

# **PASTORAL RESPONSES TO EXPERIENCES OF AGING**

PT 310-03 – J-Term

January 3-24, 2011

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**(Line removed for Web version)**

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**Meetings:** By Appointment

## **Course Description:**

This is an elective course in pastoral care suitable for pastoral counselors, marriage and family therapists, and parish pastors. During this seminar we will develop a basic knowledge of the bio-psycho-social-spiritual issues facing the aging population of this country in the 21<sup>st</sup> Century and increase our appreciation of the strengths inherent in the aging process. The course assumes a working knowledge of pastoral care, pastoral theology, and experience in a ministry or clinical context. We will address the implications for ministry in society and in communities of faith. We will address issues that predictably arise in ministry with those who are older and elderly. We will explore individual, systemic, and congregational perspectives as those inform ministry.

Another assumption of this course is that by developing pastoral care/clinical skills in working with older adults, congregations will become more responsive to their talents and needs. In the context of pastoral ministry, persons are expected to draw upon their experiences in contextual education and the practice of ministry, as well as knowledge gained from other courses and experiences. This course will draw upon a variety of disciplines, including pastoral theology, theological texts, and social science research.

## **Course Goals:**

The major goals of the course are to raise awareness of ageism and its manifestations in our multicultural society, to explore our own attitudes towards aging, to develop a theology of aging that informs ministry with older adults and their families, to explore the spirituality of older adults, including religious and spiritual resources for coping with difficult life events that are present as one ages.

The course will incorporate methods conducive to seminar work. Students are expected to participate fully in the course through required readings, contributions in class, and preparation of written work.

The church and allied professionals trained to discern and to address violence and abuse can provide key social support and advocacy. The church is key due to its powerful role in family and community life.

## II. COURSE GOALS

1. To understand the normal aging process (psychological, physiological, social, spiritual) and potential for a positive aging experience that can be supported in congregational life;
2. To raise awareness about manifestations of ageism in our culture;
3. To explore cultural differences between diverse groups of older adults that influence expressions of spirituality and religious activities;
4. To develop pastoral care skills in addressing the needs of diverse older adults and their caregivers;
5. To gain skills in identifying cognitive decline and knowing where to refer older adults for further evaluation;
6. To understand the signs and manifestations of Elder Abuse and how to respond;
7. To develop knowledge about community resources (legal, court, mental health);
8. To know the signs of depression in older adults and to identify resources;
9. To help MFT students to understand how to form and maintain a productive therapeutic alliance with older adults and their families during the treatment process (AAMFT Core Competency 1.3.6);
10. To understand the role and challenges faced by caregivers of frail elders;
11. To examine ethical issues in end of life care;
12. To critically examine theological viewpoints from which to construct one's own pastoral theological understanding of aging;
13. To offer an opportunity for critical theological engagement around contemporary dilemmas in aging.

### Learning Objectives:

1. Students will be able to demonstrate skills in theological reflection issues posed by the experiences of aging
2. Students will be able to demonstrate competence at an introductory level on the physiological dimensions of aging.
3. Students will be able to demonstrate introductory levels of competence concerning predictable health care issues for aging persons, including the dementias.
4. Students will be able to critique the adequacy of current cultural systems, structures, and metaphors concerning aging.
5. Students will develop resources for pastoral and clinical responses to experiences of aging at different points in the lifecycle.
6. Students will develop a greater self-awareness of their own experience of aging as a process.
7. Students will develop introductory competence in ethical reflection on medical, legal, and economic issues related to aging in this culture.

## **Use of Inclusive Language:**

Learning is fundamentally concerned with communication, self-expression, and personal and social transformation. Learning respects individuals, their feelings, their value and worth, and their particular potential for contribution to common knowledge and community virtue. Learning is fundamentally and intentionally inclusive.

Since all learning is inherently ethical and political, and theological discourse traditionally has been patriarchal and gender exclusive, the Seminary has established a policy, in the interest of constructing an inclusive and egalitarian community, that the language (symbols, metaphors) used in our class discussions and written work shall be gender inclusive and respectful of all persons and groups as valued human creatures of God.

Racism also permeates our society and is detrimental to any learning environment. We need to use language, symbols, and metaphors that honor our commitment to racial inclusiveness.

## **Grading Criteria**

The assignments are to be turned in at class on the day they are due. Late papers will be graded down 1/3 letter grade (A becomes A-; A- becomes B+; etc.). Any paper turned in after the due date, regardless of the reason for its lateness will be considered a "late paper" unless prior arrangements have been discussed with the instructor.

Class discussion and attendance **are required** in this course. Assigned readings should be completed before class, and students should be prepared to discuss and apply readings during class. At the end of J-Term students will grade themselves on whether they kept up with the required reading and class attendance (20% of grade). Absences are not excusable.

**Special Needs:** If you have a learning disability, sensory, or physical disability or other impairment, or if English is your second language and you may need special assistance in lecture, reading assignments, and/or testing, please talk directly with the professor.

Students are expected to maintain personal and professional boundaries at all times in discussions and role-plays. Respect for diverse viewpoints is expected in interactions during this class. Confidentiality is expected among members of the class.

### ***Evaluation of Written Assignments***

Graduate level writing is expected in this course. LPTS has adopted the Chicago/Turabian style for all written work. Please edit all work carefully before turning it in. Points will be deducted for poor grammar and sentence structure.

**ASC (Academic Support Center)** is available Monday & Wednesday, 9:00 a.m.-3:30 p.m., Tuesday & Thursday, 9:00 a.m.-5:30 p.m., and Friday, 9:00 a.m.-2:00 p.m. Please call or stop by to make an appointment, or visit: [http://lpts.edu/Academic\\_Resources/ASC/Online\\_Writing\\_Lab.asp](http://lpts.edu/Academic_Resources/ASC/Online_Writing_Lab.asp).

**Please note the LPTS Academic Honor Code.** All papers must have appropriate footnotes or endnotes. Each paper must represent original work done for this class. If you have questions, please do not hesitate to consult the professor. Papers not properly referenced will receive an F. Be careful to fully document any information included in your writings that is not original. Also be aware that when you summarize information, even when you give the complete documentation information, your summaries should be in *your words* and not retain too much of the original author's style. A paper that presents the ideas or writing of someone else as if they were your own is considered plagiarism, and seminary policy on academic honesty will be followed. The Academic Support Center has handouts, and/or the Library can be of assistance.

### **Requirements and Evaluation:**

#### **1. Class Participation -- punctual attendance and quality of participation**

Students will participate in each class by contributing to discussions in a critically informed and collaborative manner. **To facilitate such discussions, students will bring to each class session at least 1 TYPED question per reading to inform discussion in class.** These questions should demonstrate critical engagement with the reading. These will be submitted to the instructor immediately after class. They will contribute to the evaluation of class participation. Punctuality, questions turned in to the instructor at the end of each class, and involvement in discussions during class will result in points representing 25% of your grade in this class. Students missing class will lose approximately 1.5 participation points per class.

#### **2. Film Reflection—5 Pages, Due Monday 1/10**

Give a brief synopsis of the film.

How is the aging process depicted in this film? (Use multiple points of view to analyze the story)  
What questions/observations do you have about your own aging process as you reflect on this film?

How is your perspective on aging changing as you read the materials in this class? Use class readings to document your learning process.

What are the theological and ethical issues raised by the film?

What implications does this class on spirituality and aging (including lectures, readings, and films) have for your pastoral care/psychotherapy practice?

### ***Age-Related Films:***

#### ***Gero-Transcendence***

*Gran Torino*

*About Schmidt*

*Bucket List*

*Having Our Say (story of the Delany sisters)*

*Cocoon*

*Up*

*The Fastest Indian*

#### ***Relationships***

*Something's Gotta Give*

*I'm Not Rappaport*

*Harold & Maude*  
*Secondhand Lions*  
*Grumpy Old Men 1 & 2*  
*Mrs. Palfrey at the Claremont*  
*Venus*  
*Driving Miss Daisy*  
*Is Anybody There?*  
*Hannah Free*

### **Rapprochement with Family**

*On Golden Pond*  
*The Straight Story*

### **Coping with Illness**

*Iris*  
*Fat Rose & Squeaky*  
*Assisted Living*  
*Finding Forrester*  
*Away from Her*

### **End of Life**

*Checking Out*  
*Off the Black*  
*Hannah Free*

### **3. Support Group Experience**

Each student will attend a support group meeting for caregivers of persons affected by dementia or another type of support group or group related to concerns of older adults, from the resources below. After attending, please write a 3-page paper on the following questions:

- + What have you learned about aging and/or caregiving by attending this support group?
- + What is the significance of this group for your own pastoral care or therapeutic work?

Alzheimer's Association

[http://www.alz.org/kyin/in\\_my\\_community\\_support.asp#Kentucky\\_Counties](http://www.alz.org/kyin/in_my_community_support.asp#Kentucky_Counties)

Services Guide for Aging and Disabled Citizens—Support groups begin on page 60

<http://www.louisvilleky.gov/NR/rdonlyres/E0AEC51D-4DC1-4FAA-9D29-C8E57AA127F0/0/SeniorServiceGuide.pdf>

- ### **4. Personal Interview/Life Review with an Older Adult or Older Couple (70 or older) -**
- Select** an older adult who inspires you, someone whom you would like to emulate as you age. This may not be a member of your family.

**Interview the person**, addressing the following bio-psycho-social-spiritual-environmental-issues:

- + Who is the person – basic data – age, education, family, occupation, SES?

- + What is the person's basic life history?
- + What is the person's philosophy of life and belief system? Does he/she have a religious/spiritual orientation to life? Can it be articulated?
- + Describe the characteristics of this person, especially attending to the reasons why he/she inspires you.
- + How does the person feel about aging?
- + What are the most positive and negative aspects of aging for this person?
- + When younger, did this person imagine that life at their current age would be as it is?
- + What are the most significant events this person identifies as "turning points" or "learning experiences" or "conversion experiences?"
- + How is this person's health? What has his or her experience with the health care system been like?
- + Does this person attend church/synagogue/mosque? How satisfied is he/she with the formal religious system? What would s/he like from the formal religious system and its ministers?
- + How does she/he spend a typical day?
- + How is their relationship with adult children and how is this part of their aging experience?
- + How involved is this person with others?
- + What advice does this person have for your "successful aging?"

**Write a 5-page summary** of this interview and prepare a 15-minute verbal presentation of the interview to the class. The class will have 15 minutes to respond to the interview and to discuss the person in the context of the readings and material covered in class during the last two days of class.

5. **For D.Min. and M.Th. Students:** Prepare a psycho-educational presentation, a pastoral care educational program, or a life transitions ritual for an individual or a congregational setting that demonstrates your ability to address an issue related to aging in light of the following 6 issues:
  - theological, spiritual, and ethical considerations
  - gerontological information
  - adult learning and developmental theory
  - racial, cultural, gender, class concerns
  - family systems
  - congregational systems

For example, you could choose one of the following life transitions and create a ritual, a Sunday school lesson, a workshop, or a retreat to honor it: retirement, relocation to a nursing home, becoming a grandparent, diagnosis of a dementia, death of a beloved pet, commencement of life as a widow or widower, diagnosis of a chronic disease, commencement of new work or volunteer activities, etc. This assignment will be accompanied by a 5 page "lesson plan" and will include accompanying handouts and bibliography of the sources you used for your preparation. (These must include at least 10 periodical and book resources beyond those used in class). **The educational plan will be due on January 24, 2011. Plans will be presented on January 21 during class.**

**Grading:**

Class participation	25%
Film & Reflection paper	25%
Older Adult support group and paper (M.Div. & MFT)	25%
Educational Plan (D.Min & M.Th.)	
Interview with Older Adults and Class presentation	25%

### **Required Reading:**

Horton-Parker & Fawcett. *Spirituality in Counseling and Psychotherapy*, Denver, CO: Love Publishing, 2010.

Kimble, McFadden, Ellor, & Seeber, Eds. *Aging, Spirituality and Religion: A Handbook. Volume 1*. Minneapolis: Fortress Press, 1995.

Kimble and McFadden, Eds. *Aging, Spirituality and Religion: A Handbook. Volume 2*. Minneapolis: Fortress Press, 2003.

Thibault, J.M. & Morgan, R. *No Act of Love Was Ever Wasted*. Nashville: Upper Room, 2010.

### **Optional Reading:**

Cohen, Donna, and Carl Eisdorfer. *The Loss of Self: A Family Resource for the Care of Alzheimer's Disease and Related Disorders*. W.W. Norton & Co., 2002.

Gentzler, Richard. *Aging and Ministry in the 21<sup>st</sup> Century*. Nashville, TN: Discipleship Resources, 2008.

Mace and Rabins. *The 36 Hour Day*. Baltimore: Johns Hopkins Press

L'Engle, Madeleine. *The Summer of the Great Grandmother (Crosswicks Journal, Book 2)*. Harper San Francisco, 1996.

Hauerwas, Stanley, Stoneking, Carole Bailey, Meador, Keith G. & Cloutier, David, Eds. *Growing Old in Christ*. Grand Rapids, Michigan: William B. Eerdmans Publishing Co., 2003.

Hooyman, Nancy R., and Wendy Lustbader. *Taking Care of Aging Family Members: A Practical Guide (Rev/Ex Edition)*. Free Press, 1994.

Callanan, M. & Kelley, P. *Final Gifts: Understanding the Special Awareness, Needs, and Communications of the Dying*. New York: Bantam, 1992.

Markson, Elizabeth. *Social Gerontology Today*. Los Angeles: Roxbury Publishing Co. 2003

Morgan, Richard. *Remembering Your Story: Creating Your Own Spiritual Autobiography*. Nashville: Upper Room Books, 2002.

Pargament, KI. *Spiritually Integrated Psychotherapy: Understanding and Addressing the Sacred*. Guilford Press, 2007.

Scheib, Karen. *Challenging Invisibility: Practices of Care With Older Women*. Chalice Press, 2004.

Thibault, JM. *A Deepening Love Affair: The Gift of God in Later Life*. Nashville: Upper Room Press, 1993

Thibault, JM. *10 Gospel Promises for Later Life*. Nashville: Upper Room Press, 2004

Thorson, James. *Aging in a Changing Society*. 2<sup>nd</sup> ed. Brunner-Routledge, 2000.

Wimberly, Anne, ed. *Honoring African American Elders: A Ministry in the Soul Community*. Jossey Bass, 1997.



## J-TERM, 2011 CLASS SCHEDULE

**NOTE:** If all members of class agree, we may schedule field trips to nursing homes or an adult day center, etc.

### 1/3 **Introduction to syllabus and orientation to the course**

#### **Introduction to aging**

#### **Myths of aging**

LECTURE = Bowland

Self-assessment of attitudes toward aging

Reading assignment for today:

Kimble and McFadden: *Aging, Spirituality & Religion*, Volume 2:

Henry Simmons, A Framework for Ministry for the Last Third of Life (p 81-95) Vol. 2

Lynn Huber, Aging as Pilgrimage: Spiritual Potentials of Late Life (p.7-22) Vol. 2

Robert Atcheley, Becoming a Spiritual Elder (p. 33-46) Vol. 2

Horton-Parker & Fawcett, *Spirituality in Counseling and Psychotherapy* (p. 1-51)

### 1/4 **Demographics of Aging**

LECTURE - Bowland

Discussion of assigned readings

Reading Assignment:

Kimble & McFadden: *Aging, Spirituality & Religion*, Volume 1 & Volume 2

Koenig, Religion & Health in Later Life (p. 9-29) Vol. 1

Neuger, Does Gender Influence Late Life Potentials? (p. 59-73) Vol. 2

Maldonado, Religion and Persons of Color, (p. 119-130), Vol. 1

Stiegel & Coleman, Legal & Financial Concerns (p. 174-186) Vol. 1

<http://www.youtube.com/watch?v=jbkSRLYSojo> (Explored in Class)

NIA.Gov & AoA (Explored in Class)

Competencies: 1.2.1 - 2.1.6

### 1/5 **Normal and Abnormal Physical Changes of Aging**

GUEST LECTURE- Jane M. Thibault

Discussion of assigned readings

Reading Assignment:

<http://www.learnwell.org/aging.htm> (Information on Aging)

Thibault & Morgan, "No Act of Love Was Ever Wasted"

Competencies: 2.1.3 - 2.2.5 - 3.1.3

### 1/6 **Cognitive Impairment: Delirium and the Dementias**

GUEST LECTURE- Jane M. Thibault, Ph.D.

Discussion of assigned readings

Reading Assignment:

Thibault & Morgan, "No Act of Love Was Ever Wasted"

Thibault, Spiritual Counseling of Persons with Dementia, Vol 2. (p. 23-32)

Horton-Parker & Fawcett, *Spirituality in Counseling and Psychotherapy* (p. 53-82)

Portions of *The Memory Tapes*, an HBO series on dementia:  
<http://www.hbo.com/alzheimers/the-films.html> will be shown in class as time allows.  
Competencies: 1.4.1 - 2.2.5 - 3.1.4

- 1/7 **Day out of class to view a movie on aging and prepare a self-reflection paper. See assignment description above.**
- 1/10 **Psychological and Spiritual Development**  
LECTURE- Bowland  
Discussion of assigned readings  
Reading assignment:  
Horton-Parker & Fawcett, (p.83-152), Explicit Strategies for Integrating Spirituality into Counseling & Psychotherapy  
Lanum & Birren, Adult Development Theories and Concepts, (p. 511-532) Vol. 1  
Vogel, Spiritual Development in Later Life (p. 74-86), Vol. 1  
Moody, Mysticism, (p. 87-101), Vol. 1  
Competencies: 2.3.7
- 1/11 **Mental Health, Counseling, and Pastoral Care**  
Discussion of assigned readings  
Reading Assignment:  
Moody, Conscious Aging: The Future of Religion in Later Life, (p. 422-433) Vol 2  
The Role of Spiritual Assessment in Counseling Older Adults, (p. 286-298) Vol. 2  
Pargament, Van Haitsma, & Ensing, Religion and Coping, (p. 47-67), Vol. 1  
Gieseler, et al., Understanding Religious Coping with Late-Life Crises, (p. 195-205) Vol. 2  
Black, Elders' Narratives of Suffering (p. 268-285), Vol. 2  
Competencies: 1.4.1 - 2.1.3 - 2.1.5
- 1/12 **Field visit to two Long Term Care Facilities**
- 1/13 **Mental Health, Counseling & Pastoral Care**  
LECTURE- Bowland  
Discussion of assigned readings  
GUEST SPEAKER: Pastor Sarah Ewing  
Reading assignment:  
Knutson, Pastoral Care of Elders and Their Families (p. 206-223), Vol. 2  
Wimberly & Wimberly, Pastoral Care of African Americans (p. 161-174) Vol. 1  
MacKinlay, Pastoral Care for Depression in Long-Term Residents (p. 255-267) Vol. 2  
Albers, Pastoral Care of the Aged Afflicted by Addiction (p. 224-238), Vol. 2  
Rost, Issues of Grace and Sin in Pastoral Care with Older Adults (p. 239-254), Vol. 2  
Older Gay & Lesbian Adults (p. 374-384), Vol. 1  
Competencies: 2.1.1 - 2.2.3
- 1/14 **Theological and Ethical Issues, and End of Life Decision-Making**  
LECTURE – Bowland  
Discussion of assigned readings  
Reading assignment:  
Kimble et al: Vol. 2

Stoneking, C. Postliberal, Postmodern Theological Views of Longevity, (p. 303-315)  
 Sponheim, Rowing toward the Creator: Eschatology and Aging, (p. 316-329)  
 Wallace, The theological View of Aging that Permeates the African American Experience (p. 330-344)  
 Address, Making Decisions at the End of Life: An Approach from Sacred Jewish Texts (p. 345-354)  
 Sapp, Ethics and Dementia: Dilemmas Encountered by Clergy and Chaplains (p. 355-367)  
 Volicer & Brenner, Ethical Issues in Care of Individuals with Alzheimer's Disease (368-388)  
 Kimble, Final Time: Coming to the End (p. 449-459) Vol. 2  
 Friedman, Spiritual Challenges of Nursing Home Life, (p. 362-373) Vol. 1  
 Competencies: 1.3.6 - 2.3.9 - 2.3.8 - 4.3.5

1/17 **Caregiving: Formal and Informal Systems**  
**Support Group Reflection Paper is Due/Class Discussion**

GUEST SPEAKER, Rev. Dr. Wanda Lott-Collins  
 "Spiritual Practices for Care-Givers and Care Receivers"  
 Discussion of assigned readings  
<http://www.nlm.nih.gov/medlineplus/caregivers.html> (Site for Resources)  
 Richards, Caring for the Caregiver, (p. 180-192) Vol. 2  
 Competencies: 3.5.7 - 4.3.2

1/18 **Congregational Ministry & Programs for Older Adults**

Seeber, Volunteer Ministries with Older Adults, (p. 168-179)  
 Friedman, An Anchor amidst Anomie: Ritual and Aging (p. 134-144) Vol. 2  
 Djupe & Westburg, Congregation-Based Health Programs, (p. 325-334) Vol. 1  
 Huber, The Church in the Community (p. 285-305) Vol. 1  
 Stephenministries.org (Read about this resource for congregational ministry)

1/19 **Physical, Emotional, and Financial Safety for Older Adults**

LECTURE – Bowland  
 Guest Speaker: Becky Smith, Fiduciary Officer, Guardia Care Services, Louisville, KY  
 Competencies: 3.5.7

11/20 **Presentations**

1/21 **Presentations**