

**ST. PETER'S SEMINARY / KING'S UNIVERSITY COLLEGE**  
**at *The University of Western Ontario***  
**Fall 2024**

**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.

This course is conducted as a *reading course* which means the core pedagogical tools are the readings and related discussions. The Professor does not provide substantial input through lectures but rather monitors and supports student-led discussions to achieve the learning outcomes envisioned for this course.

Therefore, we will all be responsible for our own learning progress and 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.

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 prohibited and is the 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 - 50%

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 LEAD – 20% (2 LEAD DAYS EACH STUDENT: 10% EACH DAY)

Each student shall lead class discussions through presentation of key ideas, concepts and personal insights gained from readings for the day. Note: these presentations ***are not summaries*** of the readings in question. The goal is to extract key ideas and concepts from the readings and present them in the context of your personal insights about them. Thus, personal experiences woven into the presentation to make or enhance points are central to the presentation.

Your presentations will be a minimum of 15 minutes, and a maximum of 20 minutes followed by 3 or 4 questions to start your class facilitated discussion.

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

## READING JOURNAL - 30%.

### **PART 1 DUE: OCT. 27 (15%)      PART 2 DUE: DEC. 10 (15%)**

Students shall maintain a journal, noting key ideas and insights gained from the assigned readings, together with questions or comments. Similar to the in-class presentations the reading journal is **not a summary** of each reading but rather the reading journal notes key ideas and insights based on your own experiences and then offers some questions you may have regarding further possible reflection on the topic(s) of the reading. Each journal is submitted online through the OWL website for this course. *At least one* bibliographical reference from *each reading* – for the dates indicated – will be part of your journal . Use a bibliographical format of your choice – but be consistent as you would in a formal research paper. **Part 1** engages the readings up to and including Oct. 24. **Part 2** engages the readings in the remainder of the course.

Students will note that for some weeks there are fewer readings. This is to provide you with time during the week to catch up on your Reading Journal.

### **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

## BOOKS ON LIBRARY RESERVE: (IT IS RECOMMENDED YOU PURCHASE BOTH OF GULA'S BOOKS.)

Richard M. Gula, *Ethics in Pastoral Ministry*, Paulist Press, 1996.

Richard M. Gula, *Just Ministry: Professional Ethics for Pastoral Ministers*, Paulist Press, 2010.

W. Ross Hastings, *Pastoral Ethics: Moral Formation as Life in the Trinity*, Lexham Academic, 2022.

Charles W. Christian, *Ethics in Christian Ministry: A Guide for Pastors and Mentors*, Beacon Hill Press, 2017.

## OUTLINE OF CLASS THEMES AND SCHEDULE OF REQUIRED READINGS

Journal articles, excerpts from texts, and web links to prepare students' reflection on topics being discussed in each class are available on the OWL website or otherwise indicated in the books on reserve in the library.

### WEEK 1: SEPTEMBER 5

Overview of Class Syllabus, Expectations of the Course and Reflection on Pastoral Experience

### WEEK 2: SEPTEMBER 12

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

[https://bishop-accountability.org/Canada/CCCB/1996\\_CCCB\\_Responsibility\\_in\\_Ministry.pdf](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](http://w2.vatican.va/content/francesco/en/letters/2018/documents/papa-francesco_20180820_lettera-popolo-didio.html)

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

### WEEK 3: SEPTEMBER 19

#### Theological foundations for Ethical Pastoral Ministry

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

Gula, "Ministry as Vocation," in *Just Ministry*, 1-20.

Gula, "The Minister's Character," in *Just Ministry*, 44-80.

### WEEK 4: SEPTEMBER 26

#### Ministry as Profession

Gula, "Ministry as Profession," in *Just Ministry*, 21-43.

#### 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 *Just Ministry*, 189-217.

### WEEK 5: OCTOBER 3

#### The Use of Power in the Pastoral Relationship

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

Gula, "The Dynamics of Power," in *Just Ministry*, 117-155.

### WEEK 6: OCTOBER 10

#### Setting Boundaries: in Counseling and Relationships with Parishioners

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.

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.

## OCTOBER 17: NO CLASS: FALL READING WEEK

### WEEK 7: OCTOBER 24

#### Sexual Abuse

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

"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](https://www.cccb.ca/wp-content/uploads/2019/04/Protecting_Minors_2018.pdf)

Gula, "Sexuality," in *Just Ministry*, 156-188.

### WEEK 8: OCTOBER 31

#### Awareness and Response: The Virtuous Minister

Gula, "The Virtuous Minister," in *Just Ministry*, 81-118.

Gula, "Pastoral Care," in *Just Ministry*, 218-239

### WEEK 9: NOVEMBER 7

#### 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.

## WEEK 10: NOVEMBER 14

### 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.

### 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 21 NO IN-PERSON CLASS

### INDIVIDUAL WORK ON READING JOURNAL PART 2

## WEEK 12: NOVEMBER 28

### 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.

W. Ross Hastings, "Ethics of Work," in *Pastoral Ethics*, 272-293.

### 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 5

### 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.

Gula, "Statements of Ministerial Commitment," in *Just Ministry*, 240-250.

**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](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](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](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](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.

**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.