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PM 608 The Servant as Pastoral Care Giver

Stuart L. Palmer

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ASBURY THEOLOGICAL SEMINARY

**A Syllabus and General Guide for
PM 608: The Servant as Pastoral Care Giver**

Spring Semester, 2001

**9:30-10:45am
W, F**

**Instructor:
Stuart L. Palmer, Psy.D.
Assistant Professor of Pastoral Counseling**

“Besides seeing other persons for who they really are, I must see myself as I am. I need to see what I am doing and whether what I am doing helps or hinders the growth of others.”

Mayeroff

I. Course Description

This course is about pastoral ministry and specifically pastoral care ministry. This course will attempt to introduce ministerial students to three interrelated perspectives on ministry as pastoral care. Perspective One: Pastoral self-care is foundational for success in the ministry and a care giving ministry in particular. Perspective Two: Pastoral care and counseling involves being, thinking, and relating as a pastor in the way spiritual and whole-person care is provided. Perspective Three: Pastoral care ministry also involves developing and implementing a vision for lay participation in congregational care. These perspectives will be woven together throughout the course. The bulk of the course will be devoted to having students develop the ability to think like a pastor and becoming a person who communicates a pastoral presence. Students will also learn about the unique role of a pastor and the kind of personal and collective concerns that pastors typically encounter.

II. General Goals

1. Develop and incorporate an understanding of pastoral care as a valid aspect of ministry, foundational to caring for others.
2. Identify personal issues that may potentially strengthen or harm ministry.
3. Establish healthy personal boundaries and ethical behaviors.
4. Learn how to think and act like a pastor.
5. Integrate learning from other fields of study through reflection upon specific acts of ministry.
6. Understanding some of the basic principles of listening, empathic responding and conversing as components of pastoral care and counseling.
7. Develop and incorporate a vision for laity involvement in congregational care.

III. Objectives of the Course

Framing Objective: To help students cultivate the habit of being, thinking and relating like a pastor in interactions with people during times of caring as an integral part and extension of the ministry of the community of faith.

Specific Objectives: Upon completion of this course you should be able to:

A. **Explain** in writing:

1. An understanding of the historical, biblical, theological and theoretical foundations for pastoral care and counseling.

2. A sound rationale for seeing self-care as foundational to providing pastoral care.
3. A sound rationale for enabling laity involvement in congregational care ministries.
4. A plan for care and counseling from a specific case example.
5. Participate in a team research project and present recommendations for action plans to a pastoral care concern.
6. Critically reflect on pastoral care and counseling issues.
7. Give critical, yet caring, comments on the ideas of class colleagues.

B. **Express** orally in class peer counseling sessions the ability to use basic listening skills and the art of engaging in a pastoral dialogue.

C. **Use** multiple resources for discovering information about caring ministry, especially the World Wide Web.

D. **Present and respond** to challenging material in a highly interactive dialogue with increased perceived ability to raise critical questions and make helpful and insightful responses to the work of others.

IV. Prerequisites for PM 608

Upon admission to the seminary no prerequisites for PM 608 are required. This course is foundational for further classes in pastoral care and counseling.

V. Assignments

A. Letters to the Professor:

1. Definition: Letters to the Professor are opportunities for you to expand your knowledge by putting into written form the thoughts, experiences and questions regarding a particular subject. There is an interactive engagement between the person writing the reflection and the professor.
2. Subjects: The letters are to be limited to the subjects directly related to pastoral care and counseling. These subjects include: class presentations; readings in textbooks and research; personal experiences in providing or receiving care and counseling; personal thoughts and feelings about the pastoral ministry; questions to oneself or to the instructor. The subjects do not include personal journaling, diary writing or blowing off steam.
3. Methodology:

- a. Use personal pronouns: Referring to yourself as the writer use I, me or my, in all cases and avoid using you unless it is a direct quote, or it is addressed to the instructor. Claim your own experience instead of legitimizing it through projection onto another person.
- b. Avoid words like: must, should, need to, ought to, have to or other moral imperatives that sound “preachy.” This is parental language that demands compliance. Save these words for emergencies.
- c. Avoid generalizations or analyzing words and phrases such as: “the truth is,” “in reality,” “all people,” “everyone,” “people say,” “research says” and “you know.” Just tell the story, or ask the questions.
- d. Write as specifically as possible. Use the journalistic format of who, what, when, where, and how.
- e. Write for your own learning. Avoid trying to impress the professor as the primary goal of writing. Be yourself by writing boldly. Demonstrate the struggle that comes from discovering new information, ideas and concepts. Ask yourself good growth oriented questions rather than asking the professor too many questions. Concerns about your own care and counseling skills are especially important in these letters.
- f. Write regularly. The letters to the professor are investments in your education. Give them time, thought and energy throughout the semester.
- g. Length of the reflection letters: Two no. 12 font size, double spaced, 8 1/2 x 11 pages about 550-600 words will be written per reflection. The quality of the letter is more important than the number of words.
- h. Examples: See folder on reserve: “Dialogical Reflection Examples.”

Due Dates: Reflections are due February 23, March 16, April 20, May 4. No letters will be accepted after May 4, 2001.

Reflection papers over 3 days past the due date will be graded lower for each day overdue.

Grading: Each of the four letters will be graded by the standards established in the methodology given above. Letters will be assigned a numerical grade of 1-5 for each of the four papers with a **maximum** total of 20 points.

Class Credit: 20% of the final grade.

B. Team Research Paper:

1. Definition: A team is a small group of three to four course colleagues mutually committed to researching a pastoral care topic and writing a composite report with specific recommendations for action. Working together with colleagues to achieve a common goal is an important skill in the life of the church. This may demand more of you than doing the job alone. Most academic work is individually produced, on the other hand most work in the church is accomplished through cooperation with others. This course is designed to help you learn how to work with others in cooperative program development through conceptualization, planning, research, writing and execution of a specific pastoral care concern.

2. Methodology: Each team will choose a pastoral care issue not covered in class, but of mutual interest to all members of the team, from the suggested list provided in class for you. The paper will begin with a focal problem or scenario. The first page will give a brief Vignette (short story) that situates the research project in the context of ministry. The last page will give a summary of findings from the research and recommendations for action to meet the needs of the initial pastoral care concern. Teams are required to do an internet search on the topic chosen for research. See the folder on library reserve for proper documentation of internet sources. Each paper will be graded according to the following criteria:

The Opening Vignette - Is relevant to research topic
Presents a feasible pastoral problem.

The Body of Research - Flows naturally out of the opening vignette
Is well integrated by the team, as if written by one person.
Must use the Internet as a resource (explicitly stated in paper).
Is thoroughly addressed by the team.
Is written in a well-constructed writing style with minimal errors throughout.

The Closing Vignette - Makes practical use of the research in responding to the initial problem.
Brings closure to the team's paper.

Due date: April 27th, in class or by 5:00pm @ my office SH 409

Class credit: 20% of the final grade Note: Normally all team members will receive the same grade – however grades may vary according to confidential team evaluation reports.

C. Team Case Study Responses

1. Definition: Case studies are opportunities for your team to assess the situation presented and to formulate a pastoral response or a pastoral approach to address the concern.
2. Methodology:
 - a. Three case study scenarios will be given to each research team. These are designed to present common challenges faced by those in ministry.
 - b. Each team should meet to discuss the case study and then formulate a written team response. Explore your varying perspectives and approaches then attempt to develop an agreed upon way of thinking and responding. The discussion and formulated response for each case should take no more than 1 ½ hours per case. All team member names should appear on the case study response.
 - c. **THIS IS NOT A RESEARCH PAPER!** These responses are based on your team reflections and formulations. The focus needs to be a pastoral response to the situation presented.
 - d. Length of case study responses: Two no. 12 font size, double spaced, 8 ½ x 11 pages about 550- 600 words will be written per team response. The quality of reflection and formulated response is more important than the number of words.

Due Dates: February 16, March 9, and April 6. **Case Study Responses over 3 days past the due date will be graded lower for each day overdue.**

Grading: Each team case study response will be assigned a numerical grade of 1-5 based on standards established in methodology given above.

Class Credit: 15% of the final grade.

D. Reading Assignments:

You are required to read a minimum of 1600 pages. A collateral reading report card will be distributed at the start of the semester. Keep a careful record of your reading. Add and total the number of pages. You do not need to account for the amount of clock time you read. Turn in the report at the beginning of the final exam period.

Be critical of what you read. Do not take the books and articles as the final authority. Just because it is printed does not make it truthful. I have chosen the readings because they are provocative and informative. If you disagree, that is fine; however, you must clarify in your mind the reasons and evidence upon which you are basing your disagreement. Keep an open mind and attention to what the authors have to say. Compare their insights to other authors and your own experiences. To get the most out of your readings reserve time to reflect. Enter into a silent dialogical conversation with the authors to discover your agreements and disagreements.

1. Required Readings:

Benner, David G. (1992) Strategic Pastoral Counseling: A Short-term Structure Model. Baker Book House: Grand Rapids, MI.

Frederic, Harold. (1960) The Damnation of Theron Ware. Edited by Everett Carter. (Belknap Press: Cambridge, Massachusetts).

Headley, Anthony J. (1999) Achieving Balance in Ministry. Beacon Hill Press: Kansas City, Mo.

Kuenning, Delores. (1987) Helping People Through Grief. Bethany House: Minneapolis, MN.

Nichols, Michael P. (1995) The Lost Art of Listening: How Learning to Listen Can Improve Relationships. Guilford: New York, NY.

Oden, Thomas C. (1987). Classical Pastoral Care Vol. 3 Pastoral Counsel. Baker Book House: Grand Rapids, MI.

Steinbron, Melvin J. (1997) The Lay-Driven Church: How to Empower the People in Your Church to Share the Task of Ministry. Regal: Ventura, CA

Steinke, Peter L. (1993) How Your Church Family Works: Understanding Congregations as Emotional Systems. Alban Institute: New York, NY.

2. Recommended Readings: (All recommended readings will be on Library reserve)

Books on Reserve:

Hands, Donald & Fehr, Wayne. Spiritual Wholeness for Clergy

Hartman, Olov. Holy Masquerade

Mosley, E. E. Priorities in Ministry.

Patton, John. Pastoral Care In Context.

Peterson, Eugene. Working the Angles.

Seamands, David. Healing for Damaged Emotions.

Shawchuck, Norman & Heuser, Roger. Leading the Congregation: Caring for Yourself While Serving the People.

Stone, Howard W. Theological Context for Pastoral Care Giving.

Switzer, David. The Minister as Crisis Counselor.

Wimberly, Edward. Using Scripture in Pastoral Counseling.

Articles on Reserve:

Addictions: Sexual

Addictions: Church Professionals and Work Addiction

The Boundaries of the Soul

Boundaries: "Incest and Clerical Relationships"

Boundaries: Dialogical Reflections

Boundaries: "Conduct Unbecoming a Preacher"

Boundaries: In Professional Relationships

Boundaries: "Good Fences Make Good Pastors"

Boundaries: "Why Adulterous Pastors Should Not Be Restored"

Boundaries: Safety in the Therapy Hour

Boundaries: Sexual Exploitation

Burnout: Clergy Burnout

Clergy Sexual Misconduct: The Prevalence and Contributing Factors of Sexual ...

Dealing With Conflict and Confrontation

Grief

High-Maintenance Relationships articles

The Impact of Lay Pastoral Telecare on Spiritual Well-Being of Church Attenders

Law: Counseling

Law: Hiring and Administrative Safeguards

Mentors, Marriage

Monism and the Nature of Humans in Scripture

On the Pastoral Obligation to Care for Oneself

Pastoral Counseling: Professional and Ethical Issues

Pastoral Counseling: "Sex in the Parish"

A Psychiatrist's View of Transference and Countertransference in ...

Psychotherapy and Christian Faith

Samaria Premarital Covenant Materials

"Saying No"

Stress: Clergy Under Siege

Stress: Pastors under fire: A personal report

Class Credit: 10% of the final grade. 1600 pages required.

VI. Course Procedures.

Class Sessions: The size of a required class necessitates the use of some lecture method of teaching. Where appropriate, interactive class activities, class discussions, film, role-play, and interviews will be utilized to communicate and integrate the subject matter of the course. Reading, writing, peer discussions, research for the team project, and exams will contribute to the learning process.

VII. Evaluation.

A. **General Approach:** Evaluation is a continuous process. It will take place throughout the semester. Please know that comments and grades are not intended as judgments of you as a person, but rather as a benchmark to let you know how well you are doing at a particular time and the end of the course. Students can achieve the best grade by: (1) Completing assignments in a timely fashion; (2) Full participation in team projects with shared responsibility; (3) Completing assignments consistent with the quality level expected of a graduate student; (4) Demonstrate knowledge and practice of care and counseling skills; (5) Scoring at high levels on the mid-term and final exams.

B. **Standards:** For successful completion of this course you will be expected to:

1. Think pastorally from a biblical, theological and behavioral science perspective.
2. Know and use listening skills and reflective responses.
3. Learn cooperatively and collaboratively.
4. Apply learnings to the practice of ministry.
5. Analyze assumptions of theories and practices of pastoral care and counseling.
6. Acquire information about Internet resources for pastoral care ministry.

C. **Grading System:** Numerical grades will be assigned to each item involved in the evaluation process. A letter grade based upon the accumulation of numerical points will be sent to the registrar at the end of the semester. No grades will be posted or distributed by the instructor. The following percentages are used for determining the letter grade.

Dialogical Reflections:	20% (four reflections)
Team Term Paper:	20%
Case Study Responses:	15% (three responses)
Reading Report	10%
Exam (mid-term)	15%
Exam (final)	20%

See the grading scale in the *Grading and Evaluation* section in the Seminary catalog for grading criteria.

Feb. 9	Pastoral Self-Care (Part Two) Research and Case Study Teams READ: Read BOLD reserve articles and/or reserve books of your own choosing—read approximately 40 pages
Week Two	
Feb. 14	Being and Thinking as a Pastor—Identity and Role (Part One)
Feb. 16	Being and Thinking as a Pastor—Identity and Role (Part Two)
Week Three	
Feb. 21	The Bible from a Pastoral Care and Counseling Perspective READ: Benner & Palmer, “Psychotherapy and Christian Faith” (Reserve Article) Nature of Human Beings and Psychospiritual Care READ: Green, “Monism and the Nature of Humans in Scripture” (Reserve Article)
Feb. 23	Nature of Human Beings and Psychospiritual Care READ: Benner, “The Boundaries of the Soul” (Reserve Article)
Week Four	
Feb. 28	Defining Pastoral Care and Counseling—Historical Overview READ: Oden, <u>Classical Pastoral Care</u> , Vol 3. Pgs.5-47, 74-80, 109-140, 141-159, 186-199, 211-217, 221-225, 226-230, 266-293.
Mar. 2	Defining Pastoral Care and Counseling READ: Benner, <u>Strategic Pastoral Counseling</u> (Chap 1-3) Nichols, <u>The Lost Art of Listening</u> Engaging in a Healing, Helping Dialogue in Care and Counseling (Part One)

Week Five

- Mar. 7 Engaging in a Healing, Helping Dialogue in Care and Counseling (Part Two)
READ: Benner, Strategic Pastoral Counseling (Chap 4-5)
- Mar. 9 Skills Practice: Listening Through Attending
Skills Practice: Active Listening/Reflecting

Week Six

- Mar. 14 Relating as Pastor in Church Family System
READ: Steinke, How Your Church Family Works
Rhode, “Dealing With Conflict and Confrontation”
(Reserve Article)
Parrott, High-Maintenance Relationships (Reserve
Articles, “The Critic”, “The Gossip”, “The
Backstabber”)
- Mar. 16 Relating as Pastor to Dying, Death and Grief
FILM: “Walk Me To The Water”
READ: Dinkins & Losoncy, “Grief” (Reserve Article)
Kuenning, Helping People Through Grief
“Seasons of Our Grief” (Handout)

Week Seven

- Mar. 21 Relating as Pastor to Dying, Death and Grief
READ: “Theological Response to the Problem of
Suffering and Pain” (Handout)

Mar. 23 **MID-TERM EXAM**

Week Eight

- Mar. 28 Relating as a Pastor in Dealing with Depression
- Mar. 30 Relating as a Pastor In Times of Crisis
READ: Switzer, The Minister As Crisis Counselor (Chaps
1-3) (Reserve Book)

Week Nine

April 4 Skills Practice: Grief Management
Skills Practice: Depression and Suicide Potential

April 6 Skills Practice: Crisis Management
Relating as a Pastor in Visitation

Week Ten

SPRING READING WEEK

Week Eleven

April 18 Developing a Vision For Lay Involvement in
Congregational Care
READ: Steinbron, The Lay-Driven Church

April 20 Implementing a Vision For Lay Involvement in
Congregational Care
READ: “Take This Path ...” (Handout)
Zwart, Palmer, Strawn, Milliron & Brown, “The
Impact of Lay Pastoral Telecare on the Spiritual
Well-Being of Church Attenders” (Reserve Article)

Week Twelve

April 25 Relating as a Pastor in Marital Preparation (Part One)
READ: “Mentors, Marriage” (Reserve Article)
“Samaria Premarital Covenant Materials” (Reserve
Articles)

April 27 Relating as a Pastor in Marital Preparation (Part Two)
Relating as a Pastor in Marriage Counseling (Part One)

Week Thirteen

May 2 Relating as a Pastor in Marriage Counseling (Part Two)

May 4 Skills Practice: Marriage Counseling

