal ministry and consideration of research findings.

B.   Orally or in writing, conceptualize church dynamics through the framework of systems theory.

C.   Discuss the integration of class material into existing strategies and structures for providing spiritual formation *or* apply class material by creating new strategies and structures for providing spiritual formation.

D.   Articulate a plan to intervene in crisis situations in a sensitive and redemptive manner.

E.   Exhibit a redemptive approach to spiritual formation that is developmentally sensitive and guided by the Holy Spirit by writing a synthesis postcourse paper.

IV.   TEXTBOOKS AND OTHER LEARNING RESOURCES

A.   Required Materials
    1.   Textbooks
        Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. New York: Guilford, 1985.

        Hagberg, Janet O., and Robert A. Guelich. *The Critical Journey: Stages in the Life of Faith*. 2nd ed. Salem, WI: Sheffield Publishing Co., 2004.

        Hagberg, Janet, and T. Donovan. *Spiritual Life Inventory*. Plymouth, MN: Personal Power Products, 2007.

        Hawkins, Greg, and Cally Parkinson. *Follow Me: What's Next for You*? Barrington, IL: Willow Creek Association, 2008. ISBN #074419508X

        Hawkins, Greg, and Cally Parkinson. *Reveal: Where are You?* Barrington, IL: Willow Creek Association, 2007. ISBN #074419234X

        Scazzero, Peter L. *The Emotionally Healthy Church*. Grand Rapids, MI: Zondervan, 2003.

        *Note: Please keep in mind that the selection of a text does not mean endorsement of every idea in it. Students are encouraged to critically deal with ideas in the process of discovering/developing their own views.
    2.   Other
        None

B.   Optional Materials
    1.   Textbooks
        None
    2.   Other
        None

V.   POLICIES AND PROCEDURES

A.   University Policies and Procedures
    1.   Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
    2.   Students taking a late exam because of an unauthorized absence are charged a late exam fee.
    3.   Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.

4.   Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

5.   Students are to be in compliance with university, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.

    a.   The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.

    b.   By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B.   School of Theology and D.Min. Program Policies and Procedures

1.   It is expected that participants attend all sessions of all seminars and workshops. Sessions missed will be made up through extra assignments and consultation with the Doctoral Dean and professor(s). Any absences not accounted for in this manner will be reflected in the course grade. Absences deemed excessive by the Doctoral Dean and D.Min. Committee will make it necessary to repeat the course.

2.   Because of the importance of presession preparation for knowledgeable contribution to group interaction in a seminar or workshop, a student will not be allowed to attend if all precourse readings and assignments have not been submitted before the first class of a session in the modular format. Should this situation occur, a student may petition to the D.Min. Committee for interrupted status. If the petition is judged to be valid, a student must attend the seminar or workshop at the next offering, if possible. See the D.Min. handbook for fees and continuing enrollment in the program.

3.   A grade of I (Incomplete) is given only after the student has established with the instructor(s) and the Dean of Doctoral Students, by petition, that the work is incomplete for good cause. Incompletes are granted only when extenuating circumstances exist (such as prolonged illness). It is the responsibility of the student to finish incomplete work by the closing date of the semester in which the course was offered. A change of grade is then submitted by the Doctoral Dean. If the work is not completed within the time allotted, the incomplete will be changed to an F.

C.   Course Policies and Procedures

1.   Evaluation Procedures
The final grade for this course will be ascertained as follows:

Book Critiques	40%
Personal Theory of Change	50%
Class Participation	10%

2.   ePortfolio Requirements

    a.   All students entering the seminary are required to enroll in PRF 059—ePortfolio: Journey to a Transformed Life, which provides specific training to develop the skills needed to create an ePortfolio.

    b.   ePortfolio requirements for this class
None

3. Other Policies and Procedures
    a. Precourse (follow the book critique form that is in the D.Min. handbook)
        (1) Book critiques
            (a) Write a critique of the two Hawkins and Parkinson books and the Hagberg and Guelich text in which the predominant themes are summarized and discussed. **Two copies are due in the Doctoral Studies office by February 15, 2009.**
            (b) Write a critique of the Friedman and Scazzero texts in which the predominant themes are summarized and discussed. **Two copies are due in the Doctoral Studies office by February 15, 2009.**
            (c) Write one integration paper in which all of the texts are compared, contrasted, and integrated. **Two copies are due in the Doctoral Studies office by February 15, 2009.**
        (2) Theory of change paper
            Write a paper reflecting your current theory of change. This paper should address questions such as, "What type of change am I seeking to facilitate in my ministry?" "How do I think that type of change occurs?" "Does change occur gradually or suddenly?" If gradually, are there typically stages or phases that indicate change is occurring?" "If so, how would I describe them?" "To what extent are my current strategies for facilitating this type of change effective?" "What are the strengths and weaknesses of my current approach to change?" **Two copies are due in the Doctoral Studies office by February 15, 2009.**
        (3) Spiritual Life Inventory
            (a) Complete the spiritual life inventory.
            (b) Note your profile.
    b. In class
        (1) Attend all sessions.
        (2) Actively participate.
    c. Postclass
        (1) Rewrite your theory of change paper.
            (a) Integrate your theory of change paper with class material/discussions, indicating how your understanding and practice of pastoral care and spiritual nurture has been influenced by your participation in this class.
            (b) Reference the Spiritual Life Inventory to indicate where you currently are on your spiritual journey. What are the challenges and potential of this stage(s), and what do you anticipate gaining from your experience of this part of your journey?
            (c) Show evidence of a Pentecostal/charismatic theology with special sensitivity to Holy Spirit empowerment.
            (d) Indicate how the theme of redemption is being integrated into all strategies for facilitating effective spiritual nurture.

(e) Indicate how you will evaluate whether the change you are seeking to facilitate through your ministry is actually occurring.

(f) **Two copies are due in the Doctoral Studies office by May 1, 2009.**

(2) Write a two-page evaluation of the content and mechanics of Seminar III. **Three copies are due in the Doctoral Studies office by May 1, 2009.**

VI. COURSE CALENDAR

Day	Subject	Text
1	Assessing Spirituality: Current Issues	
	Assessing Spirituality: First- and Second-Order Change	Handouts
	Assessing Spirituality: Models of Spiritual Development	Hagberg & Guelich; Hawkins & Parkinson
	Assessing Spirituality: Healthy vs. Unhealthy Spirituality	Handouts
2	Facilitating Spiritual Development: Systems Theory	Handouts
	Facilitation Spiritual Development: Systems Theory, EI, & Leadership	Friedman; Scazzero
	Facilitating Spiritual Development: Addressing Obstacles	Handouts
	Facilitating Spiritual Development: Creating and Leading Redemptive Communities	Handouts
3	Facilitating Spiritual Development: Abiding in the Vine	Handout

Course Inventory for ORU's Student Learning Outcomes
DMIN 761—Pastoral Care for Spiritual Formation   Dr. Bill Buker
Spring 2009

This course contributes to the ORU student learning outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.
No Contribution – Does not address the outcome.

The Student Learning Glossary at http://ir.oru.edu/doc/glossary.pdf defines each outcome and each of the proficiencies/capacities.

Outcomes & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	**Outcome #1 – Spirit-Filled Living**				
1A	**Entry-level competency**—Possesses Christian character, personal integrity, a sense of calling, and a demonstrated interest in ministry-related endeavors	X			
1B	**Mid-level competency**—Exemplifies the fruit of the Spirit, spiritual gifts, ongoing spiritual growth, and clarification of a call to ministry	X			
1C	**Candidacy-level competency**—Demonstrates involvement in charismatic signs and wonders and integration of ethics and personal integrity in the healing ministry in obedience to a defined call to ministry		X		
2	**Outcome #2 – Academic Excellence**				
2A	**Entry-level competency**—Demonstrates an aptitude for graduate theological education		X		
2B	**Mid-level competency**—Practices theological reflection and sound scholarship in acquiring knowledge through learning and research		X		
2C	**Candidacy-level competency**—Evidences critical thinking, problem solving, and decision making	X			
3	**Outcome #3 – Professional Competence**				
3A	**Entry-level competency**—Demonstrates awareness of professional requirements			X	
3B	**Mid-level competency**—Communicates discipline-specific information effectively in written and spoken discourse as pertaining to ministry calling			X	
3C	**Candidacy-level competency**—Integrates leadership in ministry and academic excellence with Spirit-led practices of ministry		X		
4	**Outcome #4 – Cultural Relevance**				
4A	**Entry-level competency**—Demonstrates knowledge about cultural diversity			X	
4B	**Mid-level competency**—Pursues participation in diverse social/cultural contexts			X	
4C	**Candidacy-level competency**—Evidences skill while engaging in healing, ministry, and acts of justice and mercy in diverse contexts			X	