

ST. PETER'S SEMINARY / KING'S UNIVERSITY COLLEGE
at *The University of Western Ontario*
Fall 2023

Pastoral Theology 5576A
Ethical Issues and Pastoral Ministry
Thursday, 9:30 – 11:30 a.m. Synchronous Online (OWL)

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Office hours online by appointment during business hours; use the above email.
Responses to email within 48 business hours (Monday to Friday, 9 am to 5 pm).

COURSE DESCRIPTION:

This course aims to heighten students' awareness concerning specific aspects of pastoral ministry in which ethical decision-making is necessary. It serves to facilitate students' integration of their theological and pastoral studies as well as previous pastoral experiences. The course will provide students with foundations, principles and practical resources from which they may make prudent judgments in their ministry and thereby represent Christ and the Church responsibly. The course will highlight effective means of ministering ethically to the needs of individual persons, parish communities and to the minister him/herself.

We will all be responsible for our own learning progress and also for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our group. Welcome to *Ethical Issues and Pastoral Ministry*!

Technology and space requirements: This course will require the following:

- Stable high speed internet connection
- Webcam
- Microphone
- A quiet space to take part in class presentations and discussions. Other than the first class – which will be taught on campus – this is a synchronous online course that will use King's learning platform, OWL, and other educational resources based on the needs of the course.

Recording of class presentations and discussions without the explicit consent of the Professor and student peers is grounds for academic discipline.

GOALS:

This course will assist students' growth in the following areas of knowledge, skill and attitudes:

KNOWLEDGE:

- To understand theological foundations (from scripture and church documents) which underpin ethically based practices for decisions of pastoral ministry.
- To gain a base of knowledge regarding ethical principles that inform decision-making and ministry practice in the day-to-day exercise of ministry (i.e. principles regarding: maintaining proper boundaries, the use and limits of confidentiality, collaboration in ministry, conflict resolution methods.)
- To be aware of legal requirements legislated by Church and civil authorities regarding specific aspects of ministry (i.e. confidentiality in the Sacrament of Reconciliation, the duty to disclose information about sexual impropriety toward minors, copyright laws)

SKILLS:

- To recognize when proper boundaries are being challenged or violated in circumstances of ministry.
- To develop the skill of dealing with parishioners' projections onto oneself (based on the parishioners' feelings toward God and Church) in a healthy and mature way.
- To perceive challenges to the effectiveness of counseling, such as instances as transference or counter-transference, and to be able to address these appropriately.
- To maintain proper human resources management methods in the workplace (i.e. through proper job postings, development of job descriptions, maintenance of contracts of employees, annual personnel appraisals.)
- To establish norms within one's ministry for the monitoring of parish volunteers (i.e. through proper screening, vulnerable persons checks, ensuring team rather than individual supervision and chaperoning of minors.)
- To be able to respond properly to allegations of sexual harassment in the workplace and allegations of sexual abuse, following proper legal prescriptions and diocesan protocol.
- To facilitate the resolution of inter-personal conflict with others, and to mediate between individuals or groups who are in conflict with one another.
- To develop time management skills which will serve the needs of the community to which one is assigned, as well as the minister's personal needs for health and balance.

ATTITUDES:

- To recognize each person who seeks services in ministry as deserving respect and esteem by virtue of being created in the image and likeness of God.
- To thirst for justice so that no one within his/her community is treated with special preference because of economic, intellectual, or professional status.
- To accept all persons as ends to be served in themselves, and never to use parishioners as means toward the end of the minister's personal gain, pleasure or advancement.
- To accept that, as a minister, the student has his/her own needs, and should feel comfortable about ensuring that these needs (for rest, relaxation, friendship, and leisure) are cared for - outside of pastoral relationships.
- To desire the maintenance of a healthy workplace, wherein each staff member is supported, appreciated, and given ample opportunity to receive guidance and support in their work.
- To appreciate the calling to be part of a collegiality of ministries, involving others in professional pastoral ministry (i.e. priests, deacons, pastoral ministers, CYM's) as well as the many volunteers who share their expertise and pastoral zeal.

ASSESSMENT:

CLASS PARTICIPATION - 20%

Students will only gain from the course as much as they contribute to it. Class participation helps demonstrate you have done the readings for the day. It is important for those preparing for ecclesial ministry to develop a common vision and appreciation for ethics in ministry through dialogue. Students therefore are encouraged to openly share their insights and experiences with one another during class discussions and come prepared to do so.

CLASS PRESENTATIONS – 40% (TWO INDIVIDUAL PRESENTATIONS 15% EACH; ONE SHARED PRESENTATION WITH ANOTHER STUDENT OF YOUR CHOICE 10%)

Each student shall lead class discussions through presentation of key ideas, concepts and personal insights gained from readings for the day.

Personal experiences woven into the presentation to make or enhance points are encouraged. If possible, weave your personal experiences into the presentations.

Your presentations will be a minimum of 20 minutes followed by 2 or 3 questions to start class discussion. Facilitated discussion for 15-20 minutes.

NOTE: Whether presenting or not you are expected to have done the readings in advance.

READING JOURNAL - 40%.

PART 1 DUE: OCT. 21 (20%) PART 2 DUE: DEC. 10 (20%)

Students shall maintain a journal, noting key ideas and insights gained from the assigned readings and class content, together with questions or comments. Each journal is submitted online through the website for this course. Bibliographical references from *each reading* will be part of your journal. **Part 1** engages the readings as well as class content up to and including Oct. 19. **Part 2** engages the readings as well as class content in the remainder of the course.

GRADE DESCRIPTORS Western's university-wide grade descriptors.

A+ 90–100 One could scarcely expect better from a student at this level

A 80–89 Superior work which is clearly above average

B 70–79 Good work, meeting all requirements, and eminently satisfactory

C 60–69 Competent work, meeting requirements

D 50–59 Fair work, minimally acceptable

F below 50 Fail

REQUIRED READING:

Richard M. Gula, *Ethics in Pastoral Ministry*, Paulist Press, 1996. (Kindle about \$10; Paper about \$21)

Journal articles and excerpts from texts to help prepare students' reflection on topics being discussed in each class are available on OWL. See schedule and references below.

OUTLINE OF CLASS THEMES AND SCHEDULE OF REQUIRED READINGS

Note: On Oct. 26, Nov. 9 and Nov. 23. time is available for treatment of supplemental topic(s) not included in the course syllabus. If you have a topic you would like discussed in the course, please email the Professor by October 19 describing the topic and why it is of interest to you. Every effort will be made to introduce the topic for discussion on one of the dates reserved for supplemental topics.

WEEK 1: SEPTEMBER 7

Overview and Expectations of the Course and Reflection on Pastoral Experience

CCCB. Responsibility in Ministry. A Statement of Commitment. Ottawa: Concacan Inc., 1996.

https://bishop-accountability.org/Canada/CCCB/1996_CCCB_Responsibility_in_Ministry.pdf

Pope Francis' letter

http://w2.vatican.va/content/francesco/en/letters/2018/documents/papa-francesco_20180820_lettera-popolo-didio.html

WEEK 2: SEPTEMBER 14

Theological foundations for Ethical Pastoral Ministry

Gula, "Theological Foundations," in *Ethics in Pastoral Ministry*, 9-30.

Gula, "The Minister's Character and Virtue," in *Ethics in Pastoral Ministry*, 31-50.

WEEK 3: SEPTEMBER 21

Honesty and Confidentiality in Ministry

Christopher Lind, "Keeping and Sharing: Confidentiality in Ministry," in *The Journal of Pastoral Care & Counseling*, Spring-Summer, 2006, Vol. 60, Nos. 1-2, 117-131.

Gula, "Confidentiality," in *Ethics in Pastoral Ministry*, 117-141.

WEEK 4: SEPTEMBER 28

The Use of Power in the Pastoral Relationship

Joe E. Trull & James E. Carter, "The Minister's Congregation: Friend or Foe," in *Ministerial Ethics: Moral Formation for Church Leaders*, Baker Academic, 2004, 89-117.

Gula, "Power in the Pastoral Relationship," in *Ethics in Pastoral Ministry*, 65-90.

WEEK 5: OCTOBER 5

Setting Boundaries: in Counseling and Relationships with Parishioners

Paul B. Macke, "Boundaries in Ministerial Relationships," in *Human Development*, Vol. 14.1, 23-25.

Gula, "Professional Duties," in *Ethics in Pastoral Ministry*, 51-64.

WEEK 6: OCTOBER 12

Sexual Abuse

"Protecting Minors from Sexual Abuse: A Call to the Catholic Faithful in Canada for Healing, Reconciliation, and Transformation," Canadian Conference of Catholic Bishops, 2018.

Introduction, 13-20.

Chapter One: Lessons Learned and Recommendations, 21-49.

Chapter Two: The Healing of Individuals and Communities, 50-61.

Chapter Three: The Road Ahead, 62-76.

https://www.cccb.ca/wp-content/uploads/2019/04/Protecting_Minors_2018.pdf

WEEK 7: OCTOBER 19

Awareness and Response: Re: Ethics in Human Sexuality

Gula, "Sexuality," in *Ethics in Pastoral Ministry*, 91-116.

Gill K. Goulding, "Truth and Silence: Learning from Abuse," in *The Way*, Vol. 42.4, 2003, 44-55.

WEEK 8: OCTOBER 26

Leisure and Entertainment in the life of Ministry

Stephen Rossetti, "Physical Health and Self-Care," in *Why Priests are Happy*, Ave Maria Press, 2011, 29-43.

Time available for treatment of supplemental topic(s) not included in course syllabus.

NOVEMBER 2: NO CLASS: FALL READING WEEK

WEEK 9: NOVEMBER 9

Supervision of Staff (hiring, evaluation, discipline, and ongoing support)

Charles W. Christian, "Handling the Business of Ministry," in *Ethics in Christian Ministry: A Guide for Pastors and Mentors*, Beacon Hill Press, 2017, 113-131.

Time available for treatment of supplemental topic(s) not included in course syllabus.

WEEK 10: NO CLASS: NOVEMBER 16 CLASS TO BE RE-SCHEDULED [E.G. MONDAY NOV. 13 - 9:30]

Stewardship of Parish Resources

Charles E. Zech, "Best Practices in Parish Internal Financial Controls," in *A Pastor's Toolbox: Management Skills for Parish Leadership*, Paul A. Holmes, ed., Liturgical Press, 2014, 73-83.

Kerry A. Robinson, "Fundraising as Christian Stewardship," in *A Pastor's Toolbox*, 84-92.

WEEK 11: NOVEMBER 23

Parish Leadership Skills

Loughlan Sofield, S.T. and Carroll Juliano, S.H.S.J., Principles 17-21 in *A Guidebook for Catholic Church Leaders*, Ave Maria Press, 2011, 78-96.

Time available for treatment of supplemental topic(s) not included in course syllabus.

WEEK 12: NOVEMBER 30

Co-responsible Ministry and the Role of Leadership

Hans Finzel, "Dirty Delegation: Refusing to Relax and Let Go," in *The Top Ten Mistakes Leaders Make*, Nexgen, 2000, 88-112.

Marti R. Jewell and David A. Ramey, "Emerging Parish Structures," in *The Changing Face of Church: Emerging Models of Parish Leadership*, Loyola Press, 2010, 35-50.

WEEK 13: DECEMBER 7

Resolving Conflict

Christian, "Communication: The Lifeblood of Ministry," in *Ethics in Christian Ministry*, 73-88.

Christian, "Dealing With Church Conflicts," in *Ethics in Christian Ministry*, 89-95.

Conclusion of Course:

Gula, "A Proposed Code of Ethics," in *Ethics in Pastoral Ministry*, 142-152.

OPTIONAL READING: IT IS IMPORTANT TO BE AWARE OF THIS RESOURCE. PERUSE THROUGH THE DIRECTORY AND BECOME AWARE OF THE THEMES TREATED FOR FUTURE REFERENCE. SEE INDEX PAGES 159-162.

Directory for the Ministry and the Life of Priests, Congregation for the Clergy, Vatican, 2013. http://www.clerus.org/clerus/dati/2013-06/13-13/Direttorio_EN.pdf

F. UNIVERSITY REGULATIONS AND SUPPORT SERVICES

Students are responsible for knowing the University's academic policies and regulations and any particularities of their own course of study. Ignorance of these policies is not an excuse for any violation thereof. The following policies are particularly important to note:

Accommodations for Tests/Examinations: Students with disabilities work with Accessibility Services which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/Academic%20Accommodation_disabilities.pdf

Students are responsible for seeking accommodation with appropriate documentation, prior to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances. **All students requiring academic accommodations for tests and examinations must use the services offered through King's University College.**

How to Request Academic Accommodation – King’s Students:

<https://www.kings.uwo.ca/current-students/courses-enrolment/exams-and-tests/medical-accommodation/>

UWO Policy on Accommodation for Medical Illness:

https://uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

Student Medical Certificate (SMC):

<https://www.eng.uwo.ca/files/undergraduate/student-medical-certificate.pdf>

Scholastic Offences: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system.

<http://elearningtoolkit.uwo.ca/terms/plagiarism.html>

King’s University College is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, it is expected that students will submit work that is truly their own, completed without external assistance (human or artificial).

Within this course, use of artificial intelligence (AI) tools [such as Chat GPT] is not permitted for written work submitted for evaluation.

Copyright re: Course Material: Lectures and course materials, including power point presentations, tests, outlines, and similar materials are protected by copyright. Faculty Members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a Faculty Member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student’s answers or papers on the course web site he/she should ask for the student’s written permission. (Commercial use of Course material - <http://umd.edu/legal/commercial.html>)

Scholarly Citation: According to the policy adopted by the faculty of St. Peter’s Seminary, all citations, references and bibliographies in written assignments are to follow the formatting prescribed in the Turabian/Chicago Manual of Style. Footnotes are to be used, rather than author-

date references in the body of the text. Please review and consult the summary provided by Kenrick-Glennon Seminary at:
<https://www.kenrick.edu/wp-content/uploads/Guide-to-Academic-Papers-and-Citations.pdf> for further information.

Submission of Assignments: It is the responsibility of the student to organize his or her work so that the assignments are completed on time. A penalty of 10% of the value of the assignment will be deducted for each day it is overdue without permission. Permission is requested in writing and granted through writing.

Students who are unable to hand in assignments or take examinations for legitimate reasons must consult with the instructor and provide a written request for overdue assignments per above. If the reason is medical, students may be required to provide a note from a doctor. Ordinarily, all assignments and exams will be made up at a later date. In certain circumstances, the final grading scheme may be re-weighted if the missed assignment is of a low weight.

Selection and Registration of Courses: Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all prerequisite course(s) have been successfully completed, and that they are aware of any anti-requisite course(s) that they have taken.

Classroom Conduct: Students are expected to conduct themselves with respect for everyone and with professionalism in all classroom activities. Laptops and other electronic devices may be used for classroom academic activities only. The use of such devices must always be in accord with the common good of the whole learning community as specified by the instructor. The instructor may choose at any time to limit their use for instructional purposes or because of the disruptive use of such devices.

Support Services:

Information about Accessibility, Counselling and Student Development (formerly Services for Students with Disabilities) at King's is available at

<https://www.kings.uwo.ca/current-students/student-services/>

For emotional/mental health assistance see:

<http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

The website for Academic Services at King's University College is <http://www.kings.uwo.ca/current-students/academic-support/>

Students who are in emotional/mental health distress should refer to Mental Health@Western: <https://uwo.ca/health/services/students/index.html> for a complete list of options about how to obtain help.

University Students Council provides many valuable support services for students (including the health insurance plan) <http://westernusc.ca/services/>.

These services are not meant to replace those offered at the Seminary but may be beneficial to our students after consultation with the appropriate instructors, administrators, and formators.