

PC-111 OL Pastoral Care and Counseling in Contexts
Spring 2021

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This course is an introduction to foundational issues in pastoral theology, care, and counseling (PTC&C). We will survey a broad range of topics, including the following: analysis and construction of theology from a pastoral perspective; the interplay of culture, social analysis, and care; ethical and legal issues in pastoral practice; pastoral care in specific crises; congregational care; lifespan issues and pastoral care. The course methods include assigned reading and writing projects, video teaching material, large group discussions, and small group care exercises for development of pastoral skills.

Student Learning Outcomes	Means of Assessment
Throughout the course, participants will be able to:	Participation in and competent completion of assignment (*) that meets Wesley curricular goal (**)
Engage contemplative practices to increase self and relational awareness for care giving	*Care Team practices **IV.A
Develop strategies of response for common care challenges with individuals, families, and groups	*Discussion posts ** III. A. B.
Identify psychological and systems dynamics that enhance and inhibit the practice of care ministries	*Genogram analysis/ Care Teams **IV. C.

Interact within a ministry context and analyze salient pastoral theological issues for effective care

*Field learning assignment/Disc. Posts
**II.B.

Analyze a care theme or practice and make connections to ministry with an identified age group or context

*Final integrative paper
**IV.B.

****Wesley's M.Div. Curricular Goals are outlined in the Catalog, pp. 60-61.**

Course Requirements:

- 1) Reading and Preparation for Class. Participants are expected to prepare for class by reading and reflecting upon the required readings assigned for each session.
- 2) Discussion Board Posts and Care Team Exercises. Participants are expected to post to and interact with classmates on the Discussion Board. Online discussions and practices provide critical opportunity for self-reflection, appropriate self-disclosure and self-restraint. Active attention and interaction are part of meaningful and ethical pastoral care practice. Not posting to the Discussion Board results in being marked "absent" from the week's learning module. More than two unexcused absences will result in a failing grade for course participation.
- 3) Family of Origin Genogram and Analysis. **DUE to Blackboard site by Monday, March 1 at 11: 59 pm.** Participants develop a genogram (family map) and analysis in conversation with key family members. Storytelling and story listening is part of the exercise and can be a deeply enriching experience. See **Appendix A** for example of the form. The genogram may be hand-drawn or computer-generated. It needs to include at least three generations of your family.

Reflective analysis (5 pages): Reflect on the learning from this exercise in conversation with relevant literature, course

discussion, or assigned readings. You may choose to use the chapter from Anderson and Fite, *Becoming Married* (on Blackboard) as a prompt for your reflection on family dynamics and patterns. Draw from relevant course material and consider the following in your reflection:

- 1) Notice and describe what most captured you about this exercise and the feelings that surfaced.
- 2) Identify several key dynamics in your family, noting in particular how religion, gender, race, orientation, physical ability, economics, and culture may have influenced your family dynamics and helped form your identity.
- 3) Discuss significant lessons gleaned from this exercise and how they may contribute to strengths and growing edges in your practice of pastoral care.

This assignment fosters self-awareness about family dynamics and their influence in pastoral theology and care practices.

4) Field Learning Essay: Revised for Covid Pandemic. **Due: Submit to Blackboard by April 1 at noon.**

Each participant will make a "virtual field visit" to a pastoral care ministry site of a type that is unfamiliar to her/him and write an essay (**5 pages**) that reflects on implications for pastoral theology and care.

Please contact a pastoral care professional and arrange a **phone conversation** or **teleconference** to ensure everyone's safety during this pandemic. Practice professional sensitivity for others and yourself by stating the conversation need not be long. Twenty (20) minutes is sufficient, but may extend longer if it is mutually agreeable.

You may choose to contact a college/hospice/hospital/prison chaplain; director of spiritual care for an institutional setting (retirement home, skilled nursing facility, treatment and care center for survivors of abuse/chemical dependency, etc.); funeral home director; and bereavement care provider, among others.

The principal purpose of this assignment is to practice and demonstrate an increase in your skills of observation and capacity to do PTC&C reflections on your observations. See **Appendix B** for further instructions, and note the page limit has been reduced from 7 to 8 pages to 5 pages in light of physical distancing restrictions imposed by the pandemic.

5) Final Integrative Paper. **Submit to Blackboard by Monday, May 3 at 11:59 pm.** This essay allows you to choose a topic

covered in the class and expand your thinking related to pastoral theology and care practice. **(6 pages)**

ALL ASSIGNMENTS: double-spaced document, 12 pt Times New Roman Font, using .doc or .docx format.

Evaluation

The course requirements are designed to give participants a variety of opportunities to demonstrate growth in understanding basic theory and practice of pastoral care.

- Genogram and Analysis 25%
- Field Learning Essay 25%
- Integrative Essay 25%
- Presence, OL participation 25%

Grade Schema

93 – 100 = A (Excellent/Outstanding)
90 – 92 = A- (Excellent/Outstanding)
88 – 89 = B+ (Very Good)
83 – 87 = B (Good)
80 – 82 = B- (Adequate)
78 – 79 = C+ (Adequate)
73 – 77 = C (Adequate)
70 – 72 = C- (Substandard)

Recommended Website

www.acpe.edu Information—including requirements, application fees and form—for taking CPE (Clinical Pastoral Education).

Required Textbooks [Additional articles are posted on Blackboard.]

Dombkowski Hopkins, Denise and Michael S. Koppel. *Grounded in the Living Word: The Old Testament and Pastoral Care Practices*. Grand Rapids: Eerdmans, 2010.

Kornfeld, Margaret Zipse. *Cultivating Wholeness: A Guide to Care and Counseling in Faith Communities*. New York: Continuum, 1998.

Kelly, Melissa M. *Grief: Contemporary Theory and the Practice of Ministry*. Minneapolis: Fortress Press, 2010.

Richardson, Ronald W. *Creating a Healthier Church: Family Systems Theory, Leadership, and Congregational Life*. Minneapolis: Fortress Press, 1996.

COURSE MODULE OUTLINE

(subject to revision based on teaching and learning needs)

Module 1 (Week of January 25): Introductions; Listening Care Practice

Background Reading: No required reading this week. Please review the syllabus and become familiar with course design and requirements.

Module 2 (Week of February 1): Intercultural Care

Reading: [on Blackboard]

Lartey, In Living Color, Chap. 1
Lartey, Pastoral Theology, Intro
van Beek, Cross Cultural Counseling, Chap. 1
Wimberly, African American Care, Chap. 7

Module 3 (Week of February 8): Systems Theory and Care

Reading: Richardson, Chaps. 1-7, pp. 11-100.

Module 4 (Week of February 15): Community and Congregation

Reading: Kornfeld, Chaps. 1 & 2, pp. 3-43.
Greider, Chap 19 (**on Blackboard**)
Richardson, Chaps 8 & 9, pp. 101-130.

Module 5 (Week of February 22): Personhood

Reading: Hopkins and Koppel, Chaps. 1, pp. 1-27.
Kornfeld, Chap. 3 & 4, pp. 45-90.
Richardson, Chaps. 10, pp. 131-143.

NO Class Week of March 1: READING WEEK

- [Genogram Map and Analysis Due to Blackboard at 11:59 pm on March 1.](#)

Module 6 (Week of March 8): Care of Souls

Reading: Hopkins and Koppel, Chaps. 2 & 3, pp. 28-88
Wimberly, Using Scripture, Chap. 1 (**on Blackboard**)

Module 7 (Week of March 15): Care Across the Age Span

Reading: Hopkins and Koppel, Chap. 4, pp. 89-119.
Kornfeld, Chap. 7, pp.147-187.

Module 8 (Week of March 22): Depression

Reading: [on Blackboard]

Christie Cozad Neuger, "Women's Depression: Lives at Risk."
Howard W. Stone, "Depression."
Donald Capps, "The Agent of Hope."
Siroj Sorajjakool, "Wu Wei and the Sustaining Ministry of Pastoral Care" and "Wu Wei and the Theology of Pastoral Care."

Module 9 (Week of March 29): Alcohol and Chemical Dependencies

No required reading or posting

Supplemental resources: [On Blackboard]

Doehring, *Affliction: A Case Study*
James Nelson, *Thirst* (selections)
Sonia Waters, *Addiction and Pastoral Care* (selections)

- **Field Learning Essay Due on Thursday, April 1 at noon.**

Module 10 (Week of April 5): Illness and Other Suffering

Reading: Hopkins and Koppel, Chap. 5, pp. 120-152.
Kelly, Intro and Chaps 1-3, pp. 1-69.

Module 11 (Week of April 12): Limits—Death and Other Losses

Reading: Kelly, Chaps. 4-6, pp. 71-142.
Supplemental: Kornfeld, Chap. 8, pp. 188-229.

Module 12 (Week of April 19): Body and Soul Care through Trauma

Module includes science and pastoral theology experts addressing the relationship between trauma, science, and best practices in care.

Reading: Hopkins and Koppel, Chap. 6, pp. 153-197.
Kornfeld, Chap. 9, pp. 230-280 and Appendices.

Module 13 (Week of April 26): Creative Covenant Care

Reading: Hopkins and Koppel, Chap. 7, pp. 198-233.
Kornfeld, Chaps. 5 & 10, pp. 91-114, and pp. 281-305.
Koppel, "The Play of Pastoral Care" (**on Blackboard**)

Final Week: NO ONLINE COURSE MODULE
Integrative Essay: DUE May 3 no later than 11:59 p.m. to
Blackboard

School and course policies:

Plagiarism

Plagiarism is regarded as a serious offense and will result in substantial penalties, including the possibility of academic dismissal. The Faculty regards the following as forms of plagiarism or dishonesty: 1) Copying from another student's paper; 2) Giving or receiving unauthorized assistance to or from another student during an examination; 3) Using unauthorized material during an examination; and, 4) Borrowing and presenting as one's own (i.e., without proper attribution) the composition or ideas of another.

Disabilities Policy

If you have a physical, psychological, or learning disability and might require accommodations in this course, contact Asa Lee, Associate Dean for Community Life at the beginning of the semester: x8612 or alee@wesleyseminary.edu

Online Presence Policy

Being present online is essential for adult learning and for development as a pastoral leader and caregiver. Presence in an online course is determined by posting and interaction with classmates and the instructor on the Discussion Board. Not posting will be marked as an absence, unless excused by the instructor because of illness, emergency, of other pressing matter. *More than two unexcused absences* will result in a failing grade for course participation.