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PC 510 X The Servant as Pastoral Care Giver

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Servant As Pastoral Care-Giver PC510XL

From Asbury Theological Seminary
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This syllabus has been amended prior to the beginning of class.

Note: This syllabus has been prepared for members of the course and others by permission. It is not intended for general distribution on the internet. Permission to copy or distribution in whole or part must be requested from the professor.

I. WELCOME

WELCOME to PC510XL, Servant as Pastoral Caregiver, also known as Pastoral Care and Counseling. I look forward to walking through this journey of new learnings with you. I bring to you pastoral experience (both in the USA and abroad –Zimbabwe). I have also worked as an Individual and Family therapist. If you would like to read more about me, [click here](#). I believe that theory and practice should go together. Practice of ministry must be informed by theory, while at the same time, theory must draw on theoretical underpinnings. One of the goals for this course is an integration of theory and practice of ministry especially as it pertains to pastoral care and counseling. The experiences you bring to this course about caring for others are invaluable and I hope you will utilize them in this course. If you are interested in my academic record [click here](#)

II. OFFICE HOURS

I will be online Tuesdays and Thursdays afternoons (2:30-4:30pm Eastern Time) to respond to your issues, comments etc. I will inform you of any changes to this arrangement. The first day for class is Sept 3, 2002.

If you need to contact me, (personal matter) please use my office e-mail.

III. TECHNICAL SUPPORT

For help with:

Technical Difficulties, contact **Andy Adams** as the ExL support contact and he may be reached at ExL_Support@asburyseminary.edu or 859-858-2373.

Library Reference, contact hannah_kirsch@asburyseminary.edu

General Information, contact Kevin Osborn exl_counselor@asburyseminary.edu

Interlibrary Loan Information, contact dorothy_james@asburyseminary.edu

Obtaining library materials and reference assistance

All ExL students are encouraged to make use of local library; however, if such services are unavailable or inadequate, ExL students may also obtain library books and journal articles through the mail from Asbury Theological Seminary's B. L. Fisher Library. All requests for books and journal articles should be emailed to the ExL

Reference Librarian, Hannah Kirsch (Hannah_Kirsch@asburyseminary.edu). Hannah is also available to assist ExL students with reference requests such as how to find citations for books and articles, how to use the various online databases available to ExL students, or how to begin looking for information on a specific topic.

To request material from the B.L. Fisher Library, begin by searching the library's WebPac (online catalog of the library's holdings) or one of the journal databases available on the ExL Virtual Library webpage (found in the Resource Center of your ExL classroom). Then send an email to Hannah citing the sources that you would like to request. If you need help searching the databases, do not hesitate to ask. Please allow 5-10 business days for all requests to be filled. ExL students are billed for the cost of photocopies (5 cents per page) and the cost of shipping. Express mail services (price varies according to weight) and faxing (\$1.50 for the first page and 25 cents for each additional page plus photocopy charges) are also available, but material will generally take 1-2 days from the receipt of the request to be processed. Plan ahead and make your requests early.

IV. COURSE DESCRIPTION

This course is about pastoral care. I mean that in two senses: First, the ability of pastors to care for their own lives. Second, the ability to provide spiritual and whole-person care for other persons. Traditionally, pastoral care is largely understood in the latter sense. I consider that 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 like a pastor.
5. Integrate learning from other theological studies through reflection upon specific acts of ministry.
6. Understand 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.

Objectives of the Course

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 biblical, theological and theoretical foundations for personal care and counseling.
2. A sound rationale for seeing personal care (ministry) as foundational to providing pastoral care
3. A plan for care and counseling from a specific case example.
4. Participate in a team research project and present recommendations for action plans to a pastoral care concern.
5. Critically reflect on pastoral care and counseling issues.
6. Give critical, yet caring, comments on the ideas of other colleagues.

B. Be able to articulate 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 perceived ability to raise critical questions and make helpful and insightful responses to the work of others.

V. COURSE PROCEDURES

Online Guidelines

Please be sure to share a brief profile (maybe even a picture) of yourself in the Discussion Center. My profile can be found.

While I am sure that each of you are aware of the intended use of each of the items which appear in the PC510XL folder, let me summarize the manner in which I intend to use them this semester:

The Course Center

The Course Center will contain a copy of the syllabus as well as all class modules.

The Discussion Center

Use the Discussion Center for all public communications. Anytime you have a question or comment about the course, the modules, the assignments, or anything else, which would be of interest to your classmates and me, you should post to the Discussion Center.

The Office

Use this site for private correspondence between you and me. This will contain items that you do not want to appear publicly before all of your classmates.

The Archives Center

The Archives Center will be used for storing correspondence that has already been explored during the course of the semester. This keeps the Discussion Center from becoming too cluttered with old messages.

The Chat Center

The Chat Center is intended primarily for real-time interaction among students. You can get together with other members mostly for non-course related questions (all other discussion belongs in the Discussion Center). Just remember, when the chat is closed all of the information is gone.

The Resource Center

This Center provides access to a number of specific tools available to all ExL students. These include access to the B.L. Fisher Library, the Services in Estes Chapel, ExL Chapels and Updates, Guidelines for Success, Helpful Hints, Interesting Links, a PowerPoint Viewer, (which you can use to view my overheads) as well as a Real Audio player. I encourage you to take advantage of all these resources, and particularly to utilize the chapel access in order to connect with the seminary's on-campus opportunities for spiritual growth.

Online Reserve

To access this online reserve folder double-click on the 'Intranet' folder (on your FirstClass desktop, beside your mailbox), double-click on the 'Resources' folder, then double-click on the 'Online Reserves' folder. You will see a folder inside titled "Mucherera". This is the folder which houses all of the online reserve items for your class this fall.

VI. COURSE TEXTS

A. Required Reading:

Dinkins, Burrell & Losoney. "Grief" (will be posted in the Course Center)

On Electronic Reserve

2. Fortune Marie, *Is Nothing Sacred*, Cleveland Ohio: United Church Press, 1999.
3. Hunter Rodney, Gen. Ed. Dictionary of Pastoral Care and Counseling: **See module 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;

(Material from the Dictionary will be on Electronic Reserve)

4. Headley, Anthony J. *Achieving Balance in Ministry*. Kansas City: Beacon Hill Press, 1999.
5. Kollar, Charles Allen: *Solution-Focused Pastoral Counseling*. Grand Rapids: Zondervan, 1997.
6. Kuenning, Delores. *Helping People Through Grief*. Minneapolis: Bethany House Publishers, 1987.
7. Nichols, Michael P. *The Lost Art of Listening*. New York: Guilford, 1995.
8. Steinborn, Melvin, *The Lay Driven Church: How to Empower the People In Your Church to Share in the Task of Ministry*. Ventura, CA: Regal Books, 1997.
9. Steinke, Peter, *How Your Church Family Works*. Washington, DC: Alban Institute, 1993.
10. Switzer, David. *The Minister As Crisis Counselor*

B. Recommended Readings:

The readings below represent a small sample of works that you may draw from. You may feel free to read any material relevant to the topics in the modules. You may choose books, or journal articles.

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

The Damnation of Theron Ware

Mosley, E.E. *Priorities in Ministry*.

Patton, John. *Pastoral Care In Context*

Peterson, Eugene. *Working the Angles*

Rhode, Helga. "Dealing With Conflict and Confrontation" (library reserve).

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*.

VII. COURSE REQUIREMENTS

I discuss most of the following requirements from the perspective of meeting the basic criteria for a C grade. There are additional expectations to meet requirements for the B and A levels. For those grade levels, please review the requirements for each grade level under Grade Contracting.

Reading log

For completing this requirement at the C level, I require 1200 pages. Keep a log of your reading. In your log, include author and title and the total number of pages read. All relevant readings count. Reading may include material from the required texts,

recommended texts and other sources (for example, readings from the recommended list counts).

Personal Reflection papers

Four (4) personal reflections are required to meet expectations at the C level.

1. Definition: Personal reflections are opportunities for you to expand your knowledge by putting into written form the thoughts, experiences and questions regarding a particular subject. This is your opportunity to integrate the theory with personal experiences and or practice of ministry. Questions can be raised at the end of your reflection paper about the subject you are writing.
2. Subjects: Limit personal reflections to subjects directly related to ministry especially material covered in the modules. These subjects can be taken from presentations by the professor posted in the Course Center; readings in textbooks and research; personal experiences; personal thoughts and feelings related to ministry, and or pastoral care and counseling. I do not see personal journaling, diary writing or blowing off steam as meeting this requirement.
3. Methodology: Use the following guidelines for your writing of reflection papers.
Use personal pronouns. When referring to yourself, use I, me or my, in all cases and never use "you" unless it is a direct quote, or it is addressed to the instructor.
Avoid words like must, should, need to, ought to, have to or other moral imperatives that sound "preachy. Save these words for emergencies.
Avoid generalizations or analyzing words and phrases such as: "the truth is," "in reality," "all people," "everyone," "people say," "research says" and "you know."
Write as specifically as possible. Use the journalistic format of who, what, when, where, and how.

Write for your own learning. 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.

Length of the personal reflections: Two no. 12 font size, double-spaced, 8 1/2 x 11 pages about 3 to 3 1/2 pages will be written per reflection. The quality of the letter is more important than the number of pages.

Research Paper

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 a church. This will 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 also 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 Course Center 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, (not three papers cut and pasted together).
Is thoroughly addressed by the team (the paper must pull together the theories about the issue and how to practically use the theories in a parish setting). In other words, make practical use of the research in responding to the initial problem.
Is written in a well-constructed writing style with minimal errors throughout.
Must use the Internet as a resource (explicitly stated in paper –each person in the team must have at least 2 internet sources as contribution to the writing of the paper). |
| The Closing/ Conclusion - | Brings closure to the team’s paper. |

Case Application

I will provide a case scenario drawn from real life. I will then ask you to respond to a number of questions deriving from the course material. You will relate your answers to the case material. I will grade this assignment on how well you are able to relate your learning to the substantive issues raised in the case. This case provides you another opportunity to integrate real life practical situations with the theories learned from the whole course.

VIII. GRADE CONTRACTING

During this semester, you may contract for a grade range. Your grade will also depend on the quality of your work. You may contract for your grade at the beginning of the semester by indicating your preference to the professor in writing. You will be allowed to change your grade contract once. Make any changes to your contract within the first four

weeks of the semester. After this time, I will allow no further changes in grade contracting.

C grade contract will be assigned if the following are completed:

1200 pages of reading.

Viewing of all relevant videos.

4 personal reflection papers.

Case application with the minimum of a C grade.

Participation in class activities.

2 reflection papers based on two of the required readings.

B grade contract will be assigned if the following are completed

1350 pages of reading.

Viewing of all relevant videos.

4 personal reflection papers.

Participation in class activities.

Case application with a grade of B.

Research paper with the minimum of a B grade.

A grade contract will be assigned if the following are completed

1500 pages of reading.

Viewing of all relevant videos.

4 personal reflections based on class the reading.

Participation in class activities.

Case application with a grade of A.

Research paper with the minimum of an A grade.

N.B. Please note that if your reflection papers are below standard that also affects your grade

IX. ASSIGNMENT DUE DATES

Reading and log

Due Dec 6, 2002 by midnight

Personal Reflections

Due Dates – **Sept 17, Oct 1, Oct 22, and Nov 5** – all due by midnight

Case Application

Due Date – Dec 3, 2002 by midnight

(The case will be e-mailed to you by Nov 29 2002)

Research paper

Due Date – Nov 19 by midnight

Team assignments

Week of Sept 17-20. List of topics to choose from will be posted.

X. COURSE OUTLINE

I have provided the modules for the course together with appropriate dates for completion of reading assignments. Please try to complete the appropriate readings prior to the beginning of each module. Where there is no assigned text, you may draw from any relevant material.

Further details on actual assignments for each module will be posted in the Course Center prior to the beginning of each module.

Module 1 – Sept 3-13, 2002

Week 1 – 2

Personal Foundations for Pastoral Care

Read from any of the following works

Headley, Anthony J. Achieving Balance in Ministry

Dictionary of Pastoral Care and Counseling: Pastor, Pastoral Care of, pp 830-832;

Burnout, pp 112-113; Prayer and worship life, Pastor's, pp 939-940. Read

Module 2 - Sept 17-27, 2002

Week 3 – 4

Pastoral Identity -Who am I?

Dictionary of Pastoral Care and Counseling:

Identity, Pastoral pp. 567-568. Clergy, Empirical studies of, pp. 171-175

Defining Pastoral Care and Counseling

Dictionary of Pastoral Care.... :

Pastoral Care and Counseling p. 845. Pastoral Care pp.832-836.

Pastoral Counseling pp.849-854.

Module 3 – Oct 1 – 11, 2002

Theoretical Perspectives for Understanding the Church and Pastoral Care

Developing a theoretical perspective for Pastoring.

Read: How Your Church Family Works

Perspectives on Congregational pastoral care

Read: The Lay-Driven Church

Module 4 – Oct 15 – 25, 2002

Learning to think like a pastor

Theology from a pastoral care and counseling perspective.

Dictionary of Pastoral Care.... Pastoral Theology pp. 867-872, Pastoral Theological

Methodology pp. 862-864.

Communication Skills for Pastoral Care

Read: The Lost Art of Listening

Developing a theory for healing, pastoral conversation.

Read and be prepared to discuss: Part I and II Solution-focused Pastoral Counseling

Module 5 – Oct 29 – Nov 8, 2002

Pastoral Care in Varied Situations
Premarital and Marital Counseling
Dealing with Mental Illness in the church
Depression
Suicide
PTSD - Posttraumatic Stress Disorder

Module 6 - Nov 12 – 29, 2002

Crisis Counseling & Death and bereavement issues
Read from: Helping People Through Grief
Switzer, David. The Minister As Crisis Counselor
Pastoral Visitation including Hospital Visitation
Pastoring during times of suffering.
Issues in Death and Dying
Maintaining boundaries in ministry
Read: *Is Nothing Sacred* by Marie Fortune
(Team Research Project due on the 19th Nov)

Week of Dec 2-6 Wrap up and Work on the Case application Due Dec 3rd, 2002

Note: Nov 25-29 is reading week on campus - that is why module six has more time. I am gone part of that week. However, let us use that time wisely, since we have a lot more material to cover in module six.