

The Practice of Pastoral Care: a Literary Approach
PC311-3 Wed, 6:00 – 8:50, Spring 2011
Schlegel Hall 120

Instructor

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Course description

This course attends to the basic dimensions of care-giving relationships: modes of communication, the importance of boundaries, pastoral authority and power dynamics, and needs for healing and justice. Novels, short stories, film, and poetry will be used to facilitate learners' encounter with sameness and "otherness" and to provide resources for expanding capacities for empathy, care, and theological reflection. Subjects covered revolve around the changing nature of intimate relationships and family dynamics as they are influenced by cultural backgrounds, experiences of grief and loss, violence, addictions, aging, and the challenge of forgiveness. The course material utilizes a contextual, systemic, and intercultural approach to pastoral theology and the practice of pastoral care.

Intended learning outcomes

- Ability to identify ways in which student's religious and cultural experiences may be similar to or different from those of care-seekers
- Ability to develop professional contracts of care with care-seekers from an intercultural pastoral paradigm perspective
- Ability to reflect theologically on situations of care

SEMINARY POLICIES relevant to course participation

For use of Inclusive Language

In accordance with seminary policy (see the Student Handbook, pp. 22-23), students are to use inclusive language in class discussions and in written and oral communication by using language representative of the whole human community in respect to gender, sexual orientation, ethnicity, age, and physical and intellectual capacities. Direct quotations from theological texts and translations of the Bible do not have to be altered to conform to this policy. In your own writing, however, when referring to God, you are encouraged to use a variety of images and metaphors, reflecting the richness of the Bible's images for God. For further assistance, see

http://www.lpts.edu/Academic_Resources/ASC/avoidinggenderbiasinlanguage.asp.

Academic Honesty

All work turned in to the instructors is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes *plagiarism*, and may result in failure of the course. Per seminary policy, Two incidents of plagiarism or academic dishonesty by the same student will be grounds for dismissal from the Seminary.

Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. (For a full description of the Seminary policy and examples of documentation, see the 2008-2009 Student Handbook, pp. 19-22.)

Learning differences

In order to develop an academic accommodation plan, students with disabilities must self-identify with the Academic Support Center (see the Student Handbook, pp. 50-52).

Evaluation of written assignments

Graduate level writing is expected in this course. This includes clear organization, correct grammar, careful proofreading and proper citation of sources.

Citation Policy:

Citations in your papers should follow the Seminary standard, which is based on these guides:

American Psychological Association. *Concise Rules of APA Style*, 6th ed. Washington, D.C., 2010 or
APA. *Publication Manual of the American Psychological Association*, 6th ed. Washington, D.C., 2010.

Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 7th ed. Chicago: University of Chicago Press, 2007.

The Chicago Manual of Style, 15th ed. Chicago, IL: University of Chicago Press, 2003.

Copies of these guides are available at the library and in the Academic Support Center.

Double-spaced, 12 font, one inch margins are considered standard in this class unless otherwise specified. Grading of all written material will be affected by careless writing. The Academic Support Center provides instruction in all of these matters.

Tutors are available to work with you on study habits, reading skills, and writing assignments.

Grading Scale:

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	Below 60

ADDITIONAL COURSE POLICIES

Attendance

Students are expected to attend class meetings promptly and regularly. In case of illness or emergency, students are asked to notify the instructor of their planned absence from class, either prior to the session or within 24 hours of the class session. More than two absences and/or persistent tardiness may result in a low or failing grade in the course.

Classroom Discussion

For ours to be an open classroom where freedom and respect are assured regarding one another's point of view, we need to agree that comments and expressions of belief that may be at variance with those of the instructors, another student, or our own must be respected, heard, and treated fairly. We hope this same attitude prevails in the churches where students serve in ministry and is modeled by our students in their ministry placement settings.

Late papers

Out of fairness to other students, papers turned in after the time and date specified in the syllabus will receive a grade penalty. Schedule of penalties: 1 minute to 24 hours late = 1 letter-grade deduction; 24 to 48 hours late = 2 letter-grade deduction. Papers more than 48 hours late will not be accepted. Grades of incomplete for the course will be permitted only in extreme circumstances, and must be arranged by the date specified by the registrar's office.

Use of Electronic Devices in Class

Courses in pastoral care and counseling emphasize the practice of attentive listening. This is both a sign of mutual respect and a spiritual discipline essential to the ministry of caring for others. Therefore, the use of laptops in class is discouraged and may be prohibited depending on classroom dynamics. It is assumed that students will not send or read text messages during class. All cell phones should be turned off during class unless waiting for an important call, in which case you should let the professor know ahead of time. Checking of email or social networking sites will be grounds for dismissal from the session and will result in a zero for the class attendance and participation grade for the semester.

COURSE REQUIREMENTS

85% -- *written and discussion preparation assignments* appear in the course schedule. Students must complete each assignment in order to pass the class.

15% -- *class participation* evaluated by the following criteria:

- accurate use of material assigned
- attention to and ability to engage contributions of classmates
- openness to reflect critically on the implications of ideas discussed from readings and presentations
- prompt, regular attendance; absences and/or tardiness will seriously impact your participation and overall course grade

Bibliography

Primary course texts

- Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*. New York: Little, Brown, & Company, 2007.
- Capps, Donald. *The Poet's Gift: Toward the Renewal of Pastoral Care*. Louisville: WJKP, 1993.
- Carlson, Paula J. and Peter S. Hawkins. *Listening for God*, Vol 4. Minneapolis: Augsburg Press, 2003.
- Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. Louisville: WJKP, 2006.
- Lartey, Emmanuel Y. In *In Living Color: An Intercultural Approach to Pastoral Care and Counseling*, 2nd ed. London and New York: Jessica Kingsley Publishers, 2003.
- McEntyre, Marilyn Chandler. *Caring for Words in a Culture of Lies*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2009.
- Paterson, Katherine. *The Great Gilly Hopkins*. New York: Harper Collins, 1978.

Additional articles and chapters assigned

- Barnes, M. Craig. "Poet in Residence." *Christian Century* (Feb 10, 2009): 27-31.
- Carver, Raymond. "A Small Good Thing." In *Listening for God*, edited by Paula J. Carlson & Peter S. Hawkins, 71-94. Minneapolis: Augsburg Fortress, 1994.
- Cheever, John. "The Five-Forty-Eight." In *Listening for God*, Volume 3, edited by Paula J. Carlson & Peter S. Hawkins, 9-24. Minneapolis: Augsburg Fortress, 2000.
- Clinebell, H. "Alcohol Abuse, Addiction, and Therapy." In *Dictionary of Pastoral and Counseling*, edited by Rodney J. Hunter, 18-21. Nashville: Abingdon Press, 1990.
- Couture, P. "Ritual and Pastoral Care." In *Dictionary of Pastoral and Counseling*, edited by Rodney J. Hunter, 1088-1090. Nashville: Abingdon Press, 1990.
- Erdrich, Louise. "Satan: Hijacker of a Planet." In *Listening for God*, Volume 3, edited by Paula J. Carlson & Peter S. Hawkins, 113-124. Minneapolis: Augsburg Fortress, 2000.
- Gordon, Mary. "Mrs. Cassidy's Last Year." In *Listening for God*, Volume 3, edited by Paula J. Carlson & Peter S. Hawkins, 25-36. Minneapolis: Augsburg Fortress, 2000.
- Hijuelos, Oscar. "Christmas 1967." In *Listening for God*, Volume 3, edited by Paula J. Carlson & Peter S. Hawkins, 75-102. Minneapolis: Augsburg Fortress, 2000.
- Hopkins, Denise Dombkowski and Michael S. Koppel. *Grounded in the Living Word: the Old Testament and Pastoral Care Practices*. Grand Rapids, MI: William B. Eerdmans Publishing Company, 2010.
- Lacock, Michelle Oberwise and Carol Lakota Eastin. "We Hold Out Stories in Blankets: Pastoral Care with American Indian Women." In *Women Out of Order: Risking Change and Creating Care in a Multicultural World*, edited by Jeanne Stevenson-Moessner & Teresa Snorton, 93-112; 376-379. Minneapolis: Fortress Press, 2010.
- Nelson, Susan L. "Facing Evil: Evil's Many Faces: Five Paradigms for Understanding Evil." *Interpretation* 57:4 (2003): 398-413.
- Paterson, Katherine. "Image and Imagination." In *Shouts and Whispers: Twenty-one Writers Speak about their Writing and their Faith*, edited by Jennifer L. Holberg, 13-28. Grand Rapids, MI: William B. Eerdmans Publishing Co., 2006.
- Turian, J.E. "Alcoholics Anonymous." In *Dictionary of Pastoral and Counseling*, edited by Rodney J. Hunter, 21-22. Nashville: Abingdon Press, 1990.