

**METHODIST THEOLOGICAL SCHOOL IN OHIO  
MASTER OF ARTS IN COUNSELING MINISTRIES**

PC 500 ~ INTRODUCTION TO PASTORAL CARE  
Spring Semester 2015  
Tuesday 2:00 p.m. – 3:30 p.m.  
Room L-200

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**Office Hours:** Tuesday 12:30 p.m. – 1:30 p.m., Wednesday 12:00 p.m. – 1:00 p.m.  
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**COURSE DESCRIPTION:**

This is an introductory course in pastoral care and counseling. It is designed to acquaint you with foundational issues in pastoral care, as well as expose you to the biblical, theological, and psychological bases for contemporary pastoral care. Attention will be given, throughout the course, to the personal, congregational, and social issues commonly encountered in the practice of ministry. Exercises for the development of self-awareness and professional skills necessary for pastoral care will be included. Skill practices will focus on theoretical and methodological concerns. The course will also explore how pastoral care engages in the struggle for social justice and peace.

Course methods will include assigned readings, class discussion, lectures by the instructor, writing projects, online resources and online forums.

**COURSE OBJECTIVES:**

1. To introduce participants to a lifelong model of learning about provision of pastoral care and about themselves as pastoral care professionals.
2. To teach specific pastoral skills in self-reflection, active listening for the purpose of entering into pastoral care relationships, the use of appropriate self-disclosure, and the maintenance of appropriate pastoral boundaries.
3. To strengthen the ability to employ Scripture, prayer, and theology helpfully in the practice of and reflection on pastoral care and counseling.
4. To facilitate integration of theological and psychological bases for pastoral care.

**REQUIRED TEXT:**

**Books:**

*People Skills*, Robert Bolton. New York: A Touchstone Book, 1979.

*The Practice of Pastoral Care*, Carrie Doehring. Louisville: Westminster John Knox Press, 2006.

*Pastoral Care: An Essential Guide*, John Patton. Nashville: Abingdon Press, 2005.

**Chapters (found in the Resource section of Sakai):**

*Basic Types of Pastoral Care and Counseling*, Chapters 5 and 12, Howard Clinebell. Nashville: Abingdon Press, 1984.

*Immunity to Change*, Chapter 2, Robert Kegan and Lisa Lagey. Boston: Harvard Business Press, 2009.

*Grief: Contemporary Theory and The Practice of Ministry*, Chapter 4, Melissa M. Kelley. Minneapolis: Fortress Press, 2010.

*The Fifteen Minute Hour*, Chapter 4, Marian Stuart and Joseph Lieberman. Philadelphia: Saunders, 2002.

*The Gift of Courage*, Chapters 1 and 3, James Wilkes. Philadelphia: The Westminster Press. 1981.

**Please see Student Handbook for sections providing policy details on the following:**

**ADA**—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

**Class attendance**—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. Students are provided one absence for personal and/or emergency reasons. A five (5) point grade deduction will be made for each class missed beyond one session.

**Electronic Devices**—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

**Human Subjects Research**—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

**Inclusive Language**—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

**Incompletes**—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

**Pass/Fail**—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of "pass" the student must do at least the equivalent of C minus work in the course.

**Plagiarism**—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the master's level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school's policy on Academic Misconduct found in the Student Handbook. If a student has questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school's writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.

### **COURSE REQUIREMENTS:**

1. Regular class attendance. *If it becomes necessary for you to be absent from a class please notify the instructor by phone or by email as soon as possible.* Absences that are not excused will usually be counted against the class participation portion of your grade. More than three unexcused absences will most likely result in failure for the course.
2. Active and respectful participation in class and online discussions. *This participation will constitute 10% of your final grade.*
3. Online attendance weekly as outlined in the syllabus and the Assignment section of Sakai. Each week will have a different assignment and instructions for response to peers. *It is important to remember that online work in Sakai is not homework – it is class work.* Homework assignments, such as required reading, are above and beyond Sakai online assignments. *Students will be responsible for online material and this material will be part of the final exam.* Online participation counts as an integral part of the 3-hour hybrid course sessions. Therefore, if students do not participate online, they will have a partial absence marked for the weekly class period.
4. *Thorough* reading of all assignments on time to facilitate in-class and online discussion. Attention to reading assignments will be assessed through the use of quizzes (4) and the final exam as well as class participation.
5. Completion of all written assignments as outlined in the syllabus. All written assignments should be posted on Sakai in Drop Box by **10:00 am** the day they are due. *Points will be deducted for late assignments.*
6. Periodic quizzes and final exam. Dates for quizzes found in the syllabus. Final exam on designated date during exam week.

### **ASSIGNMENTS:**

1. A verbatim account of a recent (within a month of writing the verbatim) pastoral care or caring conversation. *This is a word for word written account of a conversation. This verbatim is not a*

*transcript of a recorded conversation – do not record the conversation.* This conversation can be with a person in a ministry or counseling setting, a classmate or friend/acquaintance who agrees to assist with this assignment. Do not interview a family member. *It is not necessary that the conversation be of great depth or deal with “heavy” issues.* It is important, however, that the conversation permits you to demonstrate good listening skills. The *required* verbatim outline is found in the Resource section of Sakai. Grading for this verbatim *will not be based on* your ability to resolve the person’s problem or concern.

*Grading will be based on:*

- Your ability to demonstrate *basic* listening skills.
  - Your ability to provide process and pastoral assessments (see verbatim outline) with accuracy, clarity and depth.
  - Your ability to demonstrate an accurate/critical self-analysis (see verbatim outline) that reflects a reasonable depth of self-awareness.
  - Your ability to demonstrate clear/in-depth theological reflection.
  - The general investment in and attention to details of the assignment (for example, does the verbatim carefully follow the required outline of the verbatim format, is it well written, etc.).
- This assignment is to be submitted to the Drop Box in Sakai and is due on Tuesday, March 17 by 10 AM. Points will be deducted for late assignments.**

2. Professional interview with summary paper. In this assignment you will conduct an interview with a professional in your anticipated discipline. This interview and paper will follow the *required* outline found in the Resources section of Sakai. You are to then write a summary (not to exceed five typed single spaced pages) of the interview. Again, both the interview and the paper are to closely follow the *required* outline.

*Grading will be based on:*

- The general investment in and attention to details of the assignment (for example, did the interview cover all of the required interview questions and are all of these also addressed in the summary paper).
  - Clarity and organization of the summary paper including grammar, spelling and syntax.
- This assignment is to be submitted to the Drop Box in Sakai and is due Tuesday, April 28 by 10 AM. Points will be deducted for late assignments.**

3. Four quizzes taken in class on designated dates (see syllabus). These quizzes are designed to encourage accountability and to assess your attention to the reading assignments. The format will be short answer and/or multiple choice.
4. Final exam on designated date during exam week. This exam will consist of short answer, multiple choice and perhaps short (in class) essay items. You will be given a review sheet at least two weeks before the final exam. *The content for the final exam will be drawn from readings, in class lectures – including those by guest lecturers and online content.*

## **FINAL COURSE GRADES WILL BE BASED ON THE FOLLOWING:**

Class Participation:	10%
Quiz 1:	5%
Quiz 2:	5%
Quiz 3:	5%
Quiz 4:	5%
Verbatim:	20%
Professional Interview:	20%
Final Examination:	30%

A (100-94)	A- (93-90)	B+ (89-87)	B (86-84)	B- (83-80)	C+ (79-77)
C (76-73)	C- (72-70)	D+ (69-67)	D (66-64)	D- (63-60)	F (59 & below)

## **CLASS AND ONLINE SCHEDULE**

### **February 3:** Introduction to the course and one another

#### Required readings for the week of February 3:

- Patton: Introduction and chapters 1 through 3 (pp. 1 through 48)
- Doehring: Introduction and chapters 1 and 2 (pp. 1 through 34)

#### Online class for the week of February 3: Why aren't we more compassionate?

View the TED Talk: Daniel Goleman – “Why Aren't We More Compassionate?”

[http://www.ted.com/talks/daniel\\_goleman\\_on\\_compassion.html](http://www.ted.com/talks/daniel_goleman_on_compassion.html)

- Write/post (in the “forum” section of Sakai) an answer to each of the questions below. Your post should be around one to two paragraphs for each question. Then provide a written response to the postings of *at least* two members of your group. Please be considerate and post your comments by Saturday at 6 PM so that your group members have time to respond by Monday.
- How does Goleman answer his question and what implication might this have for your ministry?
- What other barriers or limits to the expression of compassion within parish ministry (or other chosen calling) can you identify?

### **February 10:** Pastoral Care: The Foundation

#### Required readings for the week of February 10:

- Bolton: Introduction and chapters 1 through 6 (pp. 1 through 88)

#### Online class for the week of February 10: The courage to be vulnerable

Listen to the *On Being* Interview: Brene Brown – “The Courage to be Vulnerable” – Part I (*first 26 minutes of interview*)

<http://www.onbeing.org/program/brene-brown-on-vulnerability/4928>

- Write/post (in the “forum” section of Sakai) an answer to each of the questions below. Your post should be around one to two paragraphs for each question. Then provide a written response to the postings of *at least* two members of your group. Please be considerate and post your comments by Saturday at 6 PM so that your group members have time to respond by Monday.
- What connections, if any, can you draw between Brown’s discussion and the concepts discussed in the February 4<sup>th</sup> and 11<sup>th</sup> in-class sessions?
- Brown discusses the spiritual issue of meaning. Summarize her perspective. How does her understanding speak or fail to speak to your understanding or experience of meaning?

## **February 17:** Listening Skills

Required readings for the week of February 17:

- Bolton: chapter 7 (pp. 89 through 113)
- Doehring: chapter 3 (pp. 35 through 46)

Online class for the week of February 17: The courage to be vulnerable

Listen to the *On Being* Interview: Brene Brown – “The Courage to be Vulnerable” – Part II (*second 25 minutes of interview*)

<http://www.onbeing.org/program/brene-brown-on-vulnerability/4928>

- Write/post (in the “forum” section of Sakai) an answer to each of the questions below. Your post should be around one to two paragraphs for each question. Then provide a written response to the postings of *at least* two members of your group. Please be considerate and post your comments by Saturday at 6 PM so that your group members have time to respond by Monday.
- What is Brown’s understanding of how we find/nurture hope and how might that influence your approach to pastoral care? Note: you are free to disagree with Brown.
- This segment refers to the origins of compassion and the “center of spirituality.” Summarize your understanding of this material. How is this material consistent or inconsistent with your theological understanding?

## **February 24:** Understanding and Using Stories in Pastoral Care

Required readings for the week of February 24:

- Doehring: chapter 5 (pp. 65 though 95)
- Patton: chapter 4 (pp. 49 through 60)

Online class for the week of February 24:

TBD by guest speaker

**First quiz: covers readings since February 3**

**March 3:** Understanding Grief Dynamics

Required readings for the week of March 3:

- Doehring: chapter 7 (pp. 111 through 132)
- Kelly: chapter 4 (pp. 71 through 94 – found in “Resource” section of Sakai)

Online class for the week of March 3: Death and dying – dying well

Listen to the *On Being* Interview: Dr. Ira Byock, MD – Part I (*first 21 minutes of the interview*)

<http://www.onbeing.org/program/contemplating-mortality/11072013>

- Write/post (in the “forum” section of Sakai) an answer to each of the questions below. Your post should be around two to three paragraphs. Then provide a written response to the postings of *at least* two members of your group. Please be considerate and post your comments by Saturday at 6 PM so that your group members have time to respond by Monday.
- Describe Dr. Byock’s understanding of “dying well.” How does this speak to you personally and/or professionally?
- What are Dr. Byock’s “four things that matter most” (the eleven words)? How did this speak to you personally or professionally?
- What does the interview describe as the nature of forgiveness? How does this fit (or fail to fit) with your understanding of forgiveness?

**March 10:** Understanding Grief Dynamics

Required readings for the week of March 10:

*Note: these three readings are going to be the basis for the Online class next week – the week of March 18.*

- Kegan and Lahey: Chapter 2 (pp. 31 through 60 found in the Resource section of Sakai)
- Stuart and Lieberman: Chapter 4 (pp. 46 through 65 found in the Resource section Sakai)
- In a Biblical translation of your choice: Acts 9: 1 - 22 and Romans 7: 14 - 25

Online class for the week of March 10: Death and dying – dying well

Listen to the *On Being* Interview: Dr. Ira Byock, MD – Part II (*second 25 minutes of the interview*)

<http://www.onbeing.org/program/contemplating-mortality/11072013>

- Write/post (in the “forum” section of Sakai) an answer to each of the questions below. Your post should be around one to two paragraphs. Then provide a written response to the postings of *at least* two members of your group. Please be considerate and post your comments by Saturday at 6 PM so that your group members have time to respond by Monday.
- What is Dr. Byock’s understanding of spirituality? How does this inform, connect or fail to connect with your understanding?

### **March 17:** Depression/Suicide – Guest Lecture

**ASSIGNMENT DUE Monday, March 17 by 10 AM: Verbatim:** Post on Sakai in Dropbox by 10:00 AM on March 17.

Required readings for the week of March 17:

- Doehring: chapter 6 (pp. 97 through 110)
- Patton: chapter 7 (pp. 89 through 102)

Online class for the week of March 17: How people change – or fail to change.

- Write/post (in the “forum” section of Sakai) an answer to each of the questions below. Your post should be around two to three paragraphs. Then provide a written response to the postings of *at least* two members of your group. Please be considerate and post your comments by Saturday at 6 PM so that your group members have time to respond by Monday.
- Often counseling that is offered to people in need largely takes the form of advice giving. *Based on the readings from the week of March 11*, how would you assess the effectiveness of advice giving in pastoral care and counseling? Back your answer up by drawing on the readings. How did your readings inform your understanding of how people change?
- Acts and Romans describe two experiences that Paul had – his conversion and his struggle to change (“For I do not do what I want, but I do the very thing I hate.”). *Based on your theology*, how do people change or what is going on when people struggle to change? Do our readings shed any light on these change experiences?

### **Second quiz: covering readings since March 3**

### **March 23 – April 3: Mid-Term Recess and Holy Week Break (No Class meetings)**

### **April 7:** Understanding Family Dynamics and Conflict Resolution

Required readings for the week of April 7:

- Patton: chapter 6 (pp. 75 through 87)



- Bolton: chapters: 12 through 15 (pp. 205 through 274)

Online class for the week of April 7: Your style under stress.

Complete the online assessment on the Vital Smarts website – “Your Style Under Stress Assessment.”

<http://www.vital-smarts.com/styleunderstress/>

(Note: this website/assessment is designed, in part, to promote the book *Crucial Conversations* by Patterson, Grenny, McMillan and Switzler. *Crucial Conversations* is a good resource for conflict resolution and recommended (*not required*) reading if you feel a need for growth in this area.). I suggest that you complete this assessment reflecting about relationships that tend to be challenging for you. You may complete the assessment more than once – relating it to different relationships. Once you have completed the assessment, please answer the following questions:

- Did the results surprise you?
- What areas of growth does the assessment point to? Is it your sense that these growing edges have a negative impact on your relationships and, if so, how?

Note: Given the request for a more personal level of reflection, you are asked to write your two to three paragraph response and post it to the Drop Box in Sakai. Additionally, you may also choose to post additional comments to the forum section of Sakai and respond to other class members who also choose to post. *This latter posting is optional.*

## **April 14: Domestic Abuse – Guest Lecture**

Required reading week of April 14:

- Clinebell: chapter 5 (pp. 103 through 135 – found in “Resource” section of Sakai)
- Doehring: chapter 8 (pp. 133 through 142)
- Patton: chapter 8 and A Final Reflection (pp. 103 through 118)

Online class for the week of April 14: Why domestic violence victims don’t leave.

View the TED Talk: Leslie Morgan Steiner – “Why Domestic Violence Victims Don’t Leave”

[http://www.ted.com/talks/leslie\\_morgan\\_steiner\\_why\\_domestic\\_violence\\_victims\\_don\\_t\\_leave.html](http://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_don_t_leave.html)

- Write/post (in the “forum” section of Sakai) an answer to each of the questions below. Your post should be around two to three paragraphs. Then provide a written response to the postings of *at least* two members of your group. Please be considerate and post your comments by Saturday at 6 PM so that your group members have time to respond by Monday.
- What (if anything) did Leslie’s story teach you about domestic violence?
- What is Leslie’s answer to the question: “Why domestic violence victims don’t leave?” How might her answer influence your pastoral care to victims of domestic abuse?
- What is Leslie’s request of us and how might you see that happening in your life or ministry? (Note: This invites you to explore how pastoral care engages in the struggle for social justice and peace.)

## **April 21:** Chemical Dependency – Guest Lecture

### Required readings for the week of April 21:

- Bolton: chapters 8 through 11 (pp. 115 through 202)

### Online class for the week of April 21: Premarital and grief counseling

Dialogue growing out of professional interviews (*Note: Do not include the name of the professional you interviewed in the forum post/dialogue.*). Please be considerate and post your comments by Saturday at 6 PM so that your group members have time to respond by Monday.

- *If you interviewed an ordained person* who performs weddings and conducts funeral services, post a brief overview of how he or she provides premarital *and* grief counseling (especially any follow up counseling he/she provides in grief counseling). You should be able to largely draw this from your written paper assignment. However, limit your Sakai posting to no more than two paragraphs for each type of counseling (That is, two paragraphs for premarital counseling and two paragraphs for grief counseling – a total of no more than 4 paragraphs).
  - After your posting, review at least 4 to 5 (you can review more posts if you desire) other posts that describe premarital/grief counseling. *Respond to the 2 that you felt provided the most effective approaches to premarital and grief counseling:* Questions to consider in your responses: What did you like about the approaches? What might be the limitation to the approaches? If you are married and/or have lost a loved one to death, how do the approaches you read about compare to your personal experience? How might the approaches you reviewed have helped you or your family?
- *If you did not interview an ordained person*, please post an answer to these questions: As a person who is not ordained, how did the counselor see the spiritual dimension of his or her work? What is the most important/helpful lesson she or he taught you about developing your skills as a counselor and/or entering the profession?
  - After your posting, you may respond to the postings on premarital/grief counseling as instructed above *or* respond to others who did not interview ordained persons: Respond to 2 persons who interviewed non-ordained persons. Questions to consider in your responses: How does the description around the spiritual dimension of counseling inform your understanding of spirituality in counseling by persons who are not ordained? What did you learn about preparing for or entering the counseling profession?

### **Third quiz: covering reading material since April 7**

## **April 28:** Pastoral Assertiveness and Confrontation

**ASSIGNMENT DUE Monday, April 28 by 10 AM: Professional Interview:** Post on Sakai in Dropbox by 10:00 AM on April 28.

### Required readings for the week of April 28:

- Doehring: chapter 4 (pp. 47 through 63)
- Lynne Forest: “The Three Faces of Victim” online article:  
<http://www.lynneforrest.com/articles/2008/06/the-faces-of-victim/>

## Online class for the week of April 28: Pastoral Assertiveness

In the Resource sections of Sakai you will find two case examples adapted from David Augsburger's *Anger and Assertiveness in Pastoral Care*, pp. 46-49. For *each example* make a list of "a" through "d" and decide whether the response option given is: assertive, nonassertive, aggressive or nonaggressive. Also, describe your reasoning for each response. For example:

Case One:

A: I see this response as assertive because....

B: I see this response as nonassertive because....

C: I see this response as aggressive because....

Finally, review the postings for *at least* two group members and see if they are in agreement with your responses. (Please be considerate and post your comments by Saturday at 6 PM so that your group members have time to respond by Monday.) *If they are not in agreement*, write the reasons you disagree with their response. For example:

Case One:

I disagree with your description in case one response "B" as assertive because....

## **May 5:** Relationship Triangles and Ethical Issues in Pastoral Care

### Required readings for the week of May 5:

- Read the following articles on Cultural Humility (though written for the medical community the lessons are applicable to pastoral care and counseling):

<http://www.cahealthadvocates.org/news/disparities/2007/are-you.html>

[http://communitypartners.org/TCWF/HA2013/Cultural\\_Humility\\_article.pdf](http://communitypartners.org/TCWF/HA2013/Cultural_Humility_article.pdf)

- Wilkes: chapters 1 and 3 (pp 15 through 35 and 55 through 73 – found in "Resource" section of Sakai). *Note: this reading will form the basis of the May 13 online class assignment.*

### Online class for the week of May 5: Cultural Humility

Cultural Humility: View YouTube video on Cultural Humility:

<http://www.youtube.com/watch?v=SaSHLbS1V4w>

- Write/post (in the "forum" section of Sakai) an answer to each of the questions below. Your total post should be around two to three paragraphs. Then provide a written response to the postings of *at least* two members of your group. Please be considerate and post your comments by Saturday at 6 PM so that your group members have time to respond by Monday.
- From your reading *and* the video, how would you define culture?

- From your reading and the video, how do you understand the distinction between cultural humility and cultural competence? What is your thinking: is this a helpful or unhelpful distinction?
- Identify and name a few of your own cultural and/or family beliefs and values? How might these inform either the counseling you provide or the counseling you receive?

## **May 12: Hospitalized patients/Self-care and Empowerment**

### **Required reading week of May 12:**

- Clinebell: chapter 12 (pp. 310 through 321—found in “Resource” section of Sakai)
- Doehring: chapter 9 and Conclusion (pp. 143 through 170)

### **Online class for the week of May 12: Theological Reflection**

*Recalling the Wilkes reading from the week of May 6, please write/post (in the “forum” section of Sakai) an answer to each of the questions below. Your post should reflect insights from the Wilkes reading and should be around one to two paragraphs. Then provide a written response to the postings of *at least* two members of your group. Please be considerate and post your comments by Saturday at 6 PM so that your group members have time to respond by Monday.*

- What is Wilkes understanding of evil?
- What does Wilkes mean by the “gift of courage?” That is, why is courage important in the life of faith?
- Thinking about this course (PC 500) as a whole, how has the course influenced your way of thinking theologically or your theology?

### **Fourth quiz: covering readings since April 28**

## **May 19 – Final Exam – same time and location as regular class session**