Course Description
This introductory level course builds skills for pastoral care across the lifespan of individuals and families. It also presumes an interest in care for culture and social institutions as the collective context within which individual and communal identities develop and grow. Texts for the course focus on classic and contemporary models/paradigms and embedded theologies that inform the work of pastoral care.

Course Objectives
➢ Identify the paradigms for pastoral care that inform students’ pastoral identity and practice
➢ To develop awareness of key pastoral care resources (genograms, and classic/contemporary images/paradigms of care)
➢ To consider the impact of globally oppressive systems like patriarchy (sexism/male supremacy), racism (white supremacy), classism (economic oppression), and trans/homophobia (heteronormativity) on identity and pastoral concerns
➢ To develop a baseline of skills necessary for pastoral care (effective listening, spiritual assessment, referrals, self-awareness)

Course Activities
Over the term of the course students will reflect in group conversations and written form on selected readings, class presentations, and guests/site visits.

Required Texts
Denominational Statement on Clergy Conduct and Ethics in Ministry

Sheryl Kujawa Holbrook, ed. *Injustice and the Care of Souls – Taking Oppression Seriously in Pastoral Care.*

Craig Dykstra. *Classic Images of Pastoral Care.*

*Additional required readings for the course will be posted online for download as PDF files through Moodle, or made available in the library.*
Course Assignments and Evaluation | Points | Due Date
--- | --- | ---
Building Community/Class Participation | 20 | TBD
Genogram | 15 | TBD
Mid Term Exam | 15 | TBD
Verbatim | 10 | TBD
Pastoral Care in Theory & Practice | 20 | TBD
Final Integrative Paper | 20 | TBD

Building Community (counts towards class participation)

Due: 2/12

Write one paragraph that includes **(DO NOT SUBMIT MORE THAN ONE PARAGRAPH):**

- Name, previous/current professional work
- Where you are currently serving in some form of ministry and/or providing care (parish, non-profit organizations, chaplaincy, theological education, etc.)
- Identify a particular issue, experience, or theme that draws your attention. Write 1-3 sentences describing it and what draws you to it.

Genogram (15 points)

Due: TBD

Students will graph a genogram of your own family OR a family in the Bible. The genogram should include reasonably exhaustive details, with particular attention given to triangles, emotional cutoffs, births, deaths, stressors in relationships, silences, and social/cultural/environmental factors. Draw lines of emotional relationships in colored ink, marker or pencil. You may also use computerized genograms, and upload a copy of it in PDF format to Moodle. Do not make the graph more complicated than it needs to be. The point is to provide a picture of family/extended familial relationships, and to consider how the emotional nature of these connections influence your (or the primary character in a biblical narrative’s) identity. This can be a difficult exercise for many reasons. Do not wait until the last minute to start this assignment. If you experience challenges along the way, be sure to connect with your support system, including contacting the professor, to receive support to complete the assignment. The genogram should include a narrative, **no longer than (3) double spaced pages in length.**
Midterm (15 points)

Due date: TBD

Be prepared to write short answers/essays that bring course readings into conversation with one another and you/your community’s lived experience. A study guide will be provided in advance.

Verbatim of a pastoral care scenario (10 points)

Due: TBD

Think about a time when you either provided or needed pastoral care. Locate the care seeker in the life cycle paradigm. Write a 2-page single spaced verbatim of a pastoral care encounter related to this experience. The scenario you write about in this verbatim should have enough content and material that demonstrates effective or ineffective embodied listening (Doehring Chapter 3), and opportunities to consider how someone’s lived theology emerges. This should be a real life experience in which you are providing or receiving pastoral care. Do NOT use a situation with a family member. Do not choose an experience that is too personal for you, or that would expose someone’s identity. Instructions for writing a verbatim will be distributed via hardcopy in class. The analysis portion of the verbatim should be no longer than 1 single spaced page.

Pastoral Care in Theory and Practice – (20 points)

Due in class: TBD

a) Lead class analysis of a pastoral care concern

Pastoral care resources:
Life cycle paradigm
Macro and Micro Level Social and Cultural Analysis
Genogram

You will develop and present a case study featuring persons of diverse cultural and social backgrounds and experiences. FYI - You will need to know enough about the scenario to be able to engage and respond to the prompts and questions below.

Use the pastoral care resources listed above to lead the class in a pastoral theological reflection that examines an individual or communal concern. Consider the following:
Develop a genogram of at least one person in the scenario. What is this individual or community’s family experience? What about their social location, and how does it show up in their pastoral care concern?

What external/social factors are influencing the pastoral concern(s)? How does that impact their internal/external resources, resistance, resilience and/or help-seeking?

Are there any presenting or underlying psychological/emotional themes or practical concerns? Would it be helpful to make a referral, and if so, to whom?

b) Ritual in Practice

Pastoral care resources:
Denominational liturgical resources
E. Law, “Flowers and Songs” (From Injustice and the Care of Souls)
W. Blaine-Wallace, “The Politics of Tears” (From Injustice and the Care of Souls)
Ramshaw, “Making (Ritual) Sense of Our Own Lives” (From Injustice and the Care of Souls)

This section of the assignment focuses on developing two liturgical and/or ritual responses to the concern presented in the scenario. The response can be corporate in terms of involving the collective community, and/or focused on the individual/others immediately involved.

Response 1: Engage denominational resources to develop a liturgical/ritual response. Make use of things like “worship order for service of reconciliation,” “worship order for dissolution of a marriage,” etc.

Response 2: Engage Law, Blaine-Wallace and other cultural/familial resources to develop a non-traditional liturgy or ritual. Make use of family/community traditions, etc.

Final Integrative Paper (20 points)

Due: TBD

Write a 10page (2 pages per section) integrative research paper presenting the case study of the pastoral encounter from the Pastoral Care in Theory and Practice assignment. This research paper should demonstrate your engagement with at least six different sources from the course readings. At least 2 of these sources should come from additional books or chapters that were not assigned for required reading. You will use the scenario presented in the pastoral care in theory and practice group presentation as the foundation of this assignment.

Section 1: Case Study
The paper should begin with a 2 page case study of the scenario presented for the pastoral care in theory and practice assignment. The case study writeup should discuss how social
location (race, gender, class, age, sexuality, ability, etc) shows up in this situation? What do you need to pay attention in the social location of the person who comes for help? Be specific, and give examples from the encounter.

Section 2: Psychological/Practical Concerns
Are there any psychological/emotional dynamics and/or any survival concerns (employment, finances, social services, safety, childcare, etc.) that warrant a referral? What connections would you need to make in order to offer referrals who can respond to those needs? (Be specific)

Section 3: Theological Concerns and Resources
What spiritual themes/faith challenges do you see in this case study? What are the barriers in their faith lives, and what’s helpful?

Section 4: Personal Reflection
Discuss a particular moment when you felt challenged/conflicted in the case study or in your research related to the case study (this is your countertransference). What did your countertransference teach you about yourself?

Section 5: Pastoral Practice
Refer back to your pastoral practice and theory assignment. Engage denominational resources (“worship order for service of reconciliation,” “worship order for dissolution of a marriage,” etc.) and cultural traditions (rites of passage, prayer practices, family/church rituals, etc.) to write about your pastoral care response to the scenario examined through out this paper. Bring Law, Blaine, Wallace and other cultural/familial resources, into the conversation to help you write about (1) traditional liturgy or sacramental response and (1) non-traditional ritual that you would offer as pastoral care.

In both the traditional and non-traditional responses, be sure to name and discuss the power dynamics to which you would need to be attentive in creating these spaces for healing, growth and care.

All assignments should be
Submitted electronically through Moodle.
Typed in 12pt font, double spaced, and include a cover page.
All sources (journal articles, essays, quotes, movies, music, etc.) must be appropriately cited according to McCormick guidelines. Consult the LRWC center in the library for citation details. **Wikipedia will not be accepted as a scholarly source.**

Grades
Grading will be based on faithful class attendance, sensitive and thoughtful participation, evidence of integration of the readings and written assignments. More than two absences from class will result in a failed grade for the course.

**Scale**

Course grades are determined according to the following formula. Individual assignments are graded numerically and final grades are letter grades. Numerical grades translate into the following letter grades:

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<tr>
<th>Grade</th>
<th>Numerical Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100 – 95</td>
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<tr>
<td>A-</td>
<td>94 – 90</td>
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<tr>
<td>B+</td>
<td>89 – 86</td>
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<tr>
<td>B</td>
<td>85 – 82</td>
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<tr>
<td>B-</td>
<td>81 – 79</td>
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<tr>
<td>C+</td>
<td>78 – 75</td>
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<td>C</td>
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<td>C-</td>
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<td>D</td>
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<td>F</td>
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**What Grades Mean?**

“A” Work of exceptionally high or superior quality

“B” Good, not just average or adequate quality

“C” Adequate, average or passing

“D” Only meets minimal requirements, but shows potential for growth

“F” Submitted late, doesn’t meet minimal standards and/or plagiarized work

**Course Policies**

**Late Policy**

Assignments are due at the beginning of the class session on the date indicated on the syllabus. In the case of an emergency, extensions may be available, but only after contacting the professor in advance to discuss possible options. If you do not turn in your assignment when it is due, or by the agreed upon date in the case of an extension, expect to lose at least 1/3 of the total grade for the assignment.

**Accommodations**

Anyone having a documented condition or learning disability that will require an accommodation should let the instructor know the first week of class so that arrangements can be made.

**Plagiarism**

Plagiarism occurs whenever anyone takes credit for someone else’s words or thoughts. It can range in severity from inadvertently omitting a citation to printing an entire paper off the Internet. When in doubt, cite. Feel free to discuss assignments with one another. To help avoid
plagiarism, however, do not share your papers with anyone else in the class. See the student handbook for the seminary policy on plagiarism.

COURSE SCHEDULE

DRAFT - SUBJECT TO CHANGE

Students are required to read all of the required reading for the week, to participate in reflection with colleagues and participate fully in the course dialogue. Written assignments are designed to assess students’ knowledge of the material, ability to critically reflect, and formulate relevant practices of care.

*Invitation to Intentional Self-Care:* We will engage materials that support ongoing development of self-awareness and sensitivity related to race, gender, class, sexuality, and violence. Please be aware that some of the material is intense, and some may find it triggering. All are encouraged to do what is necessary to care for themselves regarding their engagement of the materials and learning process.

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<tr>
<th>TBD</th>
<th>Introductions, Orienting the Work</th>
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<tr>
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<td>Readings: None</td>
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<tr>
<th>TBD</th>
<th>Who Am I, How Have I Come to Be Called? (Moodle/Online Forum)</th>
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<tr>
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<td>Assignment: Building Community</td>
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<td>Readings: Doehring, Introduction and Ch. 1</td>
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<td>Gil-Austern, Injustice and the Care of Souls, Ch. 3</td>
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<th>PROCTOR CONFERENCE</th>
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<tr>
<th>TBD</th>
<th>Readings: Gerkin, Images of Pastoral Care, Ch. 2</th>
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TBD  The Power of Stories
Readings:  Doehring, Ch. 2
Kujawa-Holbrook, Injustice and the Care of Souls, Ch. 2
Assignment:  Genogram due today

TBD  Learning How to Listen (internally and externally)
Readings:  C. Doehring, Ch. 3
Wenh-In Ng, Injustice and the Care of Souls, Ch. 6
Dykstra, Images of Pastoral Care, Ch. 11
*Receive midterm today*

TBD  READING WEEK
Midterm submitted via Moodle by 9pm on TBD

TBD  Clarifying Your Role in a Caring Relationship
Readings:  Doehring, Ch. 4
R. Dykstra, “Ministry with Adolescents: Tending Boundaries, and telling Truths.”

TBD  Ethics in Ministry
Invitation to Intentional Self Care
Guest/Visit (Focus on clergy accountability)
Readings:  Nouwen, Images of Pastoral Care, Ch. 7
J. Marshall, “Pastoral Care and Sexual Ethics” (uploaded on Moodle)
M. Fortune, “Clergy Misconduct”
Denominational Statement on Clergy Conduct and Ethics in Ministry

TBD  Thinking Theologically
Invitation to Intentional Self Care
Readings:  Doehring, Ch. 5
Ramshaw, Injustice and the Care of Souls, Ch. 22
Blaine-Wallace, Injustice and the Care of Souls, Ch. 14
Medeiros, Images of Pastoral Care, Ch. 19
TBD  Loss & Coping

*Invitation to Intentional Self Care*

Guest/Site Visit (Focus on Addiction and Recovery)

*Readings:*
- Doehring, Ch. 6 & 7
- Wixson, Injustice and the Care of Souls, Ch. 12
- Moessner, Images of Pastoral Care, Ch. 6

*Assignment: Verbatim due today*

TBD  Focus on Integration

*Readings:*
- Doehring, Ch. 8

TBD  Last Day of Class

*PRESENTATIONS - PASTORAL CARE IN THEORY & PRACTICE*

TBD  Final Papers Submitted via Moodle today by 6pm.
Bibliography

*Indicates a required text that must be purchased for the class


West, Traci C. “A Space for Faith, Sexual Desire, and Ethical Black Ministerial Practices. In
