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PC 510 The Servant as Pastoral Care Giver

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ASBURY THEOLOGICAL SEMINARY

**A Syllabus and General Guide for
PC510: The Servant as Pastoral Care Giver**

J –Term 2008

January 22-26

**(Note: Monday, January 21 is a Martin Luther King, Jr. holiday. Classes will start
Tuesday, 8:00-5:00 and finish at noon on Saturday.)**

Prepared by

Burrell D. Dinkins, Th.D.

“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 may surprise you. Most students are interested in learning what to do and what to say in pastoral care and counseling situations. At first they are disappointed, or confused when they discover very little about doing or saying; rather it is more about thinking like a pastor and becoming a person who communicates a pastoral presence. You will be learning about the unique role of a pastor and the basic kinds of personal and collective concerns that pastors typically encounter. The primary modes of care to be examined are narrative pastoral conversations and the general care of persons by pastors and the community of faith.

II. General Goals

Before you take this course you should know my goals, hopes and dreams for you as a student of pastoral care and counseling. I want to help you to:

1. Learn how to think and act like a pastor.
2. Understand some of the basic principles of listening, empathic responding and conversing as a pastor.
3. Integrate ideas from other theological studies through reflection upon specific acts of ministry.
4. Identify personal issues that may potentially strengthen or harm your ministry.
5. Discover models for recruiting, training and supervision of lay caregivers.
6. Establish healthy personal boundaries and ethical behaviors.

III. Objectives of the Course

Framing Objective: My objective is to help you cultivate the habit of thinking like a pastor in your interactions with people during times of caring for them 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 personal care and counseling.
2. Plan for care and counseling from specific case examples.
3. Critically reflect on pastoral care and counseling issues.
4. Give critical, yet caring, comments to the ideas of class colleagues.

B. **Express** orally in class peer counseling sessions the use of basic listening skills and the art of hosting a pastoral conversation.

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 ability to raise critical questions and make helpful and insightful responses to the work of others.

IV. Prerequisites for PC510

Upon admission to the seminary no prerequisites for CO510 are required. This course is foundational for further classes in pastoral care and counseling.

V. Special Assignments

- A. Comprehensive Summary of Class Learning. You will write a ten to twelve page summary of what you learned from all sources in this class about pastoral counseling, pastoral care, working with colleagues, and yourself. Integrate this with theological reflections. Choose a theme to tie together the various readings and class sessions. A possible theme may be: "A week in the life of pastor Kelly.

Length: The body of the paper should be 14-16 pages. This does not include footnotes, bibliography and appendixes.

Class credit: 70% of the final grade.

Due: via. E-Mail attachment by 12:00 A. M. Monday. February 4.

B. Reading Assignments:

You are required to read a minimum of 1,500 pages. International students may request a reduced reading assignment. Keep a careful record of your reading. Add up and total the number of pages. You do not need to account for the amount of clock time you read. Forty pages of reading may be credited for each hour of audio and videotapes. Turn in the report with the Comprehensive Summary of Class Learning paper.

Due. 12:00 A M. Monday, February 4: Course Credit: 30% for 1,500 pages read. Missing reading reports will result in a 30% reduction of total grade.

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.

C. Required Reading:(Note: You will be wise to complete all your required reading before classes begin. You will have only a week after classes end to complete your comprehensive paper and submit your reading report.)

1. Dinkins, Burrell . *Narrative Pastoral Counseling*.
2. Shelly, Judith Allen. *Spiritual Care: A Guide for Caregivers*.
3. Frederic, Harold. *The Damnation of Theron Ware*.
(I suggest that you read this novel as soon as possible.)
4. Kollar, Charles Allen: *Solution-Focused Pastoral Counseling*
(This is our basic text for the theory and practice of pastoral counseling)
5. Kuenning, Delores. *Helping People Through Grief*.
(Many students find this to be a very emotional book. You may want to read a few chapters at a time.)
6. Nichols, Michael P. *The Lost Art of Listening*: (This is the best book available for learning how to really listen and to discover why listening is so difficult to do. Married students should say to their spouse that the professor wants him/her to read this book.)

B. Recommended Readings:

Cappa. *Biblical Approaches to Pastoral Counseling*.

Eppley/Melande. *Starting Small Groups and Keeping Them Going*

Gerkin, Charles. *An Introduction to Pastoral Care*.

Goleman. *Emotional Intelligence*.

Hartman, Olov. *Holy Masquerade* (Read with *The Damnation of Theron Ware* (on reserve))

Haugh, Kenneth. *Christian Caregiving*.

Icenogle, Gareth Weldon. *Biblical Foundations for Small Group Ministry*.

Patton, John. *Pastoral Care In Context*

Seamands, David. *The Healing of Damaged Emotions*

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

Switzer, David. *The Minister As Crisis Counselor*

VI. Course Procedures: The size of a required class necessitates the use of mostly lecture method of teaching. Where appropriate, interactive class activities, class discussions, film, role-play, interviews, and guest lecturers will be utilized to communicate and integrate the subject matter of the course. Reading, writing, peer discussions, research 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. The paradox of this course is the contrast between conflicting expectations. I teach counseling from a not-knowing perspective; yet I am required to give grades based upon what you do know and accomplish. All students begin with a grade of A. It is up to each person to demonstrate that this grade is not merited. Ways for doing this are: (1) not doing assignments or completing them after the deadline; (2) completing assignments below the quality level of a graduate student (3) failing to demonstrate knowledge and practice of care and counseling skills.

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 questions.
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.
7. maintain an ethical use of print and media resources. www. Search engines provide access to research information that can easily be copied in research papers. Software

programs also make it easier for instructors to discover plagiarized papers. Resist the temptations to plagiarize. Good grades are not worth the loss of your integrity.

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:

Comprehensive and Integrative Summary of Class Learning 70%

Reading Report : 1,500 pages (international students 1200 pages) 30%

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

Note: Turning in assignments after the time indicated will result in a failing grade.

D. Incomplete grades. An incomplete will be given only in the case of severe illness or other extreme circumstances. Please be aware that the final decision on receiving permission for an incomplete grade belongs to the Assistant Provost.

E. Course Evaluations: I welcome your observations on how well this course is proceeding. When necessary, we will make mid-course corrections to get as much benefit from the class as possible. If you do not understand something please ask me. There will be a formal opportunity for you to confidentially evaluate the course and me at the end of the semester. I value your participation in the improvements to my teaching and the subject matter taught. Please take this request seriously and approach the opportunity prayerfully and honestly.

“You are your own best teacher. How well you do in school, how much you learn and the grades you get are entirely up to you.”

Adam Robinson
What Smart Students Know

VIII. Contact Information

My E-mail address is burrell_dinkins@asburyseminary.edu

My home phone is 404-373-3220. (No calls, except emergencies, after 9:30 pm.)

IX. Class Schedule *

<u>Date</u>	<u>Units of Class Sessions and Reading Assignments</u>
Tu. Jan. 22	Orientation to The Servant As Pastoral Care Giver Organization of class support teams and research projects Assumption about counseling Counseling skill practice A biblical understanding of pastoral care and counseling Counseling skill practice A theological understanding of pastoral care and counseling Read and be prepared to discuss: <u>The Damnation of Theron Ware</u>
Wed. Jan. 23	Pastoring in times of suffering. Film: "Pastoring Sick and Dying People" Read: <u>Helping People Through Grief</u> Issues in Death and Dying Making difficult ethical decisions The Caring Community Counseling skill practice
Th. Jan. 24	The art of asking good questions. Counseling skill practice Pre-marital Counseling Skill Practice Session Marriage Counseling
Fri. Jan. 25	Spiritual Care Counseling skill practice Read: <u>Spiritual Care</u> Becoming a solution oriented pastoral counselor Film: "Irreconcilable Differences"

Sat. Jan. 30

Pastoral Visitation
Visiting skill practice

Boundaries and Self Care

(Note: The instructor reserves the right to change this schedule of class topics and assignments any time during the semester.)