

## **PAST 7330 Introduction to Pastoral Care**

### **Instructor:**

Dr. Angela Reed

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### **Class Time and Location:**

Monday, 1:30PM – 4:20PM

Truett 115

### **Course Description:**

Pastoral care is a fundamental component of every minister's work. Ministers who want to be effective must develop and refine knowledge and skills for supporting and encouraging others through the joys and pains of life's journey, recognizing their own world-view and the world-view of those to whom they offer care. These skills are an essential element in the gospel witness. This course will offer an introduction to pastoral care by exploring biblical-theological and psychological foundations for the process of personal and communal healing and restoration. Building upon these foundations, the course will introduce students to basic strategies necessary for providing pastoral care to people in congregations and other contexts. These abilities will be considered in light of various forms of personal and communal crises that care-givers are likely to encounter in their ministries.

### **Course Objectives:**

At the conclusion of this course, students should be able to:

1. Articulate a biblical-theological and psychological understanding of the process of healing and restoration through the practice of pastoral care.
2. Analyze and critique models of pastoral care and develop an effective approach to care-giving in specific ministry contexts.
3. Analyze several common life situations that give rise to a need for pastoral care and articulate helpful ways to respond.
4. Make effective use of strategies and skills for helping others move toward wholeness.
5. Recognize one's world-view and the role it plays in pastoral care decisions.
6. Analyze and attend to one's own need for pastoral care.

### **Required Texts:**

Benz, Jonathan and Kristina Robb-Dover. *The Recovery-Minded Church: Loving and Ministering to People with Addiction*. Downer's Grove: Intervarsity, 2016. ISBN: 978-0830841257

Clinebell, Howard, *Basic Types of Pastoral Care and Counseling: Resources for the Ministry of Healing and Growth*, 3<sup>rd</sup> edition. Nashville: Abingdon, 2011. (Make sure to get the third edition) ISBN: 978-0687663804

Johnson, Lydia, *Drinking from the Same Well: Cross-Cultural Concerns in Pastoral Care and Counseling*. Wipf and Stock, 2011. ISBN: 978-1610970112

Kornfeld, Margaret, *Cultivating Wholeness: A Guide to Care Counseling in Faith Communities*, New York: Bloomsbury, 2000. ISBN: 978-0826412324

Stairs, Jean. *Listening for the Soul: Pastoral Care and Spiritual Direction*. Minneapolis: Augsburg, 2000. ISBN: 978-0800632397

Stanford, Matthew. *Grace for the Afflicted: A Clinical and Biblical Perspective on Mental Illness, Revised and Expanded Edition*. Downer's Grove: Intervarsity, 2017. ISBN: 978-0830845071

*Additional materials available on Canvas*

### **Course Requirements:**

1. ATTENDANCE AND PARTICIPATION: Regular class attendance is critical for this course and will be part of the grade. Attendance will be taken at the beginning of each class. If students have a legitimate reason for missing class, they should contact the professor via email in advance. Every other absence will result in the loss of 10 points out of 100 total points for the semester. Participation in class discussion and activities will be taken into consideration as well. (100 points - 10% of final grade)

2. READING REPORTS: Students will prepare a reading journal for some classes (about 250-300 words). The journal should include: (1) a very brief paragraph summarizing the key point or purpose of the reading or readings; (2) analysis of one core insights from the reading(s) for the ministry of pastoral care; and (3) two question for the guest speaker (or for class discussion if there is no speaker) related to the topic. **Dates for reading reports are listed in the course outline. For other classes, please prepare two questions. Please submit the assignment by 11AM on the day of class.** Students will complete 8 reading reports during the semester (8 x 10 points). An honor sheet on the reading will be completed at the end of the semester (120 points). (200 points – 20% of final grade)

3. DISCUSSION LEADER: Students will serve as “pastors of the day” in groups of three, doing additional research on the class topic, and offering leadership for part of class. This includes: (1) leading a prayer practice (5-10 minutes) - see the instructor for suggestions if needed; and (2) preparing a one page handout, including a case study with three questions for discussion and a description of an additional resource that draws on related research connected to the topic. (100 points - 10% of final grade)

3. INTERVIEW ASSIGNMENT: Students will conduct an interview with a minister who is engaged in pastoral care and write a 500-600 word report of the interview. Additional information will be provided in class and on Canvas. **The assignment is due on October 28 and will be discussed in class. Please submit the assignment to Canvas by the beginning of class.** (150 points – 15% of final grade)

4. ORAL EXAM: Students will receive a list of exam questions to study and will answer 3 of them (selected randomly) that will cover material from the readings and class discussions. Questions will be posted to Canvas by November 25. Oral exams will be about 20 minutes. Individual oral exams will be arranged for the last Monday of classes and additional times. (150 points - 15% of final grade)

5. RESEARCH PAPER: Students will write a research paper that discusses a particular area of pastoral care. Suggested topics are listed below. If you have interest in a particular area or issue that is not listed, please see the instructor. Your paper should include: (1) a description of the issue requiring pastoral care, including a discussion of why the issue is important; (2) scientific theories that address the issue including recent research; (3) theological reflection on the issue including themes such as suffering, community, hope, restoration, and/or healing; and (4) practical guidelines for responding as a pastoral care-giver. The paper should be 2700-3000 words. Please include footnotes or endnotes and a bibliography. More information will be provided in class. **The Research Paper is due to be submitted to Canvas by the beginning of class on Nov 18.** (300 points - 30% of final grade)

### Suggested Research Topics

Topics should be refined further by addressing particular demographic groupings such as age or race or particular categories within the issue (e.g. addictions among adolescents or cancer patients)

Mental illness

Chronic pain or illness

Suicide

Grief

Death and Dying

Major Losses

Mid-life crises

Domestic Abuse

Sexual Abuse

Clergy Misconduct

Assault

Addiction

Marriage Issues

Family Life

Singleness

Pregnancy

Crises of

Faith/Spirituality

Sexual Identity

Burnout

Clergy Burnout

**Course Outline:**

**August 26:** Introduction to the Course

**September 2:** Labor Day (No Classes)

**September 9:** Cultivating Wholeness in Pastoral Care

Reading:

Kornfeld, *Cultivating Wholeness*, Chapters 1-4 (3-90)

Reading Report due on Kornfeld

**September 16:** Biblical and Theological Foundations

Reading:

Clinebell, *Basic Types of Pastoral Care & Counseling*, Chs. 1–3 (1-64)

Reading Report due on Clinebell

**September 23:** Developing Skills for Care-Giving

Reading:

Clinebell, *Basic Types of Pastoral Care & Counseling*, Chs. 4-5 (65-110)

Jacobs, *Swift to Hear*, Ch. 1 (Canvas)

Reading Report due on Clinebell

**September 30:** Pastoral Care Methods I

**Guest Speaker: David Pooler (1:30 PM)**

Reading:

Kornfeld, *Cultivating Wholeness*, Ch. 5, 6 (91-145)

Pooler, *Pastors and Congregations at Risk: Insights from Role Identity Theory* (Canvas)

Reading Report due on Kornfeld

**October 7:** Pastoral Care Methods II

Reading:

Clinebell, *Basic Types of Pastoral Care & Counseling*, Ch. 5, 6 (93-136)

Reading Report due on Clinebell

**October 14:** Dealing with Illness, Grief, and Loss

**Guest Speaker: Bill Hoy (2:00 PM)**

Reading:

Clinebell, *Basic Types of Pastoral Care & Counseling* part of Ch. 8, 9 (175-212)

Stairs, *Listening for the Soul* Ch. 3 (73-106)

Stanford, *Grace for the Afflicted* Ch. 14 (219-232)

Reading Report due on Stairs

**October 21:** Care in Crisis

**Guest Speaker: Kathy Reid (2:00 PM)**

Kornfeld, *Cultivating Wholeness* Ch. 9 (230-280)

**October 28:**

Caring Across Cultures

**Guest Speaker: Gaynor Yancey (1:30 PM)**

Reading:

Johnson, *Drinking from the Same Well*, chs. 1-5, 7 (1-87, 104-119)

Watch Justin Lee lecture video (the first hour):

[https://www.baylor.edu/social\\_work/index.php?id=964284](https://www.baylor.edu/social_work/index.php?id=964284)

**November 4: Addictions in the Congregation**

**Guest Speaker: Don Arterburn (2:00 PM)**

Reading:

Benz and Robb-Dover, *The Recovery-Minded Church* Intro – ch. 1, 3-7 (9-42; 62-158)

Reading Report due on Benz and Robb-Dover

**Interview Assignment Due**

**November 11: Mental Illness in the Congregation**

**Guest Speaker: Matt Stanford (2:00 PM)**

Reading:

Stanford, *Grace for the Afflicted* chs. 1, 6-9, 14-16 (3-14; 79-145, 219-260)

Additional reading on Canvas

Reading Report due on Stanford

**November 18: Marriage, Family, and Singleness**

**Guest Speaker: Katie Swafford (2:00)**

**Research Paper Due**

Reading:

Kornfeld, *Cultivating Wholeness* part of Ch. 7 (160-179)

Clinebell, *Basic Types of Pastoral Care & Counseling* chs. 12,13 (271-346)

**November 25: No Class**

**December 2: Giving and Receiving Spiritual Care**

**Guest Speaker: John Garland (1:30PM)**

Reading:

Stairs, *Listening for the Soul* chs. Intro, 1, 4, 5 (1-36; 107-154)

**December 9: Individual Oral Exams (additional times will be scheduled)**

**Course Policies & Procedures**

**Attendance Policy**

Attendance is required at scheduled classes. A student must be present for 75% of the classes to receive credit, according to seminary policy.

## **Technology**

Students will stow away their cell phones and turn off internet access during class.

## **Academic Integrity**

Plagiarism or any form of cheating involves a breach of student-teacher trust. This means that any work submitted under your name is expected to be your own, neither composed by anyone else as a whole or in part, nor handed over to another person for complete or partial revision. Be sure to document all ideas that are not your own. Instances of plagiarism or any other act of academic dishonesty will be reported to the Honor Council and may result in failure of the course. Not understanding plagiarism is not an excuse. As a Baylor student, I expect you to be intimately familiar with the Honor Code at: <http://www.baylor.edu/honorcode/>

## **Academic Success**

I believe every student who has been admitted to Baylor can be successful and I want to partner with you to help you thrive academically. Be sure to take advantage of the many resources available for academic success, including coming to see me during my office hours. Students who regularly utilize the great resources in the Paul L. Foster Success Center (<http://www.baylor.edu/successcenter/>) are among my most successful students. If your academic performance in this class is substandard, I will submit an Academic Progress Report to the Success Center so that the team of coordinated care professionals can ensure that you get the help you need.

## **Military Student Advisory**

Veterans and active duty military personnel are welcomed and encouraged to communicate, in advance if possible, any special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the VETS Program Office with any questions at (254) 710-7264.

## **Students Needing Accommodations**

Any student who needs academic accommodations related to a documented disability should inform me immediately at the beginning of the semester. You are required to obtain appropriate documentation and information regarding accommodations from the Office of Access and Learning Accommodation (OALA). Contact Information: (254)710-3605 - Paul L. Foster Success Center, 1<sup>st</sup> floor on the East Wing of Sid Richardson.

## **Grading Standard**

A	100% to 94%
A-	<94% to 90%
B+	<90% to 87%
B	<87% to 84%
B-	<84% to 80%
C+	<80% to 77%

C	<77% to 74%
C-	<74% to 70%
D+	<70% to 67%
D	<67% to 64%
D-	<64% to 61%
F	<61% to 0%

### **Title IX Office – Title IX Coordinator**

Baylor University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities, and it does not tolerate discrimination or harassment on the basis of sex or gender. If you or someone you know would like help related to an experience involving sexual or gender-based harassment, sexual assault, sexual exploitation, stalking, intimate partner violence, or retaliation for reporting one of these type of prohibited conduct, please contact the Title IX Office at (254)710-8454 or report online at [www.baylor.edu/titleix](http://www.baylor.edu/titleix).

The Title IX office understands the sensitive nature of these situations and can provide information about available on- and off-campus resources, such as counseling and psychological services, medical treatment, academic support, university housing, and other forms of assistance that may be available. Staff members at the office can also explain your rights and procedural options if you contact the Title IX Office. You will not be required to share your experience. **If you or someone you know feels unsafe or may be in imminent danger, please call the Baylor Police Department (254-710-2222) or Waco Police Department (9-1-1) immediately.** For more information on the Title IX Office, the *Sexual and Gender-Based Harassment and Interpersonal Violence policy*, reporting, and resources available, please visit the website provided above.