**P-500: Basics of Pastoral Care**

*Christian Theological Seminary*

*Pastoral Theology and Psychology*

*Indianapolis, IN*

*Fall 2003*

Tuesdays: 6-8:45pm

**Felicity Kelcourse, Instructor**

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Classroom: 167

Break-out rooms: 160, 161, and 165

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**COURSE DESCRIPTION**

Pastoral care is the art of ministry as it relates to the specific needs of persons and faith communities. In this course we will consider both theories of pastoral care and specific interventions for predictable human needs such as death, illness, trauma, birth, marriage, divorce, life passage celebrations, etc. Modern understandings of pastoral care are necessarily rooted in biblical and cultural faith traditions that include the pastoral roles of wise guide, prophet and priest (Gerkin 1997). In addition to care for individuals, couples, families and communities, we will consider the ethical context of pastoral care, the healing functions of ritual, and theological responses to the question of theodicy: “Why do bad things happen to good people?”

Course participants will be asked to draw on their own experience in ministry and in life to role play pastoral care dialogues and to study specific cases. We will seek to balance the rich data contained in the “here and now” of pastoral interactions with the frameworks of faith, ethics and theological reflection that inform our pastoral service. We will give attention to the pastor’s own need for care in relation to the varied demands of care giving.

While a formal consideration of pastoral care traditions outside the Christian faith is beyond the scope of this course, examples of pastoral care from other faith traditions are welcome. Considering other faiths can lead to a deeper appreciation of both the strengths and relative weaknesses of Christianity as a way of life. It is possible to be centered in Christ while remaining open to the world views of other faiths. Such openness is essential when dealing with secular culture, unchurched seekers, religious diversity, and the shortcomings we find in ourselves and others.
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OBJECTIVES

This course is intended as a theoretical and experiential introduction to the contexts of pastoral care. You will be expected not only to retain facts and absorb concepts, but also to develop your "observing ego" in relation to self and others. In general, you are asked to maintain a curious, non-judgmental stance to the best of your ability. A rigid, reactive stance (ex: "I'm right, you're wrong") is unlikely to be conducive to your learning. You are encouraged to express your likes and dislikes, your beliefs and convictions in relation to course material, the instructor and your peers. Course evaluations collected during the final class will receive careful attention after grades have been distributed.

If you leave this class with an enhanced ability to be attentive and curious about your own experience and that of others, you will have fulfilled the primary objective of the course. You will find the open attitude thus developed to be a substantial asset in ministry, be it congregational leadership, chaplaincy, counseling or other forms of service. Openness must of course be balanced with clear commitments based on your own experience of faith and sense of self. The course may be used to clarify your own commitments as well.

Class process:

If you don’t have time to eat before class, food will be available in town square from 5-6:15. Feel free to bring your food into the classroom and visit informally before class officially begins at 6:10.

First hour – 6:10-7pm. Meet together in main classroom (room 167) for lecture and discussion of assigned readings.
Second hour – 7:10-7:50 - Role plays in small groups.
Third hour – 8-8:45 - Group presentations, experiential exercises and/or video illustrations of course material.

REQUIRED TEXTS

(Available at CTS bookstore and on library reserve)

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- Bibliography for Suggested Readings
  (Available on library reserve, as marked *, see below)

COURSE REQUIREMENTS

Requirements and Evaluation:

Your final evaluation for the course will be based on class participation (5%), a group presentation (15%), an observation paper of 5-7 pages (15%), a case study paper of 7-10 pages (25%), participation in two role plays (10%), an annotated bibliography of 10-12 books and articles on a pastoral care topic of your choice (15%) and a final exam including multiple choice and short essays based on course material (15%). The average preparation time to complete all assignments is between 6-9 hours per week or 1-1.5 hours a day. The expectations for each requirement are as follows:

1) Class participation will be evaluated based on your punctual, consistent, attentive presence in class. Verbal participation should give evidence of receptivity to the questions and ideas of others as well as effective articulation of one's own reflections. Completing assigned readings before class is essential to effective participation. (5% of grade).

2) Group presentation: The class will be divided into groups of 3-4 based on your learning objectives for the course. Each group will sign up for a presentation date based either on the theme for the week, one of the sample topics listed below, or another topic relevant to pastoral care to be chosen in consultation with the instructor. You will need to meet with your co-presenters at least once to plan your presentation. Each presentation should include a one page handout outlining your topic and offering relevant resources (books, web addresses, phone numbers for self-help groups, etc.). Every member of your group should have a role in the presentation. You will have about 20 minutes to present followed by 20 minutes of questions and discussion with the class. At the end of your presentation time everyone in the class (including you) will be asked to fill out a brief evaluation. These will be reviewed by the instructor and handed back the following week. Every member of the group will receive the same grade. (15% of grade).

3) Role plays: There are 3 basic roles – the care seeker(s), the care giver(s) and the observer(s). Care seekers will receive a brief scenario the week before to prepare. Care givers and observers do their work “live”, while observed by the larger group in a “fish bowl”. Everyone is expected to take one turn as a care giver and another turn in one of the other roles. Role plays will be allowed 10 minutes followed by 10 minutes of evaluation and discussion by the observers. (10% of grade).

4) Paper One: Self observation: – Describe a pastoral care situation in which you were either the care giver or the care seeker. What did you learn about yourself in this situation? How were your responses to the situation conditioned by your own life experience? Did you receive and/or give effective care? How do you know? Suggested length: 5-7 pages. Due dates: 9/30 or 10/7. (15% of grade).
Paper Two: Case presentation: – Describe a pastoral care case based on Capps and Fowlers guidelines. Assess the actual outcome and provide alternate outcomes for the case. Feel free to cite sources in addition to course texts. Please include bibliography in APA format (see Capps and Fowler bibliography for examples) and be sure to include a title page, headings, and page numbers. Suggested length: 7-10 pages. Due dates: 11/4 or 11/11. (25% of grade)

Annotated bibliography: Choose a theme from those suggested below or choose your own topic in pastoral care in consultation with the professor. Your bibliography should include both books and articles from pastoral care journals. Books should be primarily recent and scholarly but can include some excellent popular sources you recommend and some “classics” as well. Your bibliography should be in APA format. Please annotate the bibliography with two or three sentences that indicate what the book or article is about and why you have chosen it. Suggested length: 10-12 entries. Due date: 11/18. (15% of grade)

Final exam based on course material: This is a two hour, closed book, take home exam. Practice questions for the exam will be given out no later than Week 12 (12/2). The questions will be based on course reading and class lectures. The exam will be handed out Tuesday 12/9 at the end of class and will be due Monday 12/15 by NOON. Hard copy is preferred but you may also submit your exam as a document attached to e-mail PROVIDED you send the attachment in a Microsoft Word format. (15% of grade).

Sample Presentation/Bibliography Topics:

- **Grief work, bereavement and loss:** Responding effectively to loss in its many forms: death of a loved one, divorce, perinatal loss, loss of a child, loss of health, loss of job.
- **Small group ministry issues:** Benefits and pitfalls of small groups for bible study, peer support, spiritual growth, social service, etc.
- **Diversity issues** in pastoral care (pick a specific topic such as ethnicity, national origin, gender, sexual orientation, religious differences etc.)
- **Women’s issues** in pastoral care (choose a developmental issue by age, or specific concern such as being single, becoming a widow, divorce, infertility, lack of self care, family vs. career, etc.)
- **Care for the caregiver** (How to stay sane and centered in the midst of a busy, demanding ministry, via prayer disciplines, peer support, play, exercise, etc.)
- **Men’s issues** in pastoral care (unmet dependency needs, emotional isolation, lack of mentors, frozen emotions, lack of self care, divorce, career problems, etc.)
- **Healing through ritual** (Specific rituals for specific needs and occasions – how to design a useful ritual for healing, drawing on both tradition and the specific needs of the present circumstance)
- **Premarital counseling** (Resources for premarital counseling, what works well, what doesn’t, the importance effective premarital counseling, etc.)
- **Brief counseling** and pastoral care (the limits of counseling in a given pastoral care setting, effective tools for brief counseling, initial assessment, when and where to refer persons for whom further counseling is indicated, the need for counseling experience supervision)
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- **Spiritual direction** and pastoral care (the pastor’s role as spiritual guide to meet the need for spiritual healing, traditions, support networks, the need for one’s own grounding in spiritual direction and supervision)
- **Self supervision** in pastoral care (how to recognize when supervision is needed and where to get it)
- **Ethical issues** in pastoral care (specific instances of ethic problems or violations, how to prevent them and how healing can occur after the fact).
- **Youth ministry issues**: How to organize an effective youth ministry, issues specific to youth such as identity crises, suicide, peer pressure, risks from sex or drugs, etc.

Criteria for grading:
Written work will be evaluated for 1) clarity of expression – *please proofread!* (this includes sentence structure, paragraph structure, spelling, punctuation), 2) acuity of observation (whether of oneself or others), 3) accurate use of theory (appropriate theorists, complete citations, etc.), 4) creativity and originality, including thoughtful dialogue between the perspectives of psychology, theology, faith, morality and spirituality. *Be sure to include name, date, title, headings and page numbers.*

The oral component of presentations and class participation will be evaluated based on your consistent ability to ask thoughtful questions, contribute to class and group discussion, and demonstrate thorough appropriation of course material. Please avoid the extremes of either never speaking or dominating the airwaves.

We will be using a Blackboard site for this course. Thoughtful questions contributed to the site will be weighted the same as questions asked in class in evaluating your overall class participation.

COURSE OUTLINE

Introduction: The Nature of Pastoral Care

Week 1: 9/2/2003  Introductions to the course and each other
- Defining pastoral care
- Learning through case presentations
- Learning through role plays
- Individual and group learning objectives for this course

Week 2: 9/9  What is pastoral care? What faith commitments inform our ministries?
Readings: Gerkin, part one – History of contexts of pastoral care (114pp)
Soelle, chapter one – Christian masochism (32pp)
Armistead, chapters one and two (57pp)

*Sign up for presentations and paper due dates*
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Week 3: 9/16  The role of faith communities in care giving and formation
   Class readings: Gerkin, part two – Caring for Christian community (35pp)
      Soelle, chapter two – Critique of Christian apathy (27pp)
      Wimberly, chapters one and two – Male hierarchy and human
         wholeness (African-American context) (24pp)
      Armistead, chapters three and four (56pp)
   Suggested readings:
      Kornfeld, chapter 2, 4 or 5

Part One: Ministry through the life cycle

Week 4: 9/23  Marriage and birth: care for couples and young families
   Class readings: Gerkin, ch.7 (16pp)
      Wimberly, ch.3 and 4 (25pp)
      Savage, chapters 1-3 (48pp)
      Armistead, chapter 5 through bibliography (19pp)
   Suggested readings: Human Development and Faith, Introduction through chapter 4

Week 5: 9/30  Care for children: ministry through faith formation
   Paper One – due date one
   Class readings: Wimberly, chapter 5 (13pp)
      Savage, chapters 4 and 5 (14pp)
      Glaz and Stevenson Moessner, chapter 1 (32pp)
      Mitchell and Anderson, chapters 1 and 2 (34pp)
   Suggested readings: HD&F chapters 5, 6, 7

Week 6: 10/7  Care for youth: ministry through mentoring
   Paper One – due date two
   Class readings: Gerkin chapter 8 (18pp)
      Savage, chapter 6-9 (53pp)
      Capps and Fowler, chapter 2 & 3 (48pp)
   Suggested readings: HD&F 8 or 9

Week 7: 10/14  Care for young adults (20-40) & middle adults (40-60): ministry for vocation
   Class readings: Gerkin chapter 9 (17pp)
      Wimberly chapters 7 and 8 (30pp)
      Capps and Fowler, chapter 4 (27pp)
      Glaz and Stevenson Moessner, chapters 2 and 3 (52pp)
      Neuger and Poling, chapter 3 (21pp)
   Suggested readings: HD&F chapter 10 or 11
      Harville Hendrix Getting the Love You Want, chapter 7 or 8

Week 8: 10/21  Care for older adults (60+): ministry for generativity and redemption
   Class readings: Gerkin chapter 10 (22pp)
      Soelle chapter 4 (34pp)
      Capps and Fowler, chapters 5 and 6 (44pp)
      Mitchell and Anderson, chapter 3 and 4 (50pp)
   Suggested readings: HD&F chapter 12 and 13
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Midterm Break: 10/28-31 (Monday classes meet)

Week 9: 11/4  Care in times of illness, loss, dying and death
Paper Two – due date one
   Class readings: Gerkin chapter 11 (13pp)
   Neuger and Poling, chapter 10 (24pp)
   Glaz and Stevenson Moessner, chapter 7 (15pp)
   Mitchell and Anderson, chapters 5 and 6 (17pp)
   Suggested readings: HD&F chapter 14

Part Two: Ministry for specific contexts of care

Week 10: 11/11  Dealing with disempowerment due to class, ethnicity, gender, sexual orientation, abuse, addictions, disability, mental illness
Paper Two – due date two
   Class readings: Wimberly chapter 9 (15pp)
   Soelle chapter 3 (25pp)
   Glaz and Stevenson Moessner chapters 5 and 6 (36pp)
   Neuger and Poling chapters 7 and 8 (45pp)
   Suggested readings: Neuger and Poling chapter 4 or 5

Week 11: 11/18  Brief counseling and referral for men’s and women’s issues
Bibliographies due
   Class readings: Wimberly chapter 6 (16pp)
   Savage chapters 10 and 11 (32pp)
   Glaz and Moessner, chapters 4 and 9 (32pp)
   Neuger and Poling chapters 2 (24pp)
   Suggested readings: Kornfield chapter 6 (Solution-focused counseling)

   Reading week/Thanksgiving break: 11/24-28

Week 12: 12/2  Ethical boundaries, spiritual direction, healing through ritual
   Class readings: Mitchell and Anderson, chapter 7 (23pp)
   Neuger and Poling, chapters 1, 6 and 9 (45pp)
   AND: Please bring a copy of your denomination’s statement of ethics in ministry to share with the class (if more than one page, please bring a one page summary as well)
   Suggested readings: TBA re: topics for this week

Practice exam questions handed out

Week 13: 12/9  Facing conflict in faith communities
   Class readings: Soelle, chapter 5 (29pp)
   Glaz and Stevenson Moessner, chapter 8 (27pp)
   Mitchell and Anderson, chapter 8 (12pp)
   Suggested readings: TBA re: conflict resolution

Take home exam given out at the end of class

(December 15-18: Exam Week)
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Week 14: 12/16 Care for the caregiver

**Take home exam due Monday 12/15** (see instructions above)

Class readings: Glaz and Moessner, chapter 10 (27pp)
Soelle, chapter 6 (27pp)

Suggested readings: TBA on theme of self-care

**Course evaluations** (weeks 13 and 14)

**Bibliography for Presentation Readings (*=on reserve)**

- *Clinebell, Howard. Basic Types of Pastoral Care and Counseling.*
- *______________. 1990. Understanding and Counseling the Alcoholic.*
- *Friedman, Edwin. Generation to Generation*
- Grant, Brian. *FROM SIN TO WHOLENESS*
- **Harvey, John H., Give Sorrow Words: Perspectives on Loss and Trauma**
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- Hunter, Rodney. *Dictionary of Pastoral Care* (See reference section of CTS library)

NB: the articles below should be available on the CTS faculty web page.
- __________.“The Role of Pastoral Counseling in the Life of the Church” *Encounter* 63: 1&2, Spring, 2002.
- __________ “Wise as Serpents…or, what I needed to learn in seminary but was too naïve to ask”. *Encounter* 61:4, 449-464, 2000.
- NICHOLS, MICHAEL P., *THE LOST ART OF LISTENING*
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- *STONE, HOWARD W.*, *BRIEF PASTORAL COUNSELING*
- Steinke, Peter *How Your Church Family Works*
- SWITZER, DAVID K., *PASTORAL CARE EMERGENCIES*
- Stone and Clements, Eds. *Handbook for Basic Types of Pastoral Care and Counseling*.
- *Wicks, Parsons, Capps, eds.* *Clinical Handbook of Pastoral Counseling*.
- WORTHINGTON, E. L., (ED) *DIMENSIONS OF FORGIVENESS: PSYCHOLOGICAL RESEARCH AND THEOLOGICAL PERSPECTIVES*

*With every blessing for your present and future ministry*

*Felicity Kelcourse*