

1-1-2009

## PC 510 The Servant as Pastoral Care Giver

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### Recommended Citation

Gatobu, Anne, "PC 510 The Servant as Pastoral Care Giver" (2009). *Syllabi*. Book 2579.  
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## Syllabus

**Course:** PC510 O1 (SP 2009)

**Title:** Servant As Pastoral Care-Giver

**Hours:** 3.00

**Published:** Yes, on 02/11/2009

**Prerequisites:**

*None*

**Department:** Pastoral Care

**Faculty:** Dr. Anne Gatobu



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### Meetings:

During 02/09/2009 to 05/22/2009 on Thursday from 2:30p to 5:15p in EXLEXL.

**Maximum Registration:** 15

**Catalog Description:** Undertakes the task of forming pastoral care givers who focus on the value of persons and their relationships, who know the history of pastoral care, the major therapeutic models, and the application of biblical principles to pastoral care and counseling, with the result that they can identify basic human problems and respond appropriately through pastoral care and counseling.

## Objectives:

### COURSE DESCRIPTION:

This course is about pastoral care in at least two senses. First, the ability of pastors to care for their own lives is foundational. Second, the ability to provide spiritual and whole-person care for other persons is no less essential and linked to the first. Traditionally, pastoral care is largely understood in the latter sense. That incomplete understanding is unfortunate since the ability to care for others is partly based on competence in self-care. Thus, this course begins with an emphasis on personal care. This theme shall be revisited throughout the semester in various forms. 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. You will also learn about the unique role of a pastor and the basic kinds of personal and collective concerns that pastors typically encounter.

### GENERAL GOALS:

Develop and incorporate an understanding of pastoral care as a valid component of ministry, foundational to caring for others.

Identify personal issues that may potentially strengthen or harm one's ministry.

Establish healthy personal boundaries and ethical behaviors.

Learn how to think and act as a pastor – one who creates the present conditions for God to move.

Integrate learning from other theological studies through reflection upon specific acts of ministry.

Understand and practice some of the basic principles of listening, empathic responding and conversing as a pastor.

Discover models for recruiting, training and supervision of lay caregivers.

Provide a service to persons interested in ministry within a congregational community.

## **STANDARDS**

For successful completion of this course you will be expected to:

1. Think pastorally from a biblical, theological and behavioral science perspective about care of self and others.
2. Know and use listening skills, reflective questions. Develop pastoral action plans for self and others.
3. Learn cooperatively and collaboratively. Participate in community-based learning.
4. Apply learning to the practice of ministry. Provide quality-learning opportunities for others.
5. Analyze assumptions of theories and practices of pastoral care and counseling.
6. Acquire information about Internet resources for pastoral care ministry. Provide reliable information for others.

## **Required Texts:**

1. Haugh, Kenneth C. Christian Caregiving: A Way of Life. Minneapolis: Augsburg, 1984.
2. Headley Anthony, Reframing Your Ministry: Balancing Professional Responsibilities & Personal Needs. Indiana; evangel Publishing House, 2007.
3. Kollar, Charles Allen: Solution-Focused Pastoral Counseling. Grand Rapids, Michigan: Zondervan, 1997
4. Kuenning, Delores. Helping People Through Grief. Minneapolis, Bethany House Publishers.
5. Nichols, Michael P. The Lost Art of Listening. New York, Guilford Press, 1995.
6. Seamands, S. A. (2005). Ministry in the Image of God: The Trinitarian Shape of Christian Service. Downer's Grove, IL: Intervarsity Press.
7. Steinke, Peter. How Your Church Family Works: Undersatnding Congregation as Emotional Systems. Herndon, Virginia; The Alban Institute, 2006

## **Recommended Texts:**

1. Fortune Marie. Is Nothing Sacred. eugene, Oregon: Wipf & Stock, 2008
2. Frederic, Harold. The Damnation of Theron Ware
3. Hunter Rodney, Gen. Ed. Dictionary of Pastoral Care and Counseling: (On Reserve: See class dates for specific readings) Pastor, Pastoral Care of, pp. 830- 832; Burnout, pp. 112-113; Prayer and worship life, Pastor's, pp. 939-940; Identity, Pastoral pp. 567-568; Pastoral Theology pp. 867-872; Pastoral Theological Methodology pp. 862-864; Pastoral Care and Counseling p. 845; Pastoral Care pp.832- 836; Pastoral Counseling pp. 849-854; Clergy, Empirical studies of, pp. 171-175; Cross-Cultural Pastoral Care pp. 251-252; Cultural and Ethnic Factors in Pastoral Care pp. 253-254.
4. Headley Anthony, Achieving Balance in Ministry, 1999.
5. Patton, John. Pastoral Care In Context. Louisville, KY: Westminster/ John Knox, 1993
6. Stone, Howard W. Theological Context for Pastoral Care Giving. New York: Haworth Pastoral Press, 1996.
7. Switzer, David. The Minister As Crisis Counselor. Nashville: Abingdon Press, 1974
8. Wimberly, Edward. Using Scripture in Pastoral Counseling

## Course Requirements:

### 2. Self-Reflection Exercise (in format of Letters to the Professor): - 40 points

1. Definition: Letters to the Professor are opportunities for you to expand your self knowledge through earnest reflection, by putting into written form the thoughts, experiences and questions regarding a particular subject that concerns self and/ or care of others. Present it as an interactive engagement between the person writing the reflection and the professor.

2. **Subjects:** The letters are to be limited to subjects directly related to pastoral care and counseling. These subjects may be prompted by: 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 and theological issues you may be wrestling with. This is different from personal journaling, diary writing or blowing off steam.

### 3. Methodology:

1. Use personal pronouns: Referring to yourself as the writer use "I", "me" or "my", in all cases. Use "you" ONLY if 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.

4. Avoid words like: must, should, need to, ought to, have to or other moral imperatives that sound "preachy".

5. 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 question.

6. Write as specifically as possible. You may use the journalistic format of 'who', 'what', 'when', 'where', and 'how'.

7. Write for your own learning. The idea is not to impress the professor in any way about who you are, but to have a self search understanding of where you are and what direction of growth you may be requiring to be the best counselor you can be. 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 counseling skills and how these are developing (or not developing) throughout the coursework, are especially important in these letters.

8. Write regularly, so that you do not do a letter on one sitting. The letters to the professor are an investment in your education and life. They might become part of your ministry resource in the future! They take time, thought and energy each week

9. Length & number of reflection "letters": Total of four letters staggered through the quarter. 12 font size, double spaced, 8 1/2 x 11 paper about 2 –3 pages maximum per reflection. The quality of the letter will be more important than its length.

**Due Dates:** Reflections are due at the start of the class periods on the following days: **March 5; March 19; April 16; April 30.**

### 3. Team Research Paper Due date: Individual Paper due May 14 at beginning of class – (80 points total projects):

Definition: A team will comprise 3-5 persons 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 a 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.

**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. 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) in addition to scholarly sources.

Is thoroughly addressed by the team.

Is written in a well-constructed writing style with minimal errors in grammar and spelling.

- **The Closing Vignette** - Note: This is the only part of the paper that should be written by each individual participant and

which will be graded on an individual basis. It should not exceed 4 double spaced pages. This section should make practical use of the research in responding and in offering way forward with regard to the initial problem. It should bring closure to the team's work.

**NOTE:** When the team turns in the group paper, the team should provide a page noting the contribution of each team members to the project. If a team member has not adequately contributed, this should be noted. Grades may vary according to team evaluation reports and the closing vignette Section.

Each team will be responsible to hand in a copy of the research paper at the beginning of the team's presentation, except the "Closing vignette." Individual papers may be turned in on the day of group presentation or up to May 14

#### 4. Team Presentation (70 points):

The topic of your research project or a closely related topic will be focus of an evening workshop for the campus and local community. Your team will be responsible for creating a 1½ hour educational event with a special speaker or speakers, media, and resource packet for all in attendance. The course instructor will be available as needed to work with you on identifying a project subject. Your team will be responsible for all the creative and logistical work for this community service event. Your team will develop educational goals/objectives for the workshop, schedule an event venue at ATS (or within 20 miles of ATS community), create an advertising and marketing plan, coordinate planning with your speaker(s), host the event, and formally evaluate the event by survey.

***Students on Florida Campus have the option to either plan an event on campus along the given guidelines, or assemble a comprehensive project binder detailing what such an event would have looked like if they had actually put it on. Details and comprehensiveness of the binder would have to convincingly make up for the lack of the actual event. These efforts are to be co-ordinated with the professor.***

The planning and production of this community workshop will be graded according to the following criteria:

- Well-conceived pre-event vision, goals and objectives (15%)
- Well-coordinated pre-event administration and planning (35%)
- Well-executed advertising and marketing (15%)
- Well-evaluated event by speaker, attendees, and team (35%)

The team will create a three-ring binder to support the accomplishment of the above four objectives. This binder will be turned within a week of the completion of the workshop.

At the end of the presentation, the each member of the team should provide an email to the professor noting the contribution of each team members to the project. If a team member has not adequately contributed, this should be noted.

#### **Due dates: TBA according to event schedule.**

Please avoid and Easter weekend. (Your scheduling of the event should avoid traditionally school and community body "unavailable" days, and must be within the school semester calendar). Event dates must be given to the professor by Feb 26

**Attendance:** (10 points)

## Evaluation:

### GRADING

Your final grade will be computed from the point totals associated with the above class requirements. There are 200 total points possible. On the basis of this cumulative total, your final letter grade will be assigned as follows:

A: 93 - 100% = 186-200 points

A-: 90 - 93 % = 180-185 points

B+: 87 - 89.5% = 174-179 points

B: 83 - 86.5% = 166- 173 points

B-: 80 - 82.5% = 160-165 points

C+: 77 - 79.5% = 154 -159 points

C: 73 - 76.5% = 146 -153 points

C-: 70 - 72.5% = 140 -145 points

D+: 67 - 69.5% = 134 - 139 points

D: 63 - 66.5% = 126 - 133 points

F 66 % and below = 132 points and less

### COURSE POLICIES

**Attendance.** Attendance is essential for understanding and processing the material. Students are expected to attend all class meetings; however, one unexcused absence will be permitted. Work that is missed due to any excused absence (hospitalization or serious illness, institutionally approved group event or travel, death or serious illness of a family member, or other unusual circumstance) will be permitted to be made up. Per ATS policy, appropriate written documentation should be provided. Submitted Written Papers.

- Paper Labeling. All papers should have your name and your SPO number on them.
- Format. All written material should be produced with a standard 12-point font, typed, double-spaced with a one-inch margin.
- Writing Quality. Grades for written material will be partially based on quality of writing, clarity of thought, and logical development.
- Form. Written materials may be submitted either in electronic or printed form by the due date. Electronic submissions should be Word documents or text documents attached to an email. A receipt will be sent via email; if you do not receive a receipt, check on your submission.
- Timeliness. Students should submit written material on time; late papers will not be graded.

**Self-Disclosure.** In class interactions, some self-disclosure and personal examination may occur; this should be kept appropriate to the classroom situation. These interactions fall under the umbrella of confidentiality and members will be expected to abide by this ethical standard.

**Academic Dishonesty and Student Behavior.** Students are expected to follow college policy with regards to issues of academic dishonesty (e.g. cheating, plagiarism) and proper conduct in the classroom. Any confirmed incident of cheating is grounds for failure in this course. Cheating includes passing off someone else's written work as one's own, as well as looking at someone else's test answers to formulate one's own test answer(s).

**Problems.** If you are having difficulty in this course for ANY reason, please speak to me as soon as possible.

**Special Needs.** All materials can be made available in alternate formats. Please inform me of any special needs you may have.

**Scheduling.** The instructor reserves the right to make modifications to the course schedule as necessary.

## Class Schedule:

Week 1      Feb 12 : Over view of Pastoral care

- Orientation to PC 510 Servant As Pastoral Care Giver
- Defining & Distinguishing Pastoral Care and Counseling

**READ: *Dictionary of Pastoral Care and Counseling. (On Reserve)*: Pastoral Care of, pp 830-832; Pastoral Care and Counseling p. 845. Pastoral Care pp. 832-836; and Pastoral Counseling pp.849-854**

**Week 2      Feb 19: Pastoral Identity & Foundations for Pastoral care**

- Pastoral Identity -Who am I?

**READ: *Dictionary of Pastoral Care and Counseling. (On Reserve)*: Identity, Pastoral pp. 567-568. Clergy, Empirical studies of, pp. 171-175**

- Personal Foundations for Pastoral Care
  - Self-Care
  - Burnout,
  - Prayer and worship life,

**READ: Anthony Headley - *Reframing your ministry: Balancing Professional Responsibilities & Personal Needs.***

**Also DPCC pp 112-113; Pastor's, pp 939-940.**

\*\*\* Post research Topics & Teams

**Week 3      Feb 26: Alternative to Burnout**

**Guest Speaker: Rev. Terry Farris**

-Shared Ministry- an alternative - to burnout; (Priesthood of all believers). From "my" ministry to "our" ministry, "my" church to "our" church. The Lay- Driven Church

**READ: *Christian Care-giving- A Way of Life***

\*\*\* Events date due from students.

**Week 4      March 5: Counseling skills**

- Active Listening Skills
- Attending Skills
- The art of probing: Learning to listen in pastoral conversations

**READ** and be prepared to discuss: *The Lost Art of Listening*

**Case Studies (???)**-Counseling skills practice of Listening

**\*\*\* Self Reflection #1 due**

**Week 5      March 12: Theology of Pastoral Care**

- Developing a theology for ministry, pastoral conversation.
  - Learning to think like a pastor: Theology from a pastoral care and counseling perspective.
- The Bible from a pastoral care and counseling perspective.

**READ** and be prepared to discuss: *Seamands: Ministry in the Image of God: The Trinitarian Shape of Christian Service, 2005*

**READ: Dictionary of Pastoral Care & Counseling: Pastoral Theology 867-872: Pastoral Theological Methodology pp. 862-864.**

pp.

**READ: *Using Scriptures in Pastoral Counseling. (On Reserve)***

**Week 6      March 19: Developing Theoretical base for Pastoral Care**

- Developing a theoretical perspective for Pastoral Care ministry.
- Systems Theory: How your church family works.

**READ** and be prepared to discuss: *How Your Church Family Works*

- Case Sample: Understanding Depression.

**\*\*\* Self Reflection #2 due**

**Week 7      March 26: Crisis Counseling**

- The six Step Model in Crisis Counseling
- The ABC Model in Crisis Counseling:
  - o **Video:** *The ABC Model* (Insight media)

**READ** and be prepared to discuss: *The Minister As Crisis Counselor*

**READ** and be prepared to discuss: *Solution-focused Pastoral Counseling*

Week 8      April 2      **READING WEEK**

Week 9      April 9 : Crisis Counseling Continued

- Domestic Violence
- Self Injury & Suicide

Week 10      April 16: Crisis Counseling continued

- Ministering during times of suffering.
- Grief Counseling
  - Video: *The Grieving Process* Insight media
  - Film: "Licensed to kill" -illustrating ways of grieving

**READ: Kuening Dolores: *Helping People Through Grief***

**\*\*\* Self Reflection # 3 due**

Week 11      April 23      **-Pastoral Visitation**

- Lectures: - Nursing homes
- Hospital

**-Group 1 & 2 class presentations**

**\*\*\* Group 1 & 2 Research papers due**

Week 12      April 30      **Pre-marital counseling**

- Lecture: Pre -marital counseling

**-Group 3 & 4 class presentations**

**\*\*\* Group 3 & 4 Research papers due**

**\*\*\* Self Reflection # 4 due**

**Week 13      May 7      -Marriage/ Marital Counseling**

-Pre-marital & Marriage counseling skills practice

- Group 5 & 6 class presentations

**\*\*\* Group 5 & 6 Research papers due**

**Week 14      May 14      -Crossing boundaries**

1). Betrayal by the Pastor

**READ: *The Damnation of Theron Ware.***

***Is Nothing Sacred?***

**Video - *Once you cross the line.***

2). Cross-cultural Issues in Pastoral Care and Counseling

Video - ***Cross-cultural issues***

**READ:** Dictionary of Pastoral Care and Counseling, Cross-cultural Pastoral Care pp. 251-252; Cultural & Ethnic Factors in Pastoral Care pp.253-254.

**\*\*\* All group Research project individual papers are due today at beginning of class**

**Week 15      May 21      Exam Week**