

Houston Graduate School of Theology

PC 501 Pastoral Care

Spring 2018, Tuesdays, 6:00 to 8:30 PM

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Houston Graduate School of Theology equips women and men to be ministers and messengers of God's mission of reconciliation through academic excellence, personal transformation, and leadership development

I. Course Description

This course is an introduction to the theological basis of pastoral care, as well as the nature and dynamics of human personality and contemporary psychosocial models of helping, healing, and change.

II. Course Outcomes

Upon completion of this course, students will be able to: (MDIV-8)

1. Articulate a theological basis of pastoral care. This outcome will be accomplished through assignment number three in the syllabus.
2. Explain how the principles of family systems thinking apply to the arena of pastoral care. This outcome will be accomplished through assignment number two in the syllabus.
3. Articulate a personal philosophy of pastoral care. This outcome will be achieved in the final paper.
4. Explain character, ethical, and legal issues of pastoral care and counseling. This outcome will be demonstrated in the final paper.
5. Explain how the pastoral skills of listening, assessment, and referral are applied to a short-term model of premarital, marital, individual, crisis, and grief counseling. This outcome will be demonstrated in the final paper.
6. Explain how pastoral care is practiced through worship, small-group ministries, and lay-care ministries of the church. This outcome will be demonstrated in the final paper.

III. Texts

Required Texts

Benner, David G. *Strategic Pastoral Counseling: A Short-Term Structured Model*. Grand Rapids: Baker Press, 2003. ISBN: 0801026318

Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. WJK, 2006. ISBN: 9780664226848

Menking, Wayne L. *When All Else Fails: Rethinking Our Pastoral Vocation in Times of STUCK*. Eugene, OR: WIPF & Stock, 2013. ISBN: 978-1-62032-499-8

Petersen, Bruce. *Foundations of Pastoral Care*. Kansas City: Beacon Press, 2007. ISBN: 0834123053

Recommended Resource

Hutton, Samuel Ward. *Minister's Service Manual*. Grand Rapids: Baker, 2003. ISBN: 0801091667

IV. Course Requirements

- 1. Participation:** In order to receive full participation points, which will comprise **10% of the final grade**, arrive on time, participate in class discussion; *be absent no more than two times during the semester*, and exhibit excellence in effort, adherence to deadlines, and reliability.
2. Read the book *When All Else Fails*. Write a four-page summary of the contents of the book. **This assignment is due on January 30 and comprises 10% of the grade.**
- 3. Conduct an interview** with your pastor and **write a 4- to 5-page paper** that describes the theology and practice of pastoral care at your church. If you are a pastor, you must interview a pastor in your neighborhood or denomination. Include an analysis of the theology and practice of pastoral care in your church compared to that presented in the required readings and class lectures. This paper is due **February 13** and comprises **15% of the final grade.**
- 4. Write a 3- to 4-page response paper** to the movie *Shadowlands* that will be viewed in class. Identify the stages of grief that C.S. Lewis passes through after the death of his wife. What does he say that indicates where he is in the grief process? This paper is due **February 27** and comprises **10% of the final grade.**
- 5. Write a 5- to 6-page verbatim** on a pastoral care encounter (visitation, counseling, mentoring, appointment, etc.) Provide the basic background information such as date, place, age of the person, occasion of the pastoral encounter, length of time, etc. Discuss issues, such as, knowledge that you had before the encounter, observation you made as the encounter began, ideas you have for a pastoral care plan, etc. Identify people only by using fictitious names. Use parenthetical descriptions to describe/explain the visit (observations, feelings, body language, etc of the person and you.) If you said a prayer, write it out. In the summary, draw on Doehring's exercises (pp. 34, 45, 93, 109, 130). Reflect upon the encounter and discuss what you did well, what was difficult, what you would do or say differently, etc. Describe what you learned about listening from this encounter. This paper is due on **March 27** and comprises **20% of the final grade.**
6. Write a 3- to 4-page response paper to the movie *The Soloist*, which will be viewed in class. Analyze lessons to be applied to pastoral care from the relationship between Nathaniel Ayers and Steve Lopez. This paper is due **April 10** and comprises **10% of the final grade.**
7. A **final paper** will describe and apply learning from the course, as indicated in the outline below. The wise student will begin writing this **15-page paper** near the beginning of the semester, as soon as the initial section of class is complete, and will continue adding integrative learning as the semester proceeds. Prior to turning in the project, the wise student will spend a substantial amount of time editing the project in its entirety, adding general conclusions and overall learning as the paper draws to a close. Papers written in anything but Times New Roman, 12 point type, will not be graded. Please do not double-double space. Use citations as needed and third person writing throughout.
 - Title – begin two inches from the top of the page

- Introduction – a good introduction will begin without a “label” or subhead. The 1-2 paragraphs will delineate the direction the writer will take in the paper and will provide a synopsis of the paper’s parts.
- Part 1 – Describe and discuss all of the dimensions of pastoral care. This portion of the paper should be very comprehensive. This portion should include your outline of the key components and your understanding of them. Make sure to include all of the following: Explain character, ethical, and legal issues of pastoral care and counseling. Explain how the pastoral skills of listening, assessment, and referral are applied to a short-term model of premarital, marital, individual, crisis, and grief counseling. Demonstrate how to practice pastoral care through worship, small-group ministries, and lay-care ministries of the church. This section will be about two thirds of the body of the paper.
- Part 2 – Describe your personal philosophy and practice of pastoral care. This section will be about one third of the body of the paper.
- Conclusion – a good conclusion will begin with a subhead and will recap in summary fashion the contents of the paper in order to draw a substantive conclusion. The project should provide evidence of a semester of thinking, discovery, and integration. **Due May 1, this project will comprise 25% of the final grade.**

8. Student Workload Expectations

Class time – 45 hours

Reading – 34 hours

Assignments – 64 hours

Total = 143 hours

- V. **Course Grading Scale** - Grading criteria include, following the assignment (30%), compiling a paper or project with graduate-level content (50%), using proper grammar and writing techniques and adhering to correct formatting (20%). An “A” represents excellent work in all categories; “B” is good; “C” is fair; and “D” is poor. Pluses and minuses will be assigned as appropriate.

A	100-95	B	89-85	C	79-75
A-	94-92	B-	84-82	C-	74-72
B+	91-90	C+	81-80	D	71-70

VI. Class and Reading Schedule

January 16 – Introduction to the class

- Peterson, pages 9-36, Introduction to Pastoral Care; Providing Pastoral Soul Care
- Doehring, pages 1-24, Introduction; Basic Ingredients of Care-giving Relationships

January 23 – Theology and philosophy of Ministry; Images of Pastoral Care

- Peterson, 81-146; Pastoral Care as Shepherding, Counseling, Collaboration, and Means of Grace
- Missional postures/attitudes of Jesus that reflect pastoral care.
- Small groups

January 30 – Ethics of Pastoral Care; Pastoral Authority

- **Summary paper of *When All Else Fails is due*.**
- Petersen, 251-274; The pastor's Character & Conduct
- Doehring, 47-64; Establishing a Care-giving Relationship
- Benner, 147-150; Ethical Considerations in Pastoral Counseling

February 6 - Listening & Caring Skills

- Petersen, 147-166; The Pastor's Presence in Resolving Conflicts
- Doehring, 35-46, Listening; Body Language and Use of Space
- Benner, 13-30; Pastoral Counseling as Soul Care

February 13

- **Interview Paper is due.**
- Benner, 31-104; Uniqueness of Pastoral Counseling; Strategic Pastoral Counseling Model; Stages and Tasks of Strategic Pastoral Counseling

February 20 - View the movie *Shadowlands*

February 27 – Short-term Pastoral Counseling; Premarital; Marital

- **Response Paper of *Shadowlands* due**
- Petersen, 229-250; The Pastor's Presence amid Death & Dying
- Doehring, 65-77; Psychological Assessment; Loss

March 6 - Dying, Death, and Grief - Hospital, Nursing Home, Homebound Visitation.

- Petersen 207-228; The Pastor's Presence in Human Suffering, The Funeral Service

March 13 – **No Class – Spring Break**

March 20 – Crisis and Trauma (Abuse, Violence, Suicide)

- Petersen, 167-187; The Pastor's Presence in Crisis
- Doehring, 78-93; Psychological Assessment; Violence, Substance Abuse; Coping

March 27 – **Verbatim due**, Advanced Pastoral Care Skills

- Doehring, 97-132; Systematic Assessment; Theological Reflection
- Benner, 105-146; Case Illustrations

April 3 – Advanced Pastoral Skills – View *The Soloist* – Plan of Care

- Doehring, 133-164; Plans of Care: Seeking Healing and Justice; Affliction

April 10 – **Response Paper due** on *The Soloist* – Pastoral Care in Small Groups, Recovery Groups

- Petersen, 67-80; Caring through Small Groups
- Doehring, 25-34; The Caregiver's Life Experience as a Source of Authority

April 17 – Care through Worship; Planning Worship Services; The Wedding Ceremony

- Petersen, 185-206; The Pastor's Presence in Celebration

April 24 - Self-Care, Rest and Sabbatical, Pastor's Time Management

- Petersen, 275-298

May 1 – Five Keys Pieces of Learning from the class and **Final Paper due**

The professor reserves the right to adjust classroom topics as the course develops

VI. Classroom-related Academic Policies

A. Regular attendance and regular submission of assignments on due dates in the syllabus is expected. The following guidelines have been approved for inclusion in all HGST syllabi and reflect standards for all courses:

Fall/Spring semester 15-session course – 3-absence maximum

Summer term 8-session course – 1-absence maximum (equals 4 hours).

6-session hybrid – 1-absence maximum

4-session hybrid – 0-absence maximum

If a student reaches the designated number of absences, the student will no longer be allowed to stay in the class. The student does have the opportunity to appeal to the Academic Dean and should assume responsibility for scheduling that meeting as soon as possible.

B. Work is expected on the due date. Late papers will receive no less than a one-letter grade reduction.

C. Turnitin.com

1. All written assignments are subject to required submission to www.turnitin.com to check for originality and style. The assignments that are required for submission will be described in the syllabus.
2. Students will create an account at www.turnitin.com. After doing so, the student will join the course page with the code and password supplied by the instructor. A list of assignments and due dates will be available on the course page.
3. Students will submit assignments by the due date and time and will be required to submit the assignments in a hard copy format as well.

D. Electronic Equipment Usage in Classrooms

It is expected that students will use technology (cell phones, laptop computers, iPads, etc.) during classes only for the purposes of class work. Therefore, students should turn off cell phones and refrain from texting and using laptop computers during classes except for the purposes of taking notes or doing research specifically authorized by the course instructor. Students who have emergency needs not covered by this policy must ask for an exception from the course instructor.

E. *Please review the Academic Catalog for requirements regarding Incompletes and Plagiarism issues. For more information on Library Services, please download the Library Handbook from the HGST website.*

VII. Notes for Writing Assignments

All writing assignments should conform to Kate Turabian, *A Manual for Writers of Term Papers, Theses, and Dissertations*, 8th Edition. This includes matters of style and format.

The instructor requires the use of footnotes for documentation when more than one resource is cited. The student must number pages. According to Turabian, page numbers appear in the upper right hand corner, except on pages with major headings (titles). Margins should be one inch on all four sides, except where major headings (titles) require a two-inch top margin.

All students shall utilize 12-point Times New Roman font throughout. The instructor prefers that the student **not** use presentation or report binders or folders. She prefers submission of papers with staples or binder clips.

Critical, or formal, writing differs from colloquial writing or spoken English at several points. The student should note the following guidelines for critical writing. The instructor expects students to follow these guidelines strictly for academic-style assignments. Failure to do so will be penalized.

- Avoid first- or second-person references, both singular and plural (“I,” “we,” or “you”). Keep the written projects objective and professional. The student must remember that imperative forms are second person.
- Never use contractions.
- Avoid passive voice construction (i.e., The student should write “God chose Joshua” rather than “Joshua was chosen by God.”). Some exceptions are necessary, but limiting the use of passive voice is a good policy.
- Be sure that number and tense always agree (i.e., Do not write in one place that “Brueggemann argues . . .” and at another place “Brueggemann argued . . .”). Subject-verb agreement is imperative.
- Spellcheck! Spellcheck! Spellcheck!
- Grammar check works as well!
- All pronouns should have clear antecedents. Avoiding “it is” and “there is” in the paper removes much of the ambiguity of pronoun usage.
- Sentence fragments are unacceptable. Every sentence must have a subject and a predicate.