

Syllabus for
DMIN 738—Principles of Supervision in Pastoral Care and Chaplaincy
3 Credit Hours
Summer 2017

Doctor of Ministry
July 10-12, 2017

I. COURSE DESCRIPTION

This workshop involves students in self-directed learning regarding the history of supervision in pastoral care, and the theories and techniques of supervision. It uses a series of written assignments to engage students in developing a personal theology of supervision that can guide his/her own supervision and the supervision they provide to others.

Prerequisites: None.

The requirements of this course may be met by participation in one unit (400 hours) of Clinical Pastoral Education. Students wishing to avail themselves of this option should contact the Director of the Doctor of Ministry Program.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Develop his or her understanding of the supervision process.
- B. Develop his or her personal theology of supervision.
- C. Discern his or her calling to the supervision of Pastoral Care and Chaplaincy ministry

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE:

- A. **Cognitive Objective** – Upon completion of this course, students will be able to:
 - identify the differences between models of supervision in Pastoral Care, Counseling, and Chaplaincy ministry,
 - when prompted, clearly articulate the history of supervision in ministry,
 - formulate a theology of supervision in light of the Gospel that will facilitate personal and professional growth.
- B. **Affective Objective** – Upon completion of this course, students will be able to enter into a supervisory relationship by:
 - clearly discerning a call to the vocation of supervision,
 - recall feelings about disparate theologies, models of supervision, and dispositions necessary to become a supervisor,
 - identifying how their religious tradition influences the practice of supervision.
- C. **Behavioral Objective** – Upon completion of this course, students will be able to:
 - identify skills and behavior necessary to improve their ability to practice supervision of pastoral care, counseling, and chaplaincy ministry,
 - demonstrate ethical behavior in the practice of supervision,

- develop a supervisory contract consistent with the principles, processes, procedures, and ethics of pastoral supervision

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks
DeLong, William, R. (Ed). *Courageous Conversations: The Teaching and Learning of Pastoral Supervision*, Lanham, MD: University Press of America, Inc. 2010. ISBN: 978-0-7618-5015-1

B. Optional Materials

1. Textbooks
Culbreth, John R. and Lori L. Brown. *State of the Art in Clinical Supervision*. New York, NY: Taylor & Francis, 2010. ISBN-13: 978-0-4159-9130-8

Steere, David A. (Ed.). *The Supervision of Pastoral Care*. Eugene, OR: Wipf & Stock Publishers: 2002. ISBN-13: 978-1-5924-4028-3
2. Other textual and on-line resources as needed.
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 (WPA) 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.

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

4. 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.

B. Graduate School of Theology and Ministry Policies and Procedures

1. **On-Campus Week:**

a. The on-campus week, held in the CityPlex Towers on the 21st 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 will attend all sessions of all seminars and workshops. 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 D.Min. Director 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. **Incompletes**

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 Grade, with documentation.

- b. **The Petition must be submitted at least two weeks prior to the end of the semester or summer course session, not exam week.**
- c. **The submission of a petition does not automatically ensure the granting of an Incomplete.**
- 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 semester, the incomplete will automatically convert to an “F,” unless an extension is formally granted.

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.

a.

C. **Course Policies and/or Procedures**

1. **Evaluation Procedures**

a. **Grading:**

One hundred (100) points each will be assigned for **four modular papers** according to the scoring rubric posted in the content section of the D2L page for this class.

Fifty (50) points will also be assigned for **full and active participation** in the class as identified by the scoring rubric posted in the content section of the D2L page for this class

One hundred – fifty (150) points writing will be assigned for **one post course paper** according to the scoring rubric posted on the content section of the D2L page for this class.

- b. Grading scale:
500 - 550 = A
450 - 499 = B
400 - 449 = C
350 - 399 = D
Below 349 = F

2. Whole Person Assessment Requirements

- a. All students entering the seminary are required to enroll in PRFT 759—ePortfolio: Whole Person Assessment, which provides specific training to develop skills needed to create an ePortfolio.
- b. Whole Person Assessment Requirements for this course:
 - 1) All students must submit the Theology of Supervision Paper for DMIN 738 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/or Procedures

- a. **Modular assignments:**
Assignments are listed below. They consist of a series of four papers designed to accomplish the course goals and learning outcomes identified above. Students are to use the textbook, on-line journal articles, and other research to complete the assignments.

Paper One:

- (1) History and Development of Clinical Pastoral Education and Supervision.

Read chapter 14 in the text and any other outside reading of your choice and summarize the development of the clinical pastoral education movement and the development of supervision.

Due May 15, 2017

Papers two -four are to follow the following format.

- (a). An integrated summary of the content of each of the general content areas for the assigned readings.
- (b). The identification of one thing from the assigned readings that you learned and a discussion of its impact on you.
- (c). The identification of one thing from the assigned readings you struggled with from the and why.
- (d). An integrated summary of your personal “take away” from the readings-as-a-whole

Paper Two:

- (2) The Theology of Supervision in Pastoral Care, Counseling, and Chaplaincy Ministries.
(a) Read chapters 2, 4, 6, 10, (&15) of the text and respond to the prompts provided immediately above. **Due May 29, 2017**

Paper Three

- (3) The Person in Supervision
(a) Read chapters 11, 12, 16, (&15) of the text and respond to the prompts provided immediately above. **Due June 12, 2017**

Paper Four

- (4) Models of Supervision in Pastoral Care, Counseling, and Chaplaincy Ministries.
(a) Read chapters 1, 3, 7, 8, (&4) of the text and respond to the prompts provided immediately above. **Due June 26, 2017**
- (5) Using Luke 24:13-35 as a biblical base, your textbook, and classroom materials and discussions, design a theology of supervision. Include a learning contract for a person under your supervision as well as one for yourself as a supervisor. **Due July 26, 2017**

b. Course requirements:

- (1) Attend all class sessions.
(2) Active participate in class and online discussions
(3) Complete all modular course assignments.
(4) All papers are to be written using the APA Style Manual, 6th Edition

c. Contact Information

- (1) Professor Edward Ewe
(2) Email: eewe@oru.edu

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

**Doctor of Ministry Program
DMIN 738—Principles of Supervision in Pastoral Care and Chaplaincy
Prof. Edward Ewe and Dr. Bill Buker, Instructors
Summer 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
1					
	Prepare students to articulate continued growth in professional development, spiritual maturity, and ministerial identity	X			
2					
	Enable students to demonstrate advanced understanding and integration of ministry in relation to biblical and theological disciplines		X		
3					
	Prepare students to enhance competencies in pastoral analysis, pastoral practices, and ministerial skills.	X			
4					
	Train students to reflect comprehensive and critical understanding of ministry in which theory and practice interactively inform and enhance each other.	X			
5					
	Enable students to develop skills and competencies required for mature and effective pastoral leadership and supervision.	X			
6					
	Prepare students to design, implement, and complete a written doctoral-level applied research project that reflects in-depth theological insight relative to ministry.			X	