P-500: Basics of Pastoral Care

Christian Theological Seminary
Pastoral Theology and Psychology
Indianapolis, IN
Spring 2002
Thursdays 8:30-11:15 am

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Main classroom: 168
Group room: 162

COURSE DESCRIPTION

Pastoral care is the art of ministry as it relates to the specific needs of human beings and faith communities. In this course we will consider both the theories developing out of the pastoral care movement in the 20th century and specific interventions for predictable human needs such as death, illness, trauma, birth, marriage, life passage celebrations, etc. Modern understandings of pastoral care are necessarily rooted in biblical and cultural faith traditions that include the pastoral roles of the wise guide, the prophet and the 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 framework of faith, ethics and theological reflection that informs 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.
P-500: Basics of Pastoral Care

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. 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:

First hour – 8:30 – 9:20. Meet together in main classroom (room 168) for lecture and discussion.

Second hour – 9:30-10:20 - Small group discussion in two rooms (rooms 168,162) led by the instructor and the teaching assistant. The groups will stay constant for the semester but the leaders will rotate after 6 weeks.

Final hour – 10:30-11:15 - Reconvene in main classroom for further discussion, role plays, experiential exercises and/or video illustrations of course material.

REQUIRED TEXTS

- Gerkin, Charles 1997. An Introduction to Pastoral Care. Abingdon. ($25.00)

- Bibliography for Presentation Readings
- (Available on library reserve, as marked *, see below)
Requirements and Evaluation:

Your final evaluation for the course will be based on class participation (5%), a small group presentation (15%), 2 papers of 5-7 pages (20% each), participation in a role play group (10%), an annotated bibliography of 6-10 books and articles on a pastoral care topic of your choice (15%) and a multiple choice final exam 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 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. Completing assigned readings before class is essential to effective participation. (5% of grade).

2) Small group presentation: You will have one discussion session in which to present a reading of your choice from the list of “presentation readings” for that day (if several chapters are listed from a given source, choose one to present.) On that date you are asked to come prepared with a 1-2 page summary of the article that should include definitions of any unfamiliar terms. Please bring enough copies to distribute to your discussion group with 2 extra for the instructor and teaching assistant. You will have about 10 minutes to 1) have the group read your summary, then 2) verbally express whatever reflections this reading has stirred in you. Please do not read from your written summary – this is intended to be an oral presentation! Your presentation will be followed by 15-20 minutes of small group discussion. The time frame will depend in part on whether 1 or 2 people are presenting that day. At the end of your presentation time everyone in your group (including you) will be asked to fill out brief evaluations. (15% of grade).

3) Role plays in groups of three: You will alternate between 3 roles – the care seeker, the care giver and the observer. The care seeker will receive a script the week before to prepare. The care seeker and the observer do their work “live”, while observed by the larger group in a “fish bowl”. (10% of grade)

4) Paper One: Self observation: – Describe a pastoral care situation in which you were either the care giver and the care seeker. What did you learn about yourself in this situation? How were your responses to the situations 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: 2/21 or 2/28. (20% of grade).

5) 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 other than course texts. Please include bibliography in APA format and be sure to include a title page and page numbers. Suggested length: 7-10 pages. Due dates: 4/4 or 4/11. (20% of grade)
P-500: Basics of Pastoral Care

6) Annotated bibliography: Choose a theme from those suggested below or choose your own for issues in pastoral 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. (See Capps and Fowler bibliography for examples). 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: 4/18. (15% of grade)

7) 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 not later than Week 12 (4/25). The questions will be based on course reading and class lectures, especially power point notes. The exam will be handed out Thursday 5/2 at the end of class and will be due Monday 5/6 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:

- 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)
- 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
- Small group ministry issues
P-500: Basics of Pastoral Care

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 another), 3) accurate use of theory (proper stage, 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: 1/24/2002  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: 1/31  What is pastoral care?  What faith commitments inform our ministries?
Readings:  Gerkin, part one – History of contexts of pastoral care
                 Soelle, chapter one – Christian masochism
Sign up for presentations and paper due dates

Week 3: 2/7  The role of faith communities in care giving and formation
Class readings: Gerkin, part two – Caring for Christian community
                 Soelle, chapter two – Critique of Christian apathy
                 Wimberly, chapters one and two – Male hierarchy and human wholeness (African-American context)
Presentation readings (suggested):
                 Kornfeld, chapter 2, 4 or 5 (actual chapters = 3 and 5)

Part One: Ministry through the life cycle

Week 4: 2/14  Marriage and birth: care for couples and young families
Class readings: Gerkin, ch.7
                 Wimberly, ch.3 and 4
                 Savage, chapters 1-3
                 *Human Development and Faith* (HD&F) chapter 2
Presentation readings (suggested): HD&F ch. 3 and 4
P-500: Basics of Pastoral Care

Week 5: 2/21  Care for children: ministry through faith formation

**Paper one – due date one**
Class readings: Wimberly, chapter 5
    Savage, chapters 4 and 5
    Glaz and Stevenson Moessner, chapter 1
    Mitchell and Anderson, chapters 1 and 2

Presentation readings (suggested): HD&F chapters 5, 6, 7 (Actual = 5)

Week 6: 2/28  Care for youth: ministry through mentoring

**Paper two – due date two**
Class readings: Gerkin chapter 8
    Savage, chapter 6-9
    Capps and Fowler, chapter 2 & 3

Presentation readings (suggested): HD&F 8 or 9 (Actual = 8)

Week 7: 3/7  Care for young adults (20-40) & middle adults (40-60): ministry for vocation
Class readings: Gerkin chapter 9
    Wimberly chapters 7 and 8
    Capps and Fowler, chapter 4
    Glaz and Stevenson Moessner, chapters 2 and 3
    Neuger and Poling, chapter 3

Presentation readings (suggested): HD&F chapter 10 or 11
    Harville Hendrix *Getting the Love You Want*, chapter 7 or 8

Week 8: 3/14  Care for older adults (60+): ministry for generativity and redemption
Class readings: Gerkin chapter 10
    Soelle chapter 4
    Capps and Fowler, chapters 5 and 6
    Mitchell and Anderson, chapter 3 and 4

Presentation readings (suggested): HD&F chapter 12

March 18-22: Reading Week

March 25-29: Easter Recess

Week 9: 4/4  Care in times of illness, loss, dying and death

**Paper Two – due date one**
Class readings: Gerkin chapter 11
    Neuger and Poling, chapter 10
    Glaz and Stevenson Moessner, chapter 7
    Mitchell and Anderson, chapters 5 and 6

Presentation readings (suggested): HD&F chapter 13
    April 5 and 6: Jean Shinoda Bolen, M.D.
    *Healing: Body, Soul and Community*
P-500: Basics of Pastoral Care

Part Two: Ministry for specific contexts of care

Week 10: 4/11 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
Soelle chapter 3
Glaz and Stevenson Moessner chapters 5 and 5
Neuger and Poling chapters 7 and 8

Presentation readings (suggested): Neuger and Poling chapter 4 or 5

Week 11: 4/18 Brief counseling and referral for men’s and women’s issues

Bibliographies due
Class readings: Wimberly chapter 6
Savage chapters 10 and 11
Glaz and Moessner, chapters 4 and 9
Neuger and Poling chapters 2 and 10

Presentation readings (suggested): Kornfeld chapter 6 (Solution-focused counseling)

Week 12: 4/25 Ethical boundaries, spiritual direction, healing through ritual

Class readings: Mitchell and Anderson, chapter 7
Neuger and Poling, chapters 1, 6 and 9

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)

Presentation readings (suggested): TBA re: topics for this week

Practice exam questions handed out

Week 13: 5/2 Facing conflict in faith communities

Take home exam given out at the end of class
Class readings: Soelle, chapter 5
Glaz and Stevenson Moessner, chapter 8
Mitchell and Anderson, chapter 8

Presentation readings (suggested): TBA re: conflict resolution

(May 6-10: Exam Week)

Week 14: 5/9 Care for the caregiver

Take home exam due Monday 5/6 (see instructions above)
Class readings: Glaz and Moessner, chapter 10
Soelle, chapter 6
Presentation readings (suggested): TBA on theme of self-care

Course evaluations (weeks 13 and 14)
P-500: Basics of Pastoral Care

Bibliography for Presentation Readings

- *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.*
- Hunter, Rodney *Dictionary of Pastoral Care.*
P-500: Basics of Pastoral Care

- *__________ “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**
- **STONE, HOWARD W., BRIEF PASTORAL COUNSELING**
- Steinke, Peter. *How Your Church Family Works*
- **SWITZER, DAVID K., PASTORAL CARE EMERGENCIES**
P-500: Basics of Pastoral Care

- Stone and Clements, eds. *Handbook for Basic Types of Pastoral Care and Counseling*
- Wicks, Parsons, Capps, eds. *Clinical Handbook of Pastoral Counseling, Volumes 1 and 2*.
- WORTHINGTON, E. L., (ED) *DIMENSIONS OF FORGIVENESS: PSYCHOLOGICAL RESEARCH AND THEOLOGICAL PERSPECTIVES*

*With every blessing for your present and future ministry*

Felicity Kelcourse