

Syllabus for  
**DMIN 761—Pastoral Care for Spiritual Formation and Healing**  
3 Credit Hours  
Spring 2017

Doctor of Ministry Program  
March 22 – 24, 2017

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. Study 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. Develop 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 post-course paper.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

##### A. Required Materials

###### 1. Textbooks

Friedman, Edwin H. *Generation to Generation: Family Process in Church and Synagogue*. 1<sup>st</sup> Ed. New York: Guilford Press, 2011. ISBN-13: 978-0-60918-236-6

Hagberg, Janet O., and Robert A. Guelich. *The Critical Journey: Stages in the Life of Faith*. 2nd ed. Salem, WI: Sheffield Publishing Co., 2004. ISBN-10: 1-879215-49-7 or ISBN-13: 978-1-879215-49-8

Scazzero, Peter L. *Emotionally Healthy Spirituality*. Nashville, TN: Thomas Nelson, 2006. ISBN-13: 978-0-31034-264-5

Steinke, Peter L. *How Your Church Family Works: Understanding Congregations as Emotional Systems*. Lanham, MD: Rowman & Littlefield Publishers/Alban Books, 2006. ISBN-13: 978-1-56699-329-6

###### Other

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

##### B. Optional Materials

###### 1. Textbooks

Watzlawick, Paul, John H. Weakland, and Richard Fisch. *Change: Principles of Problem Formation and problem Resolution*. New York: W. W. Norton, 2011. ISBN-13:978-0-39370-706-9

###### 2. Other None

**Note:** The textbooks are:

- Chosen carefully to assist you in your project
- Not written from a Pentecostal/Charismatic or even an evangelical perspective
- Contain some illustrations that may differ from our approach to theology and ministry and need to be recognized in the different contexts in which they are written
- Chosen for all courses to make you think and interact

Use of these textbooks does not indicate approval or endorsement by the Oral Roberts University College of Theology and Ministry or the Graduate School of Theology and Ministry.

## V. POLICIES AND PROCEDURES

### A. University Policies and Procedures

1. 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, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
  - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
  - b. Failing to meet group assignment or project requirements while claiming to have done so;
  - c. Failing to cite sources used in a paper;
  - d. Creating results for experiments, observations, interviews, or projects that were not done;
  - e. Receiving or giving unauthorized help on assignments.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. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
2. Students are to be in compliance with University, school, and departmental policies regarding the Whole Person Assessment requirements. Students should consult the Whole Person Assessment handbooks for requirements regarding general education and the students' majors.
  - a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
  - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
3. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information call 918.495.7018 or go to [www.studentresources.oru.edu](http://www.studentresources.oru.edu).

### B. Graduate School of Theology and Ministry—Doctor of Ministry Program Policies and Procedures

1. **On-Campus Week:**
  - a. The on-campus week, held in the CityPlex Towers on the 21<sup>st</sup> floor, has sessions Monday through Thursday from 8:00 am to 5:30 pm, and Friday from 8:00 am to 12:00 pm noon.
  - b. Students are to make travel arrangements that do not interfere with their involvement in all these sessions, and confirm course location prior to arrival.
2. Instructions for the online portion of this course and designated assignments are

to be found in the course management shell in Desire 2 Learn (D2L) and elsewhere in this syllabus.

3. **Attendance:**

It is expected that participants attend all sessions of all modular sessions. Sessions missed will be made up through extra assignments and consultation with the Director of the Doctor of Ministry (D.Min.) Program and professor(s). Any absences not accounted for in this manner will be reflected in the course grade. Absences deemed excessive by the Director of the D.Min. Program and D.Min. Committee will make it necessary to repeat the course. All absences, late arrivals, and early departures must be approved by the Director of the D.Min. Program.

4. **Incomplete**

On rare occasions, the grade of “I” may be given for work that is incomplete at the end of the course semester due to a catastrophic event.

- a. The student must establish with the instructor and the Director of the DMIN program that work is incomplete for good cause and submit a “Petition for Incomplete” with documentation.
- b. **The Petition must be submitted at least two weeks prior to the end of the semester or summer course session.**
- c. **The submission of a petition does not automatically ensure the granting of an Incomplete (“I”).**
- d. The petition must be approved by the Academic Committee of the Graduate School of Theology and Ministry.
- e. It is the responsibility of the student to initiate the petition, make up any incomplete work, and submit a completed Request for Grade Change form to the DMIN office.
- f. If the work is not completed by the end of the subsequent regular of summer semester, the incomplete will automatically convert to an “F” unless a Petition of Extension for Incomplete.

5. **Completion of Assignments**

**Students must upload all assignments to the D2L dropbox on or before the assigned deadline. All assignments are to be put in the designated D2L dropbox for the course. Any assignments uploaded after the scheduled due date are penalized as follows:**

- a. **Up to one week late, will receive a 10-point deduction.**
- b. **Up to two weeks, will receive a 20-point deduction.**
- c. **Up to 3 weeks late, will receive a 30-point deduction.**
- d. **No assignment(s) will be accepted that is more than three weeks late.**
- e. **Extension on assignments may be granted by the professor due to extenuating circumstances (such as illness) and only if requested by the student before the assignment due date deadline.**
- f. No late assignment will be accepted after **Friday, April 28, 2017.**

Since the policy of the Graduate School of Theology and Ministry for the DMIN Program is that a student must maintain a “B” in each course to remain in the program, dropping from a “B” to a “C” will jeopardize the students’ standing in the DMIN Program. Students who have been granted an Incomplete for a course will be assessed a drop of one letter grade upon submission of outstanding assignments, unless there has been an unusual circumstance that has been

previously approved on a Petition for Policy Exception form submitted by the student for approval. The form will be signed by the Professor of Record, the Director of the DMIN Program, Academic Dean and Dean.

B. Course Policies and Procedures

1. **Evaluation Procedures**

a. The final grade for this course will be ascertained as follows:

- |  |     |
|--|-----|
| b. Spiritual Formation paper (1 <sup>st</sup> draft) | 40% |
| Rewrite of Spiritual Formation paper                 | 50% |
| Class Participation                                  | 10% |

b. Grading scale

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59% and below

2. Whole Person Assessment Requirements

a. All students entering the seminary are required to enroll in PRF 759—ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.

b. WPA requirements for this class

- 1) All students, regardless of degree program, must submit the rewrite of the “Spiritual Formation Paper” for DMIN 761 to the course professor on ePortfolio on the same date the assignment is also due on D2L.
- 2) Failure to correctly submit designated artifact assignments on time to the course professor on ePortfolio will result in an Incomplete (“I”) grade for the course. When a student submits the missing artifact to the professor on ePortfolio, he or she may fill out a Change of Grade Request Form with all relevant information and submit it to the course professor for approval and final grade change.

3. Other Policies and Procedures

a. **Modular assignments**

The following assignments are due in your assignment drop boxes by **February 17, 2017**.

- (1) Thoroughly read all texts and integrate that material where relevant into your Spiritual Formation Paper.
- (2) Spiritual Formation Paper  
Write an 8-12 page paper reflecting your current understanding of spiritual formation. This paper should consist of three general sections:
  - (a) In section one, describe your concept of spiritual formation in terms of its goal and the process by which it is facilitated. You may want to address questions such as, what does spiritual formation look like? (Note: if it involves becoming like Jesus, then describe what it is about Jesus that you think is especially relevant). When a person is being formed spiritually, what is it that is

developing/changing in them? What is the means by which these changes occur? The person's choices? The pressure of circumstances? The activity of the Holy Spirit? A spiritual experience?

- (b) In the second section, reflect on your approach to facilitating spiritual formation both in your own life and in the lives of those to whom you minister. Some questions to consider are: Are there certain practices/strategies that help to facilitate spiritual formation? Does spiritual formation occur gradually, suddenly, or is it a combination of both? Are there typical indications of progress or stages of development that can be observed, which suggest spiritual formation is occurring? If so, what are they? To what extent do my current strategies for facilitating spiritual formation seem effective?
- (c) Section three should include a discussion of any Pentecostal/charismatic distinctives regarding spiritual formation. Relevant questions include: in what ways might Pentecostal/Charismatic believers approach spiritual formation differently than other Christians? What contributions might a Pentecostal/Charismatic spirituality offer believers who are interested in deepening their understanding and experience of spiritual formation? What limitations or challenges might a Pentecostal/Charismatic spirituality encounter in its understanding and experience of spiritual formation?

(3) **Spiritual Life Inventory**

- (a) Complete the spiritual life inventory.
- (b) Note your profile.
- (c) Scan and upload your profile into the D2L dropbox.

(4) The following assignment is due in your assignment drop box by **April 7, 2017.**

- (a) Rewrite your spiritual formation paper.
- (b) Integrate your pre-course understanding of spiritual formation with class material and discussions, indicating how your concept and practice of pastoral care for spiritual formation have been influenced by your participation in this class.
- (c) Show evidence of a Pentecostal/charismatic theology with special sensitivity to Holy Spirit empowerment.
- (d) Discuss how your SLI profile influences your approach to ministry.

b. **Course requirements:**

- (1) Attend all class sessions.
- (2) Actively participate in class discussions.
- (3) Complete all modular course assignments.

## VI. COURSE CALENDAR

<b>Date</b>	<b>Assignment</b>
February 17, 2017	Assignments due: <ul style="list-style-type: none"><li>• Spiritual Formation paper</li><li>• Spiritual Life Inventory</li></ul>
March 22 – 24, 2017	Classes meet daily 8:00 a.m.-5:30 p.m. Classes adjourn Friday, March 24, 2017, at 12:00 p.m.
April 7, 2017	Assignment due: Rewrite Spiritual Formation paper

**Inventory for Student Learning Outcomes  
Graduate School of Theology and Ministry**

**Doctor of Ministry Program  
DMIN 761—Pastoral Care for Spiritual Formation and Healing  
Dr. Bill Buker, Instructor  
Spring 2017**

This course contributes to student learning outcomes for the Doctor of Ministry degree 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.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
<b>1</b>				
Prepare students to articulate continued growth in professional development, spiritual maturity, and ministerial identity	<b>X</b>			
<b>2</b>				
Enable students to demonstrate advanced understanding and integration of ministry in relation to biblical and theological disciplines	<b>X</b>			
<b>3</b>				
Prepare students to enhance competencies in pastoral analysis, pastoral practices, and ministerial skills.	<b>X</b>			
<b>4</b>				
Train students to reflect comprehensive and critical understanding of ministry in which theory and practice interactively inform and enhance each other.	<b>X</b>			
<b>5</b>				
Enable students to develop skills and competencies required for mature and effective pastoral leadership and supervision.	<b>X</b>			
<b>6</b>				
Prepare students to design, implement, and complete a written doctoral-level applied research project that reflects in-depth theological insight relative to ministry.			<b>X</b>	