

Ministries of Care and Counseling
PC 3093/PT 3093, January Term 2016
M-F, 9:00-Noon
Nelson Hall 118

Instructor:

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Course Description:

This course is an advanced elective for pastoral care and counseling in Area C, designed specifically for Master of Divinity students. It builds on the theological and theoretical foundations of PTC as they relate to practices of care and counseling. Particular attention will be given to the theological and theoretical resources and skills useful for ministries of care in congregational settings. Topics will include issues such as pastoral care as a systemic dimension of pastoral leadership, ethical aspects of pastoral care, care related to lifespan or developmental issues, crisis situations, ritual resources for ministries of care and counseling, developing congregational networks and strategies for caregiving, and resources and skills for particular situations presented by various forms of abuse, violence, and addiction. Professional skills will also be developed for an entry level of practice in congregational settings.

Objectives:

1. Students will be able to demonstrate theological competence in articulating their self-understanding as practitioners of pastoral care and counseling in multicultural settings.
2. Students will be able to articulate a theologically informed ethical stance regarding the practice of care and counseling.
3. Students will be able to demonstrate an entry level competence in the professional skills required for pastoral care and counseling.
4. Students will develop an introductory level of familiarity with theological and theoretical resources for issues encountered in congregational care and counseling.
5. Students will have opportunities to deepen self-awareness as it affects appropriate boundary maintenance, the challenges of self-care, and theological perspectives.

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. Since all learning is inherently ethical and political, and theological discourse has been traditionally patriarchal, heterosexist, and gender exclusive, Louisville Seminary has established a policy, in

the interest of constructing an inclusive and egalitarian community, that the language (symbols, metaphors) used in our class discussion and written work shall be gender inclusive and respectful of all persons and groups as valued children 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 and cultural inclusiveness.

Academic Honesty:

Be careful to fully document any information included in your papers 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 own words and not retain too much of the original author's style.

A paper that presents the ideas and writing of someone else as if it were your own is considered plagiarism, and school policies on academic honesty will be followed.

The Academic Support Center has handouts related to this matter, and the Library can be of assistance.

Evaluation:

Graduate level writing is expected in this course. This includes clear organization, correct grammar, careful proofreading, and proper citation of sources. Double-spaced, 12 font, and 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. Late papers will not be accepted.

The Academic Support Center is open during the January term. Consult the Seminary Times for posted hours.

Requirements:

35% class participation

This is an advanced course which underscores your readiness to contribute substantively to class discussion and activities. Criteria for evaluating class participation are:

1. accurate use of material assigned
2. attention to and ability to engage contributions of classmates respectfully and constructively
3. willingness to reflect critically on the implications of ideas in readings and presentations
4. ability to engage in theological reflection with assignments
5. assisting with leadership of class discussion on selected date

6. prompt, regular attendance; absences and tardiness will impact your course grade.

15% three prayers due on assigned dates; one will deal with loss and grief (*Wednesday, January 13*), another will address a situation involving addiction (*Tuesday, January 19*), and the last will deal with a crisis or sudden tragic situation (*Thursday, January 21*). Prayer is a significant resource in pastoral care and counseling. When offered well, prayer reflects accurate empathy. It incorporates awareness of our own pastoral and theological identity, responsiveness to the life situation of the other or others, including their developmental abilities, their theological profile as we discern it, and issues of social location.

You are to:

1. develop a brief scenario (several sentences) that represent a plausible care situation (actual or imagined) relevant for those issues such as a teen with whom you meet during the time that his/her parents are divorcing;
2. note the theological and theoretical insights present in the assigned readings relevant for this ministry situation;
3. write a brief prayer that you would offer in the scenario you have experienced or imagine. The scenario and prayer should require no more than 2 double-spaced pages.

Please print hard copies of each prayer assignment to turn into the professor at the start of class on the date it is due.

20% two reflections due on assigned dates; the first reflection paper will deal with a preliminary self-assessment of the student's capabilities as a caregiver, including the ability to listen with care and empathy, to establish trust and connection with others, to offer a non-anxious presence, especially in crisis or difficult situations, and to represent (re-present) the holy; and, the second paper will offer an end-of-the-course reflection on the student's personal and professional growth as a caregiver through the experiences and lessons of the course as well as the student's identification of an on-going learning plan for strengthening certain areas of his/her pastoral skills and ministry of care. Each reflection paper should be no more than two to three pages.

The first reflection paper will be due at the beginning of class on Monday, January 11, 2016.

The second reflection paper will be due at the beginning of class on Friday, January 22, 2016.

Please print a hard copy of each paper to turn into the professor.

30% a ministry plan for addressing a specific issue in pastoral care and counseling in the student's setting. This 5- to 6-page paper will identify in some detail an issue in pastoral care in the student's setting, including some description of the theological, contextual, social, ethical, and developmental considerations that argue for a pastoral-congregational response, followed by an appropriate strategy and plan for a ministry of care.

This ministry plan will be due at the beginning of the last day of class, Monday, January 25, 2016. Please print a hard copy of the paper to turn into the professor.

M, Jan. 4

Introductions: Understanding Our Own Location

The Doehring Model

Case Study: “He was only seventeen!”

Read pp. xiii-xxviii and chapter 1 in the text, and note the author’s description of her context (p. xxvii). Students will be asked to share a similar self-description in the first class.

T, Jan. 5

Listening and Context; Listening Care-fully

Read chapter 3 of the text (53-72) and the article, “Prayer in Disaster: Case Study of Christian Clergy”

Exercise: Body language you observed this week.

Listening to each other.

Listening to God.

Listening in Context – Cultural, Gender, Social

W, Jan. 6

Listening and Prayer in Pastoral Care and Counseling

Read Doehring, chapters 2 and 7 (caring relationships and listening with the intersection of social systems in mind) (37-52; 155-171).

Lecture and Discussion: Prayer Typography in Pastoral Care and Counseling: The Pray-er, the Prayed-for, and The Prayer.

In-class exercise: Write a prayer for the needs of our class.

R, Jan. 7

Death and Grief

Read excerpts from Craddock and Goldsmiths’s book, *Speaking of Dying*, chapter 5, (107-127) and Rosenblatt & Wallace on *African American Grief* (18 pp).

Discussion: Death and grief in context, logistics around dying, Christian message.

F, Jan. 8

Grief and Loss

Read Doehring, chapter 6 (117-153)

Discussion: Helping others navigate grief.
Loss that is unexpected, long anticipated, welcomed

Exercise: Role play – non-anxious presence

M, Jan. 11

Ministries of Care in Congregations: Creating Ecologies of Care

Due at the start of class: first reflection paper.

Assignment: Complete congregational inventory (handout)

Discussion: How do congregations meet the needs of church members and their families with ministries of care? What role does church size and culture make in creating an ecology of care in congregations?

T, Jan. 12

Spotlight: Hosparus/Hospice

Chaplain Dina Carroll, guest speaker

W, Jan. 13

Narrative Theology

Due at start of class: first prayer assignment.

Read Doehring, chapter 5 (85-115)

Lecture and discussion: Narrative Theology in practice – weddings, funerals, and genograms.

Exercise: Listening to each other's story and God's story

R, Jan. 14

Ethics for Pastoral Care

Read Emilie Townes' chapter on Ethics in Pastoral Care in Neuger's edited text, *The Arts of Ministry* (143-161)

Bring a copy of your denomination's Code of Ethics

Lecture and discussion: Confidentiality, Boundaries, Permission

F, Jan. 15

Ritual and Pastoral Care

Read Ramshaw, *Ritual and Pastoral Care* (22-87)

Doehring, Carrie. *The Practice of Pastoral Care. Revised and expanded edition.* Louisville: WJKP, 2015. The main text.

Justes, Emma. *Hearing beyond the words: How to become a listening pastor.* Nashville: Abingdon, 2006.

Lartey, Emmanuel Y. *In living color: An intercultural approach to pastoral care and counseling.* London and New York: Jessica Kingsley Publishers, 2003.

Neuger, Christie, ed. *The Arts of Ministry.* Louisville: WJKP, 1996.

Ramshaw, Elaine. *Ritual and Pastoral Care.* Philadelphia: Fortress Press, 1987.

Rosenblatt, Paul C. and Beverly R. Wallace. *African American Grief.* New York and Hove: Routledge, 2005.

Other items will be added once the class determines the topics for class sessions for January 20, 21, and 22.