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PC 510 The Servant as Pastoral Care Giver

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THE SERVANT AS PASTORAL CAREGIVER

PC 510 (3 Hours)

Tuesday/Thursday 1:00-2:15 PM

Professor: Stephen P. Stratton, Ph.D.

Office Location: Stanger 413, 859-858-2289

Office Hours: By Appointment

Email: steve_stratton@asburyseminary.edu

REQUIRED READING

Benner, D. G. (2003). *Strategic Pastoral Counseling, 2nd Ed.* Grand Rapids, MI: Baker.
(This book is our basic text for the theory and philosophy of pastoral counseling.)

Carkhuff, R. R. (2000). *The Art of Helping in the 21st Century, 8th Ed.* Amherst, MA:
Human Resource Development Press.

(This book is our basic text for micro skills of pastoral counseling.)

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

Kuenning, D. (1987). *Helping People through Grief.* Minneapolis: Bethany House.

(Many students find this an emotional book. You may want to read a few chapters at a time.)

Seamands, S. A. (2005). *Ministry in the Image of God: The Trinitarian Shape of
Christian Service.* Downer's Grove, IL: Intervarsity Press.

(This book helps build our theological foundation for pastoral service.)

Steinborn, M. J. (1997). *The Lay Driven Church: How to Empower the People in Your
Church to Share in the Task of Ministry.* Eugene, OR: Wipf and Stock.

Steinke, P. L. (1993). *How Your Church Family Works.* The Alban Institute

(Read this as soon as possible. We will use it early in the semester.)

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

1. Develop and incorporate an understanding of pastoral care as a valid component of ministry, foundational to caring for others.
2. Identify personal issues that may potentially strengthen or harm your ministry.

3. Establish healthy personal boundaries and ethical behaviors.
4. Learn how to think and act as a pastor – one who creates the present conditions for God to move.
5. Integrate learning from other theological studies through reflection upon specific acts of ministry.
6. Understand and practice some of the basic principles of listening, empathic responding and conversing as a pastor.
7. Discover models for recruiting, training and supervision of lay caregivers.
8. 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.

REQUIREMENTS

1. Readings (50 points)

You are required to read a minimum of 2000 pages, including your text material. As evidence of this reading, you should complete a bibliography noting author, title, the amount of pages read (not skimmed) from each book, and then a total number of pages completed. Your report should be turned in by Dec. 8 at 4:00 PM.

When you read, keep an open mind and pay attention to the authors' thoughts and concepts but be also critical. 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

The following are suggestions for further reading:

- Eppley/Melande. *Starting Small Groups and Keeping Them Going*
- Frederic, Harold, *The Damnation of Theron Ware*
- Hands, Donald, & Fehr, Wayne. *Spiritual Wholeness for Clergy*
- Hartman, Olov. *Holy Masquerade* (Read with *The Damnation of Theron Ware*) (on reserve)
- Haugk, Kenneth. *Christian Caregiving: A Way of Life*
- Mosley, E.E. *Priorities in Ministry*.
- Nichols, Michael, *The Lost Art of Listening*.
- Patton, John. *Pastoral Care In Context*
- Peterson, Eugene. *Working the Angles*
- Rhode, Helga. “*Dealing with Conflict and Confrontation*” (library reserve). Film also available.
- Sapolsky, Robert, *Why Zebras Don’t Get Ulcers*.
- Seamands, David. *The Healing of 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*

The following articles are also on reserve in the library:

- Addictions: Sexual
- Addictions: Church Professionals and Work Addiction
- Burnout: Clergy Burnout
- Clergy Sexual Misconduct: The Prevalence and Contributing Factors of Sexual Misconduct among Southern Baptist Pastors in Six Southern States
- Clergy Marriage: Clergy Divorce Spills into the Aisle
- Pastoral Counseling: “Sex in the Parish”
- Boundaries: “Sex in the Parish”

- Boundaries: Sexual Exploitation
- “Saying No”
- Mentors, Marriage
- Boundaries: “Incest and Clerical Relationships”
- Boundaries: Dialogical Reflections
- Boundaries: “Conduct Unbecoming a Preacher”
- Dual Clergy Couples: Handling Greedy Clergy Roles: A Dual Career Example
- Stress: Clergy Under Siege
- Stress: Pastors under fire: A personal report
- Boundaries: “Good Fences Make Good Pastors”
- Boundaries: “Why Adulterous Pastors Should Not Be Restored”
- Boundaries: Safety in the Therapy Hour
- Pastoral Counseling: Professional and Ethical Issues
- Pastoral Counseling: Confidentiality and the Pastoral Minister: Duty, Right or Privilege?
- Boundaries: In Professional Relationships
- Law: Counseling
- Law: Hiring and Administrative Safeguards

Date Due: Friday, December 8

2. Self-Reflection Exercise (20 points)

Each person is to construct a two-page report (1” margins, double space) on his/her “stimulus value” based on the testing information from the Fundamental Interpersonal Relations Orientation – Behavior (FIRO-B) test. “Stimulus value” refers to your effect on other people. Your paper should reflect how you impact those around you. Your paper should be constructed so that you can show that you have reflected on the following questions: How do others perceive me? What are my most prominent interpersonal qualities? How do I appear in interpersonal interactions? What might be my strengths and weaknesses as I work in pastoral care? You will be awarded up to 5 points for each question.

A laboratory fee (\$7.00) will be charged for the test materials and the scoring of this measure. Please turn in this amount to Claire Williams, Staff Assistant for the Department of Counseling and Pastoral Care, in Stanger 411.

Date Due: September 21

3. Team Research Paper (100 points):

A team will comprise 3-4 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.

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).
Is thoroughly addressed by the team.
Is written in a well-constructed writing style with minimal errors in grammar and spelling.
- The Closing Vignette - Makes practical use of the research in responding to the initial problem.
Brings closure to the team's paper.

At the end of the 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.

Each team should provide a computer version of their paper to be posted to the class folder. Interested class members can access this version as they desire.

Due date: November 10. Normally all team members will receive the same grade – however grades may vary according to team evaluation reports.

4. Team Presentation (100 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 work with you in finding an “expert” for the content area of your topic.

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, create an advertising and marketing plan, coordinate planning with your speaker(s), host the event, and formally evaluate the event by survey.

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%)

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

5. Quiz (30 points):

One quiz will be given during the semester on the Carkhuff system. The quiz will consist of rating pastoral counselor responses on the basis of the Carkhuff five-point scale.

Date: October 10

6. Examinations (200 points – 100 points each):

Two examinations will be given during the semester – a midterm and a final exam. The exam is required, and no make-up exams will be given unless previously arranged. The exam will consist of both objective and subjective questions.

Dates: October 24 and Finals Week

GRADING

Your final grade will be computed from the point totals associated with the above class requirements. There are **500 total points possible**. On the basis of this cumulative total, your final letter grade will be assigned as follows:

A:	100-95% = 500-475 points
A-:	94-92% = 474-460 points
B+:	91-89% = 459-445 points
B:	88-85% = 444-425 points
B-:	84-82% = 424-410 points
C+:	81-80% = 409-400 points
C:	79-75% = 399-375 points
C-:	74-70% = 374-350 points
D:	69-60% = 349-300 points
F:	59% and below = 299 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 of	Sunday	Monday	Tuesday	Wed.	Thursday	Friday	Saturday
Sept. 3			Syllabus, Course Introduction and FIRO-B testing		Personal Foundations for Pastoral Care (Headley)		
Sept. 10			FIRO-B Interpretation		Pastoral Counseling and God’s Relational Movement (Steinke)		
Sept 17			Pastoral Counseling and God’s Relational Movement		Pastoral Counseling and God’s Relational Movement Paper Due		

Sept 24			Practical Theology of Pastoral Care (Seamands)		Introduction to Helping Skills (Carkhuff, Ch. 1-3)		
Oct. 1			Attending and Listening Skills (Carkhuff, Ch. 4)		Responding Skills (Carkhuff, Ch. 5)		
Oct. 8			Personalizing Skills (Carkhuff, Ch. 6)		Initiating Skills (Carkhuff, Ch. 7-8)		
Oct. 15			<i>Quiz</i> Helping Skill Practice Session		Strategic Pastoral Counseling (Benner)		
Oct. 22			Midterm Exam		Crisis Counseling Post Traumatic Stress Responses Video: PTSD **		
Oct. 29			Issues in Death and Dying, Video: Walk Me to the Water**		Pastoring During Times of Suffering (Keunning)		
Nov. 5			Mental Illness and the Church, Video: Understanding Depression**		Mental Illness and the Church, Understanding Anxiety	<i>Team Paper Due</i>	
Nov 12			Hospital Visitation and Pastoral Visits for Illness		Premarital Preparation		
Nov 19		←	Reading		Week		→
Nov 26			Marriage Counseling		Professional and Personal Boundaries		
Dec. 3			Congregational Pastoral Care (Steinbron)		Congregational Pastoral Care, Stephens Ministry		
Dec. 10		←	Finals		Week		→

**This video may provoke strong emotional responses for some persons.

The professor reserves the right to adapt the schedule or add readings at any point in the semester.

