P-500 Basics of Pastoral Care and Counseling
Spring 2007
Wednesdays, 8:30-11:15am
Room 166

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Teaching Assistant: Megan Collins

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Purpose

Pastoral care and counseling is a ministry of the church in witness to Jesus Christ with the purpose of addressing personal, family, and community concerns as informed by theological and psychosystemic reflection. The broader context of pastoral care relates to the church’s ministry of worship, Christian education, and evangelism. The narrower focus of pastoral counseling addresses focal concerns of individuals, couples, and families in a contractual/covenantal context.

The person of the pastor and the faith community are critical to the practice of pastoral care and counseling. Vulnerability and effective caring skills, through the pastor and church, extend God’s care to a world seeking meaning and reconciliation to self, others, and God.

Students will be introduced to the church’s history of care by a historical overview, exploring the theological and psychosystemic foundations, specialized forms of pastoral care and counseling, and importantly, ways in which the pastor uses him/herself in witness to Christ and the church. Understanding one’s gifts and limitations are an essential part of responsibly responding to God’s care to us by extending ourselves to others.

Required Texts


**Supplemental Readings**


Readings on reserve as assigned.

**Course Requirements**

- **Class participation** Students are expected to attend class on a punctual and consistent basis as described in the Seminary policy on class attendance. Three tardies (more than 5 minutes late) may result in an unexcused absence. Contact the professor or teaching assistant prior to an absence due to illness or emergency if possible. All absences must be explained within a 24 hour period of the absence.

  Note: Effective verbal participation in class is based upon completing the assigned readings before class. Blackboard participation will be weighed with the same importance as verbal participation. Students are also expected to participate in two role plays during the small groups.

- **Practice exercises** Doehring’s *The Practice of Pastoral Care* offers exercises at the end of each chapter that helps students practice the pastoral care content in that chapter. I expect these exercises to be concise. You do not need to recopy the questions. All of the exercise can be handwritten with the exception of Exercises 1 and 2 which need to be typed.

- **Extended verbatim (7-10 pages)** Complete a verbatim based on the verbatim guidelines in Chapter 1 of *The Practice of Pastoral Care* and the material in the rest of the book. A description of the guidelines for the extended verbatim will be distributed in class.

- **Congregational Pastoral Care Case (7-10 pages)** Describe a pastoral care case based on the guidelines in Capps and Fowler’s *The Pastoral Care Case.* Assess the actual outcome and provide alternate outcomes for the case. Additional sources may be cited from the course texts as well as supplemental reading.
Personal and Pastoral Formation Paper (5-7 pages) Reflect upon your experience in this class particularly in the formation group and the impact upon your ministry. Honesty and vulnerability, not perfection, are encouraged in this exercise. Assess your gifts and limitations.

Final exam The final exam is an essay exam taken in the classroom. Guidelines for the final exam will be distributed prior to the exam. The focus of the exam will be a pastoral care case to which you will respond in writing during the exam time. You need to make references to the class readings to document your answer. However, there will be no multiple choice or object content-oriented questions.

Course grading

Class participation — 10% of grade

Practice exercises — 20% of grade

Extended verbatim — 20% of grade

Congregational pastoral care case — 20%

Personal and pastoral formation paper — 10%

Final Exam — 20%

The criteria for grading is based upon clarity of writing, honesty of observation of self and others, accuracy of pastoral care theory, and creativity and integration of theological and psychosystemic materials. Late written assignments will be penalized a minus grade on the Seminary grading system. For example, if you paper is late and the content merits a B+, tardiness brings your grade down to B. The professor will grade all papers. So, given the class size, expect a two week turn-around for grading.

Class process

The class is divided into two sessions. We will negotiate during the first class meeting about alternate meeting times for the formation groups. All written class assignments are subject to change through class negotiation.
Session One (1 hour and 30 minutes) – Pastoral Care and Counseling Theory and Theological Reflection
This session will include lecture/discussion of the assigned readings, video illustrations, and pastoral care practice demonstrations by the professor.

Session Two (1 hour and 15 minutes) – Personal and Pastoral Formation Groups
This session will focus on experiential exercises, role plays, and readings as assigned in Listening and Caring Skills. In addition, personal/pastoral reflection upon the image in the assigned reading of Images of Pastoral Care for that session will be discussed.

Course Outline

The Foundations of Pastoral Care and Counseling

January 24
Introduction to the Course and Each Other
Historical Overview of Pastoral Care and Counseling

January 31 Use of Self in Developing Pastoral Relationships
Session One
Reading: Doehring, Introduction, Chapters 1 and 2; Cooper-White, Introduction
Session Two
Reading: Dykstra, Introduction and Chapter 1; Savage, Chapter 1

February 7 Listening and Caring Skills
Session One
Reading: Doehring, Chapters 3
Session Two
Reading: Dykstra, Chapter 4; Savage, Chapter 2
DUE: Exercises 1 and 2

February 14 Pastoral Expertise, Boundaries, and Referral
Session One
Reading: Doehring, Chapter 4
Session Two
Reading: Dykstra, Chapter 7; Savage, Chapter 3
DUE: Exercise 3
February 21  Pastoral Psychological Assessment
Session One
Reading:  Doehring, Chapter 5; Cooper-White, Chapters 1 and 2
Session Two
Reading:  Dykstra, Chapter 13; Savage, Chapter 4
DUE:  Exercise 4

February 28 — No Class — READING WEEK

March 7  Pastoral Systemic Assessment
Session One
Reading:  Doehring, Chapter 6; Cooper-White, Chapter 3
Session Two:  Dykstra, Chapter 3; Savage, Chapter 5
DUE  Exercise 5

March 14  Theological Reflection on Pastoral Care and Counseling
Session One
Reading:  Doehring, Chapter 7
Session Two
Reading:  Dykstra, Chapter 9; Savage, Chapter 6
DUE:  Exercise 6

March 21  Brief Pastoral Counseling
Session One
Reading:  Doehring, Chapters 8 and 9
Session Two
Reading:  Dykstra, Chapter 11; Savage, Chapter 7
DUE:  Exercise 7

Expanding the Dimensions of Pastoral Care and Counseling

March 28  Pastoral Visitation
Session One
Reading:  Capps and Fowler, Chapters 1 and 2; Cooper-White, Chapter 5
Session Two
Reading:  Dykstra, Chapter 8; Savage, Chapter 8
DUE:  Exercise 8

April 4 — No Class — EASTER RECESS
April 11  Pastoral Pre-marital, Marital, and Family Counseling
Session One
Reading: Capps and Fowler, Chapters 3 and 4; Cooper-White, Chapter 6
Session Two
Reading: Dykstra, Chapter 15; Savage, Chapter 9
DUE: Extended Verbatim

April 18  Contextualization of Ethnicity, Culture, and Gender
Session One
Reading: Capps and Fowler, Chapters 5 and 6
Session Two
Reading: Dykstra, Chapter 16; Savage, Chapter 10

April 25  Integration in a Pastoral Care and Counseling Paradigm
Session One
Reading: Doehring, Conclusion; Capps and Fowler, Epilogue; Cooper-White, Chapter 7
Session Two
Reading: Dykstra, Chapter 17; Savage, Chapter 11
DUE: Congregational Pastoral Care Plan is due either on the last class period or on the date of the final exam

May 2
FINAL EXAM

NOTE: Personal and Pastoral Formation Paper may be submitted to the professor any date during the semester.