



P/T495 Special Studies in Theology – Healing & Deliverance: Theology & Practice

3 credits. Prerequisites: T220 Theology I & T221 Theology II

 Saskatoon Campus  Livestream  Video on Demand

May 25-29, 2026
Module G
Monday-Friday 9am-4pm SK (11am-6pm ET)

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*“As you go, proclaim this message: ‘The kingdom of heaven has come near.’
Heal the sick, raise the dead, cleanse those who have leprosy, drive out demons.
Freely you have received; freely give.”
— Matthew 10:7-8*

Course Goals

Course Description

This course is a study of the biblical basis and theology of healing and deliverance, as well as contemporary approaches to their practice, with the aim of integration in students’ own context.

Relationship to Horizon & MCS’ Missions

Jesus announced the arrival of God’s kingdom and demonstrated its power over disease and spiritual darkness through healing the sick and casting out demons by the power of the Holy Spirit. This course equips students with a biblical-theological understanding of healing and deliverance ministry, as well as practical competence necessary to advance God’s kingdom by healing the sick and delivering others from demonic oppression through the Holy Spirit’s leading and empowerment.

Core Competencies and Learning Outcomes



To demonstrate competency in *Biblical and Theological Literacy*, students will:

1. Articulate a biblical theology of healing and deliverance.
 - *Assessment:* Theology of Healing and Deliverance Paper



To demonstrate competency in *Ministry Development*, students will:

2. Reflect on practice in healing and/or deliverance in a way that demonstrates capacity for ongoing learning.
 - *Assessment:* Stories

3. Develop a detailed plan for personal learning and ministry development in healing and/or deliverance within their own context.
 - *Assessment:* Personal Learning and Ministry Development Plan



To demonstrate competency in *Spiritual Maturity*, students will:

4. Reflect on how the practice of healing and/or deliverance has deepened (or challenged) their relationship with God, and their understanding and practice of prayer and spiritual gifts.
 - *Assessment:* Stories Reflection Paper

Course Work

Required Readings

*Note: As is true in any course, inclusion of these textbooks doesn't imply endorsement of all aspects of their teaching.

Clark, Randy. *Power to Heal: Keys to Activating God's Healing Power in Your Life*. Shippensburg, PA: Destiny Image, 2015. ISBN: 978-0768407310.

[DTL](#)

Lozano, Neal. *Unbound: A Practical Guide to Deliverance*. Grand Rapids, MI: Chosen, 2010. ISBN: 978-0800794125.

[DTL](#)

Warner, Marcus. *Understanding the Wounded Heart*. 2nd edition. Carmel, IN: Deeper Walk, 2019. ISBN: 978-1942574514. [97 pages, not counting the exercises, journaling, and discussion guides in each chapter]

[DTL](#)

Recommended Readings

These are the textbooks for the Seminary version of this course, for those who desire a more advanced textbook in one or more areas.

Horrobin, Peter. *Healing From the Consequences of Accident, Shock & Trauma*. Tonbridge: Sovereign World Limited, 2016. ISBN: 978-1852407438. [Chapters 4-12 = 102 pages of reading]

[DTL](#)

Reimer, Rob. *SoulCare: 7 Transformational Principles for a Healthy Soul*. Franklin, TN: Carpenter's Son Publishing, 2016. ISBN: 978-1942587453. [218 pages of reading]

[DTL](#)

Richie, Tony. *Saved, Delivered, and Healed: Introducing a Pentecostal Theology of Salvation*. Eugene, OR: Cascade, 2022. ISBN 978-1-6667-3143-9.

[DTL](#)

Wimber, John and Kevin Springer. *Power Healing*. NY: HarperOne, 1987. ISBN: 978-0060695415. [Chapters 4, 7-12 = 130 pages of reading]

[DTL](#)

**While students have the benefit of accessing many of their textbooks online through the [Digital Theological Library](#), they will not have access to the Digital Theological Library upon graduation. Therefore, we encourage students to purchase select textbooks to build their personal library.

Course Assignments and Activities

**Students should work on Stories (Assignment #3) on an ongoing basis.*

1. *Personal Learning and Ministry Development Plan – 35%*

In order to demonstrate competency in ministry development, students will develop a detailed plan for personal learning and ministry development in healing and/or deliverance within their own context. Becoming more like Jesus is a journey of learning! This paper draws on what you have learned in this course – in class, in practice, in the readings – and, let me insist, on how you are sensing the Lord’s leading in these areas, to articulate a plan for personal and ministry development in these two essential activities of Jesus’ and our ministry.

This paper should include the following with headings:

- a) Introduction (1 paragraph)
- b) Personal Narrative (1 page) detailing one’s theology (understanding) and practice (experience) of healing and deliverance, or lack thereof
- c) Personal Learning Plan (1 ½-2 pages) which could include:
 - Discussion of your current or future context(s) in which you could minister healing and/or deliverance (e.g., church volunteer, pastoral ministry, counselling)
 - Your plan to learn about how healing and/or deliverance would be done in your current or future context
 - Particular topics, books, ministers, or models of ministry you want to learn from or learn about
 - How you can continue practicing after this course ends, in realistic, practical ways
 - Who will help you as you continue to learn? To whom will you be accountable in how you minister?
 - In what ways will you need to grow intellectually, emotionally, relationally, spiritually in order to minister healing and/or deliverance?
 - How will you process setbacks and challenges?
 - What patterns of spiritual discipline and emotional health will sustain you long-term? How will you guard against burnout or spiritual attack?
 - How do you hope your relationship with God will grow on this journey?
- d) Ministry Development Plan (1 ½-2 pages) which could include:
 - Discussion of your current or anticipated future church context (e.g., denominational theology and practice, demographics and needs)
 - In what contexts do you anticipate healing and/or deliverance taking place (e.g., Sunday services, small groups, office meetings, home or hospital visits, street

evangelism, itinerant ministry, and/or a specialized healing and/or deliverance process)?

- Will your ministry be primarily led by you? or will you develop a team?
- How will you lead yourself and others into these areas in your context? What pushback or obstacles do you anticipate?
- What roles might be needed as the ministry develops?
- What training will you (and your team) receive and/or provide? If you are a pastor, what teaching will you do publicly on healing and/or deliverance?
- What protocols will you have in place for healing and/or deliverance practice? What additional protocols will you have with minors?
- How will people find and access healing and/or deliverance prayer? Will you use an intake form or questionnaire?
- Will you use a consent form or waiver?
- What plans do you have for follow-up or aftercare?
- Will there be any costs? How will those be met?
- How would you define success or growth? How will you evaluate the ministry?
- Will you gather and share the stories of what God is doing in healing and/or deliverance, and if so, how?

e) Conclusion (1 paragraph)

You should cite at least six (6) reputable sources in your ministry plan, which *must* include all college course textbooks. Include a bibliography, properly formatted according to the Horizon & MCS Format Guide. You may, if you wish, include appendices that do not add toward your word count (for example, a copy of an intake form, a role description, or a statement of faith).

- Related learning outcome(s): #3.
- **Assignment length:** 1500 words (+/- 10%).
- **Due date:** Wednesday, June 17, 2026.

2. *Theology of Healing and Deliverance Paper* – 35%

In this paper, students will articulate a thorough, biblical theology of healing and deliverance, arguing for what the student takes to be a theologically proper perspective. This paper will draw on, with explicit citation:

- a) Scripture,
- b) class lectures and discussion,
- c) *all* college textbooks – students will confirm they have read *all* college textbooks, and
- d) at least five (5) additional primary or secondary sources, only two (2) of which may be drawn from the PS/TS6209 Healing & Deliverance Reading Pack.

In articulating a theology of healing and deliverance, students will want to attend to: the whole scope of Scripture, the ministry of Jesus, and the work of the Holy Spirit. Students may, but are not required to, structure their paper according to various topics of theology (e.g., doctrine of God, creation, anthropology, sin, Christology, pneumatology, soteriology, eschatology). Students may also relate their argument to their own experiences of healing and/or deliverance, if applicable. Include a bibliography, properly formatted according to the Horizon & MCS Format Guide.

- Related learning outcome(s): #1.
- **Assignment length:** 2000 words (+/- 10%).
- **Due date:** Friday, June 26, 2026.

3. *Stories* – 20%

Students will be required to share five (5) stories in a class discussion on Populi relating their own experiences practicing healing and/or deliverance prayer. This amounts to one per week, on average, not including the module week. The *purpose* of this assignment is for students to reflect on practice in healing and/or deliverance in a way that indicates their ongoing learning.

Assessment is not dependent on ‘success’ in healing or deliverance – reflection on ‘failure’ is at least as valuable! Each story post should include:

- a) The person’s condition or symptoms that required healing and/or deliverance – *do not* include any identifying information to respect the person and their story
- b) How you ministered in prayer
- c) What happened – positive and/or negative
- d) Your reflections on what you have learned, with a connection to (a) class lecture(s) and/or textbook(s), and any questions you have (3-5 sentences)

Include (a)-(d) in your posts. Here is an example, based on a real story:

(a) A boy came with a sore throat. (b) I asked if I could put my hand on his head or shoulder and pray. He said yes. I briefly prayed, asking God to bring healing to the sore throat and commanding pain to go. (c) I asked him how it was and he said the same. I asked if I could pray again. He said yes. I prayed again similarly and asked him how it was. He said the same, but then quickly said, “I need to go drink some water and see.” After he took a drink, he realized his sore throat was gone! (d) This was actually the first time I had seen a sore throat healed. Somehow, it feels minor, like something I wouldn’t ask God to heal; I would just take a throat lozenge instead. But this boy evidently wanted God to heal his sore throat – and God did. I’m still learning things are never too big or too small for God; he wants to heal “every area of our lives” (Wimber, *Power Healing*, 59). What are the differences, if any, in how we should pray for ‘small’ or ‘big’ things?

These stories will be assessed based on completion. Each post containing these five parts *and demonstrating learning* is worth 3% of your overall grade (x5 = 15%); each post failing to contain *all* five parts and demonstrating learning is worth 0%.

Students will also be required to respond to two fellow students’ stories per week (x5 = 10 total) with a comment or question (1-2 sentences) showing *sufficient reflection* on their practice. Your response can be an answer to a question posed by the student’s original story. These responses will be assessed based on completion. Students will receive 5% of their overall grade for completing all 10 responses.

This assignment should contribute significantly toward your Personal Learning and Ministry Development Plan as you practice healing and/or deliverance and reflect on your learning journey.

Note: It is essential, for this assignment and for practicing healing / deliverance ministry in general, to maintain the confidentiality of those to whom you are ministering. Your professor will teach you how to do this during class. During this assignment, you must share your stories in a vague way (e.g., “I prayed for a person”) so that no one would be able to identify about whom you are speaking. You must not share sensitive details except in a very general way (e.g., “trauma” without specifying which type; “sin” without specifying which kind, etc.). You should omit names, places, names of churches/groups, and other such identifying details. The example noted above is the correct template to follow.

- Related learning outcome(s): #2.
- **Assignment length:** 5 posts x <150 words each + 10 responses to others.
- **Due date:** Friday, July 3, 2026.

4. *Stories Reflection Paper* – 10%

In this short paper, you will reflect on how your practice of healing and/or deliverance has deepened (or challenged) your relationship with God and your understanding and practice of prayer and spiritual gifts. To be clear, this is *not* a reflection on *everything* that you have learned through your practice; it is specifically a reflection on how engaging in healing and/or deliverance has shaped your personal relationship with God, your faith, and how you view and practice prayer and the work of the Holy Spirit in and through you. As a personal reflection, you do not need to cite any sources (though you may, if you wish).

- Related learning outcome(s): #4.
- **Assignment length:** 450 words (+/- 10%).
- **Due date:** Friday, July 3, 2026.

Video-on-Demand (VOD) Student Requirements

As indicated on the course schedule, this class is offered by VOD. Students taking the course through VOD are required to indicate this during their course registration. While VOD recordings are available for any student who may be absent from class, non-VOD students are expected to attend class live following the class attendance policy.

- For this course, VOD students have the same assignment due dates as in-class students.
- Students will watch the lectures according to the following schedule:
 - Day 1 Lectures and Report due May 30 at 11:59PM
 - Day 2 Lectures and Report due June 2 at 11:59PM
 - Day 3 Lectures and Report due June 6 at 11:59PM
 - Day 4 Lectures and Report due June 10 at 11:59PM
 - Day 5 Lectures and Report due June 13 at 11:59PM
- According to the schedule above, VOD students will submit a 2-3 minute video report that 1) affirms you have watched the required recording, 2) summarizes one thing you learned that will help you reach the course learning outcomes, and 3) explains at least one question you had after watching the class recording.
- In order to pass the course, VOD students must submit all of their VOD weekly submissions. These submissions are marked pass/fail based on whether or not they demonstrate thoughtful engagement with the lecture content and in-class activities.
- The Late Assignment and Extension policy applies to all VOD Report submissions.

Estimate of Time Investment (individual time investments may vary)

Readings	27 hrs	June 26	Assignment Weighting
Classroom time	30 hrs	N/A	
1. Personal Learning and Ministry Development Plan	10 hrs	June 17	35%
2. Theology of Healing and Deliverance	18 hrs	June 26	35%
3. Stories	5 hrs	July 3	20%
4. Stories Reflection Paper	2 hrs	July 3	10%
Total =		92 hrs	

All assignments are due at 11:59pm **SK time**, unless otherwise indicated.

Assessment Rubrics

Assignment rubrics can be found on Populi. Click on the name of the assignment to access each rubric.

Course Outline

<i>Day</i>	<i>Topic</i>
Monday	Course Goal, Demonstration & Syllabus
	Healing & Deliverance in Theological Context
	Theology of Healing
	Practice & Debrief: Healing I
Tuesday	Healing in Church History & Contemporary Theologies of Healing
	Inner Healing
	When People Aren't Healed & When Sickness Returns
	Practice & Debrief: Healing II
Wednesday	Contexts for Healing
	Conversation: Healing & Medicine
	Theology of Deliverance
	Practice & Debrief: Deliverance I
Thursday	Deliverance in Church History & Contemporary Models of Deliverance
	Forgiveness, Repentance, Renunciation & Breaking
	Practice & Debrief: Deliverance II
	Contexts for Deliverance
Friday	Conversation: Counselling & Deliverance
	Healing & Deliverance from Trauma
	Practice & Debrief: Healing and/or Deliverance
	Factors for Growth & Impartation for Power

Assignment & Suggested* Reading Schedule

Fri June 12*	Clark, <i>Power to Heal</i>
Wed June 17	Personal Learning and Ministry Development Plan
Wed June 24*	Lozano, <i>Unbound</i> and Warner, <i>Understanding</i>
Fri June 26	Theology of Healing and Deliverance Paper
Fri July 3	Stories
Fri July 3	Stories Reflection Paper

- Revision weeks are July 6-17, 2026. Your instructor will request revisions on some assignments before revision week.
- No resubmission of assignments will be accepted after July 17, 2026.

Academic Policies

General Assignment Guidelines

Please see the [Horizon](#) & [MCS](#) Format Guide for assignment submission, grammar, and formatting guidelines. The length of papers should fall within +/- 10% of the stated length. Papers that fall outside the length guidelines may not be graded. Assignments should be submitted via Populi under *Submissions* (not *Comments*). The resource at this [link](#) explains how to submit assignments on Populi.

Extensions

To submit extension requests, students must submit the *Request Extension Form* on the [MCS](#) or [Horizon](#) website and *before the due date*. Professors reserve the right to deny extensions. Generally, the sooner that a student asks for an extension, the more willing faculty tend to be in granting extensions. Furthermore, no extensions will be granted beyond the final day of a term or semester unless approval is granted by the Associate Academic Dean (MCS) or Assistant Academic Dean (Horizon).

Late Assignments

Students are expected to submit work by the assigned or extended due dates, as part of their development of the Leadership and Administration competency. Late submissions will be tracked across each student's program. Repeated late submissions, including late submissions of revisions, will result in academic discipline, such as warnings, required coaching, or academic probation. Similar to standard human resource employment practices, students will receive warnings and conditions with increasing severity of academic discipline.

If an assignment is submitted more than four calendar days late, the student will receive a failing grade (0%) for that assignment until it is submitted (students must demonstrate competency by submitting and passing all assignments to pass a course). Upon submission, the assignment may not be graded until revision week. In addition, the student will receive the grade for the assignment with minimal feedback (only a brief rationale for the assignment grade) and no opportunity to submit revisions.

Assignment Completion

Professors usually will not accept assignments that have not been completed according to the instructions given in the syllabus. If a professor informs a student that a submitted assignment is incomplete, the student will be given the opportunity to complete and resubmit the assignment quickly. If this is not possible, the assignment will be regarded as submitted late.

Assignment Revisions

Students can generally submit up to two revisions for each assignment, although a professor may accept more revisions if the professor determines the student is addressing all of the professor's instructions and making significant progress toward achieving competency.

Horizon and MCS's College Assessment of Student Work

The goal of courses is to help students develop their competency, not earn letter grades. Assignments are the means by which instructors evaluate development of competency by assessing learning outcomes as outlined in the syllabus and each assignment rubric. Once a student's assignment has met all competency requirements, the professor will assign a grade for that assignment. Assignments that do not meet competency will receive a 0. A final course grade is not calculated until the end of the course. Students pass a course (with a B- or higher) only after they have demonstrated that they have *met or exceeded all competency requirements* for that course and, therefore, only after they have passed all assignments.

Horizon and MCS CBE Scale		Descriptor	Letter Grade	Grade Point	U of S Equivalency	
E	Exceeding expectations	Student demonstrated exceptional achievement of the learning outcomes.	A+	4.0	90-100	
			Student demonstrated excellent achievement of the learning outcomes.	A	4.0	85-89
				A-	3.7	80-84
M	Meeting expectations	Student demonstrated good achievement of all learning outcomes.	B+	3.3	77-79	
			B	3.0	73-76	
			B-	2.7	70-72	

If the student does not meet all competency requirements in a course and, therefore, does not pass all the assignments in a course, the course will not be sufficient to fulfill their program requirements at Horizon and MCS. Nevertheless, for transferability purposes, the student will receive a letter grade of C+ or below according to the scale below.

BTM	Beginning to meet expectations	Student was beginning to meet one or more learning outcomes.	C+	2.3	67-69
			C	2.0	63-66
			C-	1.7	60-62
NYM	Not yet meeting expectations	Student made insufficient progress toward meeting learning outcomes.	D+	1.3	57-59
			D	1.0	53-56
			D-	0.7	50-52
			F	0.0	0-49

Academic Integrity

Students learn best when practicing academic integrity. A lack of integrity is displayed in acts such as deception, abuse of confidentiality, cheating, inappropriate collaboration, or plagiarism. Plagiarism occurs when a student presents the words or ideas of another person or an artificial intelligence (AI) tool in such a way as to give others the impression that it is their own words or ideas. In academic writing, there should be no doubt which words or ideas are the student's and which are drawn from other sources or AI. Students are expected to submit their own original work and give due recognition to sources from which all substantial phrases, sentences or even ideas are drawn. Note also that you may not submit work done in one course to satisfy the requirements of another course (unless both instructors agree beforehand to accept such work). See [here](#) for examples of plagiarism and further guidelines in the Student Handbook.

Horizon and MCS have a subscription to software that ensures the originality of academic writing, verifies the proper citation of all sources, and detects AI-generated content. When you submit an assignment, you will automatically receive a summary on Populi that includes your submitted files along with an originality score (a high originality score is positive).

Artificial Intelligence (AI) Usage

In keeping with the Academic Integrity policy above, students must disclose on the title page of all assignments whether or not they have used AI and how they have used it. If the assignment has no title page, the student must disclose this to the instructor by some other means, such as in a comment on Populi. Students are expected to follow the policy for acceptable use of AI that is published in the [Horizon](#) and [MCS](#) Student Handbooks.

Accessible Learning Services Information

Horizon and MCS are committed to provide safe and inclusive learning environments which equalize the opportunity for students with disabilities to meet the requirements of the institutions, programs, and courses. The application for Academic Accommodations begins with a student disclosing a medical diagnosis or professionally documented learning disability during the application process. Enrolled students may contact Accessibility services personnel (at MCS, the Director of Academic Success, Wendy Holmes at wendy.holmes@mcs.edu; at Horizon, the Academic Accommodations Coordinator, Richelle Bekkattla at rbekkattla@horizon.edu). All Academic Accommodations will adhere to the Guiding Principles listed in the Student Handbooks.

Class Attendance (On Campus or Livestreaming)

Students should attend all classes in order to facilitate competency development. Students are expected to be present through the delivery method that they registered for, either on campus or through livestreaming with their camera on. A student must be present for the full duration of a class period in order to be registered as present for the class. In the case of illness or other unforeseen circumstances, students may miss the equivalent of six hours of class (e.g., one day of a module course or two three-hours classes) without academic penalty. Students who are absent for more than this will automatically fail the course. Students wishing to be exempted from this policy due to extenuating circumstances may make an academic appeal, where they will need to document and verify those circumstances. Students who miss a class are responsible to get missed notes or handouts from another student, rather than from the professor.

Livestreaming Etiquette

Students taking the course through livestreaming are required to indicate this during their course registration. While livestreaming access is available for on-campus students who are unable to attend class due to illness, on-campus students are expected to attend class in person following the class attendance policy.

If attending class online via livestream, in order to be marked present for class, you must keep your camera on and stay present and attentive throughout the class session, extending the gift of engagement. Access your class with a computer (preferably) or tablet, not a cell phone. Arrive to class on time, and dress as you would if you were attending class on campus. Join the class from

a quiet space with minimal background noise and mute your microphone until you wish to speak to the class.

Use of Technology

Horizon and MCS encourage the use of electronic devices in the classroom to enhance learning. Careful consideration must be given to privacy issues, copyrighted materials, and the general care and concern for others. Please respect the following classroom policies:

- Please use online access for course learning only. This is a matter of respect for the instructor's teaching, your own learning, and fellow students who may be distracted by other uses.
- Students should secure permission from the instructor to record any teaching material. This includes PowerPoint slides, white board illustrations, notes, and any form of audio or video.
- Student feedback is a valuable input for course improvements. Please resolve any classroom grievance about the instructor or course with the instructor personally, through the grievance procedures, or the Populi-based course evaluations. It is inappropriate to air classroom grievances on a social media platform.
- When instructors use recording mechanisms in the classroom, recorded materials will be used for the sole purpose of instruction and cannot be released to any social media outlet without the written consent of the students whose images have been recorded.
- In general, it is not acceptable to share photographs or videos of students in the classroom setting without permission from those whose images appear in such media.

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Deliverance

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b. Secondary Sources

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Healing, Inner (see also: Deliverance and Demonology)

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Healing, Physical

a. Primary Sources

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