P-500 Basics of Pastoral Care and Counseling
Spring 2013
Wednesdays, 6-9 PM
Room 166

Professor: Suzanne Coyle, Ph.D.
Office--#238—Hours by appointment
Phone: 931-2349
scoyle@cts.edu

Course Catalogue Description
Basic principles of pastoral counseling and their application to pastoral situations including informal, crisis, grief, referral, marriage/family, ethical and spiritual issues.

Pastoral Mission of the Class
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.

LEARNING OBJECTIVES, STUDENT LEARNING OUTCOMES, AND PASTORAL CARE COMPETENCY ASSESSMENT (Outcome measures for Association for Theological Schools and Higher Learning Commission)

Learning Objectives
At the end of the class, the student will be able to:

- Understand the developing role of pastoral care and counseling in the history of the church
- Identify historic and contemporary models of pastoral care and counseling
- Integrate his/her personal identity with a developing pastoral identity
Practice listening and caring skills with individuals, families, and communities

Reflect theologically on the practice of pastoral care and counseling

Understand and practice supportive models of pastoral care and counseling in the church context

**Student Learning Outcomes through Pastoral Care and Counseling Competencies**

1. Understand the mission of the church through care of individuals, families, and communities.
2. Integrate personal and pastoral identity.
3. Reflect theologically about careseekers’ worldview and faith journey.
4. Identify careseeker’s concerns to formulate a pastoral diagnosis.
5. Understand and practice techniques brief pastoral counseling.
6. Make appropriate referrals and follow up contacts.
7. Understand how to use crisis intervention techniques.
8. Reflect theologically on pastoral care and counseling cases.
9. Have a working knowledge of ethical and legal standards according to the denomination and state.
10. Be familiar with and sensitive to issues of ethnicity, culture, sexual orientation, gender, and spirituality.
11. Understand the congregational and institutional contexts of pastoral care and counseling.

**Pastoral Care Competency Assessment** — The instrument to assess the pastoral care competency for candidates for the Master of Divinity will be the Congregational Pastoral Care Case as outlined by Capps and Fowler. (Described below.) It specifically addresses competencies 1, 3, 10, and 11 with a grading rubric.

**Required Reading**


Other readings may be assigned during the semester. All readings are on reserve. The assigned chapters are also posted on Blackboard.
Course Requirements

- **Class participation and Self of the Pastor Formation Group** 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.

The “Self of the Pastor” formation groups are designed to give students an opportunity to reflect upon pastoral care skills and how they connect with personal and professional formation. Students are also expected to participate in experiential exercises, listening exercises, and role plays based on readings in *the Justes text*. In addition, discussion of pastoral care images in *Images of Pastoral Care.*

Assesses competencies 2 and 3

- **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.

  Assesses competencies 4, 5, 6, 7, 8, 9, and 10.

- **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.

  Assesses competencies 4, 5, 6, 7, and 8.

- **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.

  Assesses competencies 1,2,3,4,8, 10, and 11.

  Congregational Pastoral Care Assessment Rubric evaluates the student learning outcomes for pastoral care in the M.Div. degree.

- **Self of the Pastor 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.

  Assesses competencies 1, 2, and 3.

- **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 objective content-oriented questions.

  Assesses competencies 2, 3, 4, 5, 8, and 10.
Grading Rubric

Class participation — 10% of grade
Practice exercises — 20% of grade
Extended verbatim — 20% of grade
Congregational pastoral care case — 20%
Self of the Pastor Formation Paper — 10%
Final Exam — 20%

Well done Adequate Poorly done or not done

Writing ability and style: Ability to edit and proof read your work; Coherent sentence and paragraph structure, and organization of paper; Succinct descriptions and arguments; no extraneous information; Consistent formatting

Knowledge of class materials: Demonstrates knowledge of theories/material presented in class discussions and readings

Ability to think critically: Able to think critically about theories/material presented in class discussions and readings

Ability to do contextual analysis: Use of narrative details in developing a contextual systemic understanding of persons, communities and cultures

Ability to integrate theory and practice: Integration of ideas explored in this course with self reflections in a way that enhances your practice as a pastoral caregiver

Ability to think theologically: Able to reflect theologically upon pastoral care situations as they involve the caregiver, careseeker, church, and community

Aware of personal and professional issues: Presents personal and professional concerns appropriately and transparently as they relate to the formation of the self of the pastor

EXTRA CREDIT
Draws upon learning from other seminary courses

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.
Class process

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) — Self of the Pastor Formation Groups
This session will focus on experiential exercises, role plays, and readings as assigned in the Justes text. In addition, personal/pastoral reflection upon the image in the assigned reading of Images of Pastoral Care for that session will be discussed. The professor will rotate visiting the groups.

NOTE: The length of each session in the class may vary from time to time depending on the changing objectives for students learning.

Class Schedule

The Foundations of Pastoral Care and Counseling

January 23
Introduction to the Course and Each Other
Care of the Soul and Community in the Life of the Church

January 30 Developing the History, Theory, and Practice of Pastoral Care
Session One
Reading: Lartey, Introductory sections, Chapters 1, 2, 3, and 4
Session Two
Reading: Dykstra, Introduction and Chapter 1

February 6 Use of the Self in Pastoral Care and Counseling
Session One
Reading: Doehring, Introduction, Chapters 1 and 2; Purnell, Introductions, Chapters 1 and 2
Session Two
Reading: Dykstra, Chapter 2 and 3; Justes, Introduction /Introductory Exercises

February 13 Listening and Caring
Session One
Reading: Doehring, Chapters 3 and 4; Purnell, Chapters 3, 4, and 5
Session Two
Reading: Dykstra, Chapters 4 and 5; Justes, Chapter 1
DUE: Doehring exercise 1 and 2
February 20  Pastoral Psychological Assessment
Session One
Reading: Doehring, Chapter 5; Purnell, Chapters 6 and 7
Session Two
Reading: Dykstra, Chapter 6; Justes, Chapter 2
DUE: Doehring exercise 3

February 27 Reading Week: NO CLASS

March 6  Pastoral Systemic Assessment
Session One
Reading: Doehring, Chapter 6; Purnell, Chapters 8, 9, and 10
Session Two
Reading: Dykstra, Chapter 7; Justes, Chapter 3
DUE: Doehring exercise 4

March 13  Theological Reflection on Pastoral Care and Counseling
Session One
Reading: Doehring, Chapter 7; Coyle, Conversational Practices; Coyle, Hope and Healing
Session Two: Dykstra, Chapter 8; Justes, Chapter 4
DUE: Exercise 5

March 20  Planning for Pastoral Care and Counseling
Session One
Reading: Doehring, Chapters 8 and 9
Session Two
Reading: Dykstra, Chapters 9 and 10; Justes, Chapter 5
DUE: Exercise 6

March 27 Easter Recess: NO CLASS

April 3  Pre-marital, Marital, and Family Care and Counseling
Session One
Reading: Purnell, Part II
Session Two
Reading: Dykstra, Chapters 11 and 12
DUE: Exercise 7

Expanding the Dimensions of Pastoral Care and Counseling

April 10  Pastoral Visitation
Session One
Reading: Coyle, Covenanting
Session Two
Reading: Dykstra, Chapter 13
DUE: Exercise 8

**April 17 Families in the Church Family**
Session One
Reading: Capps and Fowler, Chapters 1, 2, and 3
Session Two
Reading: Dykstra, Chapters 14 and 16
DUE: Extended Verbatim

**April 24 The Church as a Family**
Session One
Reading: Capps and Fowler, Chapters 4, 5, and 6, Epilogue
Session Two
Reading: Dykstra, Chapters 15 and 17

**May 1 Spiritual Struggle of Self and Community in a Pluralistic Settings**
Session One
Reading: Lartey, Chapters 5, 6, 7, 8, and 9; Doehring, Conclusion
Session Two
Reading: Dykstra, Chapters 18 and 19; Savage, Chapter 11
DUE: Congregational Pastoral Care Plan

**May 8**
FINAL EXAM

NOTE: Personal and Pastoral Formation Paper may be submitted to the professor any date during the semester.
### Rubric: Congregational Pastoral Care Case Assessment Rubric

#### Pastoral Care Competencies

Evaluates pastoral care competency through a congregational pastoral care case as structured by Capps and Fowler.

<table>
<thead>
<tr>
<th></th>
<th>Novice</th>
<th>Apprentice</th>
<th>Proficient</th>
<th>Master</th>
<th>Expert</th>
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<tbody>
<tr>
<td><strong>Identifying the Pastoral Situation</strong></td>
<td>Novice</td>
<td>Apprentice</td>
<td>Proficient</td>
<td>Master</td>
<td>Expert</td>
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<td>Problems or dilemmas addressed such as illness, death, family problems, loss, violence, social injustices, etc.</td>
<td>Significant mentoring needed to address growing edges in pastoral care skills</td>
<td>Pastoral care skills developing satisfactorily</td>
<td>Mastery of pastoral care skills at developmental level</td>
<td>Strong mastery of pastoral care skills beyond developmental level</td>
<td>Pastoral care skills significantly beyond developmental level</td>
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| **Identifying the Characters** | Novice | Apprentice | Proficient | Master | Expert |
| Identify significant characters in the case such as individuals, couples, families, groups, congregations, and the community. | Significant mentoring needed to address growing edges in pastoral care skills | Pastoral care skills developing satisfactorily | Mastery of pastoral care skills at developmental level | Strong mastery of pastoral care skills beyond developmental level | Pastoral care skills significantly beyond developmental level |

| **Relationship between Characters** | Novice | Apprentice | Proficient | Master | Expert |
| Identify scope of relationships in terms of psychological, systemic, and theological reflection. | Significant mentoring needed to address growing edges in pastoral care skills | Pastoral care skills developing satisfactorily | Mastery of pastoral care skills at developmental level | Strong mastery of pastoral care skills beyond developmental level | Pastoral care skills significantly beyond developmental level |

<p>| <strong>Congregational Care involving Other</strong> | Novice | Apprentice | Proficient | Master | Expert |
| Explores church members related to pastoral care concerns. | Significant mentoring needed to address growing edges in pastoral care skills | Pastoral care skills developing satisfactorily | Mastery of pastoral care skills at developmental level | Strong mastery of pastoral care skills beyond developmental level | Pastoral care skills significantly beyond developmental level |</p>
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<th>Congregational involving Community</th>
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<td>ASSESSES PCC # 2, 11</td>
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Comments:

Build free rubrics at [www.iRubric.com](http://www.iRubric.com).  

Rubric Code: F9XAX5