P-500: Basics of Pastoral Care & Counseling

Christian Theological Seminary
Pastoral Theology and Psychology
Indiana, IN
Spring 2009
Wednesdays: 2:15-5

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Classroom: 166
Break-out rooms: 165, 168, 170, 171

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 including 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 basic pastoral care and brief counseling 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. Chaplains and many pastors will find themselves called to minister in interfaith contexts.
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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 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 – 2:15-3:10 - Meet together in main classroom (room 168) for group presentations, as scheduled, or for lecture and discussion of assigned readings.
Second hour – 3:20-4 - Role plays in small groups.
Third hour – 4:10-5 – Lecture and discussion, 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 (10%), a group presentation and annotated bibliography on a pastoral care topic of your choice (20%), a verbatim paper of 5-7 pages (20%), a case study paper of 7-10 pages (20%), participation in two role plays (5% x 2 =10%) and a final exam including multiple choice and short essays based on course material (20%). 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. (10% of grade).

2) Group presentation: The class will be divided into groups of 3-5 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 1) a 5-10 page reading to be distributed the week BEFORE your presentation as orientation to your topic, 2) a one page handout outlining your topic and offering relevant resources for congregations (self-help books, web addresses, phone numbers for self-help groups, etc.) and an annotated bibliography for further study. 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.

   Every member of your group should have a role in the presentation. You will have about 20-30 minutes to present followed by 10-20 minutes of questions and discussion with the class (40 minutes total allotted time). 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. (20% 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 a second turn in one of the other roles. Role plays will be allowed 15 minutes followed by 15 minutes of evaluation and discussion by the observers. (10% of grade).
4) **Paper One: Verbatim reflection:** – 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? Use the CPE model as described by Doehring, exercise 1 page 33 and as illustrated by David in *Healing Wisdom*. The paper should include the following sections: 1) Introduction of the context, 2) numbered verbatim of a conversation between careseeker and caregiver, 3) self-reflection, 4) theological reflection. Suggested length: 5-7 pages. **Due dates: 2/17 or 3/3. (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 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: 3/24 or 4/7. (20% of grade)**

6) **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 (4/21). The questions will be based on course reading and class lectures. The exam will be handed out Wednesday at the end of class and will be due **Monday May 3rd 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). The class WILL meet at its scheduled time during exam week for a final wrap up session.

**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. Pitfalls include gossip, lack of confidentiality, dual relationships, boundary issues 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.;
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- Brief counseling and pastoral care: The limits of counseling in a given pastoral care setting, effective tools for brief counseling, initial assessment, when and (con’t) 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: How to organize an effective youth ministry, issues specific to youth such as identity crises, suicide, peer pressure, risks from sex or drugs, etc.
- Children’s ministries (birth to pre-teen): Helping children feel welcome and valued. Children’s needs surrounding death, illness, divorce, adoption, problems at home or at school.
- Addictions: How to recognize addicted individuals and families struggling with addictions in many forms – alcohol, illegal or prescription drugs, gambling, pornography, etc. How to set up interventions for persons who are not ready to seek help on their own.

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, accurate and relevant 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 on all papers.

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 an Inside CTS 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. Students are encouraged to dialogue on the site. Questions will be addressed by the instructor in class.
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COURSE OUTLINE

Introduction: The Nature of Pastoral Care

Week 1: 1/20 Introductions to the course and each other
(turn in learning goals questionnaire)
  • Defining pastoral care
  • Learning through case presentations
  • Learning through role plays
  • Individual and group learning objectives for this course

Week 2: 1/27 What is pastoral care? What faith commitments inform our ministries?
  **Class readings:** Ramsay, chapter 1 (43pp.)
  Butler, chapters 1 & 2 (19pp.)
  Cooper-White, introduction and chapter 1 (25pp)
  Richardson, Intro and chapter 1 (20pp)
  **Sign up for presentations and paper due dates**

  **Suggested readings:**
  Gerkin, part one – History of contexts of pastoral care (114pp)
  Soelle, chapter one – Christian masochism (32pp)
  Armistead, chapters one and two (57pp)

Week 3: 2/3 The role of faith communities in care giving and formation
  **Class readings:** Doehring Introduction, chapter 1 & chapter 2 (34pp)
  Ramsay chapter 2 (40)
  Butler chapter 3 (27)
  Cooper-white, chapter 2 (8)
  Richardson chapters 2 & 3 (12)

  **Suggested 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)
  Kornfeld, chapter 2, 4 or 5

Part One: Ministry through the life cycle

Week 4: 2/10 Marriage and birth: care for couples and young families
  **Class readings:** Savage, chapter 1 (20)
  Cooper-White chapter 3 (25)
  Butler chapter 4 (26)
  Richardson chapters 4 & 5 (24)
  Mitchell & Anderson chapters 1 & 2 (15)
  Doehring chapters 3 & 4 (28)
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Suggested readings: *Human Development and Faith*, Introduction through chapter 4  
Gerkin, ch.7 (16pp)  
Wimberly, ch.3 and 4 (25pp)  
Armistead, chapter 5 through bibliography (19pp)

**Week 5: 2/17  Care for children: ministry through faith formation**

**Paper One – due date one**

**Class readings:** Savage, chapters 2 & 3 (19)  
Butler chapter 5 (22)  
Cooper-White chapter 4 (24)  
Fowler chapter 1 (28)

Suggested readings: HD&F chapters 5, 6, 7  
Wimberly, chapter 5 (13pp)  
Glaz and Stevenson Moessner, chapter 1 (32pp)  
Mitchell and Anderson, chapters 1 and 2 (34pp)

**Reading week: no class on Wednesday 2/24**

**Week 6: 3/3  Care for youth: ministry through mentoring**

**Paper One – due date two**

**Class readings:** Savage, chapter 4-6 (19pp)  
Capps and Fowler, chapter 2 (32pp)  
Butler chapter 6 (26)  
Cooper-White chapter 5 (44)

Suggested readings: HD&F 8 or 9  
Gerkin chapter 8 (18pp)

**Week 7: 3/10  Care for young adults (20-40) & middle adults (40-60): ministry for vocation**

**Class readings:** Butler chapter 7 (16)  
Savage chapters 7-9 (44)  
Capps and Fowler chapters 3 & 4 (50)

Suggested readings: HD&F chapter 10 or 11  
Harville Hendrix *Getting the Love You Want*, chapter 7 or 8  
Gerkin chapter 9 (17pp)  
Wimberly chapters 7 and 8 (30pp)  
Glaz and Stevenson Moessner, chapters 2 and 3 (52pp)  
Neuger and Poling, chapter 3 (21pp)
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12th annual Spirituality & Psychotherapy lectures  
Friday March 12th & Saturday March 13th  
Dr. Michael Conforti (E-mail LifeEd@cts.edu to register)  
Living with forgiveness – Living with the unforgivable: Learning from the Wisdom traditions

Week 8: 3/17  Care for older adults (60+): ministry for generativity and redemption  
Class readings: Capps and Fowler, chapters 5, 6 & epilogue (56pp)  
Mitchell and Anderson, chapter 3 and 4 (50pp)  
Suggested readings: HD&F chapter 12 and 13  
Gerkin chapter 10 (22pp)  
Soelle chapter 4 (34pp)

Week 9: 3/24  Care in times of illness, loss, dying and death  
Paper Two – due date one  
Class readings: Doehring chapter 7 &8 (31)  
Richardson chapters 6-10 (4)  
Mitchell and Anderson, chapters 5 and 6 (17pp)  
Suggested readings: HD&F chapter 14  
Gerkin chapter 11 (13pp)  
Neuger and Poling, chapter 10 (24pp)  
Glaz and Stevenson Moessner, chapter 7 (15pp)

Easter Recess: no class Wednesday 3/31

Part Two: Ministry for specific contexts of care

Week 10: 4/7  Dealing with disempowerment due to class, ethnicity, gender, sexual orientation, abuse, addictions, disability, mental illness  
Paper Two – due date two  
Class readings: Richardson chapters 11-14 (33)  
Doehring chapter 5 & 6 (45)  
Suggested readings: Neuger and Poling chapter 4 or 5  
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)

Week 11:4/14;  Ethical boundaries, spiritual direction, healing through ritual  
Class readings: Doehring chapter 9 and conclusion (27)  
Cooper-White chapter 6 & 7 (62)  
Savage chapters 10 & 11 (32)  
Mitchell and Anderson, chapter 7 (23pp)

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  
Neuger and Poling, chapters 1, 6 and 9 (45pp)
Week 12: 4/21  Brief counseling and referral for men’s and women’s issues
   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: Kornfeld chapter 6 (Solution-focused counseling)

Practice exam questions handed out

Week 13: 4/28  Facing conflict in faith communities
   Class readings: Ramsay chapter 5-7 (33)
   Mitchell and Anderson, chapter 8 (12pp)
   Suggested readings: TBA re: conflict resolution
   Soelle, chapter 5 (29pp)
   Glaz and Stevenson Moessner, chapter 8 (27pp)

Take home exam given out at the end of class

   (May 3-7 Exam Week)

Week 14: 5/5  Care for the caregiver
   Take home exam due Monday 5/3 (see instructions above)
   Suggested readings: TBA on theme of self-care
   Glaz and Moessner, chapter 10 (27pp)
   Soelle, chapter 6 (27pp)

Course evaluations (due May 7th)

Bibliography for Presentation Readings (readings on reserve as of 1/17/2010 are listed first)

   Women in travail and transition / Glaz and Stevenson-Moessner.
   An introduction to pastoral care / Gerkin.
   Suffering / Soelle
   The care of men / Neuger and Poling
   Counseling African American marriages and families / Wimberly
   AND…. 

   BJ 1487.M57 1983  All our Losses, All our Griefs
   BV 4012.R48 2005  Becoming a Healthier Pastor
   BV 4012.2 .H323 2003  Healing Bodies and Souls
   HN 31.I55 2009  Injustice and the Care of Souls
   BV 4335.I58 2009  Interfaith Spiritual Care
   BV 4012.2 .S28 1996  Listening and Caring Skills In Ministry
   On Order  Lives Entrusted
**See also:**


*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 (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 Last Art of Listening


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Minneapolis: Fortress.


* Stone, Howard W., *Brief Pastoral Counseling*

Steinke, Peter. *How Your Church Family Works*


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*