

Course ID:	Course Title:	Winter 2020
PT 545	Spiritual Practices for Pastoral Ministry	Prerequisite:
		Credits: 1

MODULE FORMAT CLASS

Class Information		Instructor Information		Important Dates	
Days:	Saturday	Instructor:	Roger Helland, ThM, DMin.	First day of classes:	Sat, Feb. 22
Time:	9:00am – 4:00pm	Email:	roger@bgcalberta.ca	Last day to add/drop, or change to audit:	
Room:		Phone:	403.975.8927	Last day to request revised exam:	n/a
Lab/ Tutorial:	None	Office:		Last day to withdraw from course:	
Office Hours:		Office Hours:	By appointment	Last day to apply for coursework extension:	
Final Exam:	None			Last day of classes:	Sat, Feb 22

COURSE DESCRIPTION

Spirituality and pastoral ministry are often studied in isolation with only some integration. Effective pastors and Christian leaders will nurture both their inner life and their outward skills that are Christ-centered, Spirit-empowered, and mission-focused. This one-day public seminar is also being offered as a one-credit course on *Plunging the Depths of Spiritual Renewal*. We will explore key elements of personal and corporate spiritual renewal through the devout life and the role of the Spirit, drawn particularly from the Pietist movement of the 17th – 18th centuries, that influenced the great awakenings and evangelical faith.

EXPECTED LEARNING OUTCOMES

In line with Ambrose Seminary, this course is designed to integrate your learning experience around four goals:

- ⇒ *Nurture theological depth and breadth:* To know what you believe and why it matters
- ⇒ *Cultivate a heart after God:* To know God - Father, Son and Holy Spirit - and to love as God loves
- ⇒ *Foster vocational clarity and effectiveness:* To know who you are and what you are to do
- ⇒ *Inspire redemptive action:* To know God’s mission and to live it fully

Therefore, at the end of this one-day seminar\course, each learner should be equipped to:

1. Articulate and apply key principles and practices for spiritual renewal.
2. Analyze and evaluate the role of the Spirit in the book of Acts in spiritual leadership.
3. Experience passion for piety, purity, and power for spiritual renewal.

TEXTBOOKS

- ⇒ *The Holy Bible* (ESV, NIV, NRSV, NASB or comparable modern translation, no paraphrases or NLT)
⇒ Helland, Roger. *The Devout Life: Plunging the Depths of Spiritual Renewal*. Wipf & Stock, 2017.
(Text Book will be available in class for \$20.00 each or online with Kindle)

COURSE SCHEDULE

- Session 1: *Devotion to Heart-Centered Piety and God's Presence*
Session 2: *Devotion to Continuous Conversion and Holiness*
Session 3: *Devotion to Transforming Uses of Scripture and Prayer*
Session 4: *Devotion to Spiritual Priesthood and Gospel Mission*

REQUIREMENTS

This course is designed to *inform, shape, and empower* learners in spiritual leadership practices and renewal within the context of pastoral ministry and Christian service and mission in the church and community.

ASSIGNMENT 1. EXPLORE PRINCIPLES OF SPIRITUAL RENEWAL/REVIVAL

Read *The Devout Life* by Roger Helland (Including Foreword, Introduction & Conclusion, 185 pages). In three pages, offer a critical Amazon style book review. For book review template [click here](#). Then select **three** of the ten chapters **as well as the Conclusion** to explore further. *One of the three chapters must include Chapter 6*. Present core ideas and key quotes from each of the three chapters and the Conclusion. Choose one question or exercise *For Pastors and Church Leaders* at the end of each of the three chapters to answer. If you are not a pastor or church leader choose one of the *For Reflection and Practice* at the end of each of the three chapters. Critically interact with the content. Apply it for spiritual renewal in your context. Write one page per chapter and one page for the Conclusion (**seven pages total, including the book review**). Then watch and make this Hillsong Worship video [God Who Saves](#) your prayer for spiritual renewal! (**Due March 6, 50%**).

ASSIGNMENT 2: EXPLORE THE ROLE OF THE SPIRIT IN SPIRITUAL LEADERSHIP

Read through the book of Acts *out loud* in a modern translation (ESV, NIV, NRSV, NASB, not paraphrase). Note the role of the Spirit in the early church leaders. Take notes and begin to outline the main contours of how the Spirit was referenced and directly active in early church leaders. Note the connection between the role of the Spirit in prayer, filling, empowerment, prophecy, miracles and healing, and the advance of the church in gospel witness and mission. Then read, Stephen Blandino, "[The Holy Spirit's Role in Leadership](#)."

Write a five-page paper (1500 words) where you analyze and evaluate the role of the Spirit in **your** Spiritual Leadership today from the book of Acts, and how you will apply this to spiritual renewal in your context. In your applications, do not use second or third person pronouns such as *we, us, they, them*. Use first personal pronouns throughout: *I, my, me, mine*. **Personalize** the paper. Use Word with Times New Roman 12 font, one-inch margins. For grading standards for the paper [click here](#). **(five pages total). (Due March 6, 50%)**. Then watch and make this Bethel Worship video [Spirit Move](#) as your culminating prayer for Spiritual Leadership!

Please submit all assignments through Moodle as electronic copy in Word, or in quality audio or video formats where used (no paper copies submitted) on or before the due date (no later than midnight on due date).

Late Policy: Only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, overburdened work schedule, etc.) will the instructor grant an extension. All requests for extension must be submitted to the instructor by email on or before the assignment's due date. Otherwise, any submissions received later than 11:59PM on the due date will be deemed late and penalized at a 5% deduction per day. Any submission later than a week past the due date, unless negotiated with the instructor, will automatically receive an F. Also, please NOTE (in the syllabus header) the cut-off date for an end-of-term extension.

ATTENDANCE

Regular attentive attendance and engaged participation on the part of all students is vital to the process of learning in community. This is especially important in a one-day seminar where the day offers a concentrated focus on subject material. Students have the opportunity to participate in course conversations in ways that mutually encourage and edify classmates. Unless there is a crisis or unforeseen challenge, students can miss only one class session without penalty. More than one class session will earn a failure for the course.

EVALUATION

Assignment	Due Date	Percentage	Estimated Time	Learning Outcomes
Assignment 1	March 6 before midnight	50%	15 hours	Outcomes 1 and 3
Assignment 2	March 6 before midnight	50%	15 hours	Outcomes 2 and 3
Totals		100%	30 hours	3 Outcomes

GRADE SUMMARY

Grade	Percentage	Description	Point	Meaning in Graduate Work
A+	97-100	Superior	4.30	Exceptionally well-reasoned, compelling development of position. Outstanding incorporation of personal vision as well as of references and resources. Strikingly appropriate examples. Extraordinary insight, critical analytical and evaluative ability, and creativity. Superlative style and language. Original contribution and is potentially publishable.

A	93-96.99	Excellent	4.00	Well-argued and convincing development of position. Insightful incorporation of personal vision as well as of references and resources. Notably appropriate examples. Excellent insight, critical analytic and evaluative ability, and creativity. Impressive style and language use.
A-	90-92.99	Very Good	3.70	Thorough and plausible development of position. Skillful incorporation of personal vision as well as of references and resources. Very good examples. Very good insight, analytic and evaluative ability, and creativity. Commendable and fluent style and language usage.
B+	87-89.99	Proficient	3.30	Proficient development of position. Appropriate incorporation of personal vision as well as of references and resources. Relevant examples. Good quality insight, analytic and evaluative ability, and creativity. Clear and correct style and language usage.
B	83-86.99	Good	3.00	Competent development of position, but possibly with some gaps and/or limitations. Good incorporation of personal vision as well as of references and resources. Good examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally good style and language usage, but possibly with some minor flaws.
B-	80-82.99	Average	2.70	Average development of position, but with obvious gaps and/or limitations. Satisfactory incorporation of personal vision as well as of references and resources. Satisfactory examples. Reasonable insight, analytic and evaluative ability. Little creativity. Generally satisfactory style and language usage, but possibly with some minor flaws.
C+	77-79.99	Adequate	2.30	Adequate development of position with significant gaps and/or limitations. Some incorporation of personal vision as well as references and resources. Adequate use of examples. Very little creativity. Considerable number of issues related to coherence and style.
C	73-76.99	Acceptable	2.00	Limited development of position with a noticeable lack of consistency with personal vision or references. Limited integration with external sources. Acceptable analytic and evaluative ability. Numerous weaknesses in terms of clarity, coherence, and grammar.
C-	70-72.99	Needs Work	1.70	Passable but unimpressive development of position. Position not completely consistent with personal vision <i>or</i> references and resources not taken fully into account <i>or</i> examples are basic or not completely convincing <i>or</i> barely acceptable insight and analytic and evaluative ability. Adequate style and language usage, but with weaknesses in some respects (e.g., clarity, coherence, grammar). Overall quality shows noticeable deficiencies.

F	Below 70	Below Standard	0.00	Unacceptable work at graduate level. Shows lack of understanding and/or competence in several of the criteria described above. This grade is a failing grade at the graduate level.
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Because of the nature of the Alpha 4.00 system, there is no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade depends on the nature of the course and the instructor's assessment of the level of each class, compared to classes taught previously. Final grades will be available on student registration system. Printed grade sheets are not mailed out.

ADDITIONAL RESOURCES PERTINENT TO SPIRITUAL LEADERSHIP/RENEWAL

Corporate Prayer

Dennis Fuqua, [*United and Ignited: Encountering God Through Dynamic Corporate Prayer*](#)

Daniel Henderson, [*Transforming Prayer: How Everything Changes When You Seek God's Face*](#)

Spiritual Warfare

Charles Kraft, [*The Evangelical's Guide to Spiritual Warfare*](#)

Tom White, [*The Believers Guide to Spiritual Warfare*](#)

God's Presence and Power

Doug Bannister, [*The Word & Power Church: What Happens When A Church Seeks All God Has to Offer?*](#)

John Piippo, [*Leading the Presence Driven Church*](#)

Spirituality and Mission

Leonard Allen, [*Poured Out: The Spirit of God Empowering the Mission of God*](#)

Roger Helland & Leonard Hjalmarsen, [*Missional Spirituality: Embodying God's Love from the Inside Out*](#)

Spiritual Leadership

Mel Lawrence, [*Spiritual Leadership Today: Having Deep Influence in Every Walk of Life*](#)

Alan Nelson, [*Spirituality and Leadership: Harnessing the Wisdom, Guidance, and Power of the Soul*](#)

Church Renewal

Kent Carlson, [*Renovation of the Church: What Happens When a Seeker Church Discovers Spiritual Formation*](#)

Richard Lovelace, [*Dynamics of Spiritual Life: An Evangelical Theology of Renewal*](#)

Supernatural Ministry and Healing

Bill Johnson, [*Experience the Impossible: Simple Ways to Unleash Heaven on Earth*](#)

Mark Pearson, [*Christian Healing: A Comprehensive & Practical Guide*](#)

Soul Care

Rob Reimer, [*Soul Care: 7 Transformational Principles for a Healthy Soul*](#)

Lance Witt, [*Replenish: Leading From a Healthy Soul*](#)

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains, and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.