

MNST 6122 Introduction to Pastoral Care and Counseling

North Park Theological Seminary

Spring 2013

Wednesdays: 2:30-5:15pm

Danjuma Gibson, Instructor

Hours by appointment

Telephone: 708-724-6073

Email: danjuma.gibson@garrett.edu

Course Description

This course is designed to aid the student in constructing a biblical, theological, and practical framework for understanding and implementing pastoral care and counseling. The course will assist the student in crystallizing, formulating and embracing their own pastoral identity as well as creating a foundational corpus of skills and competencies that address various modes of pastoral care and counseling. The pastoral skills and competencies that are addressed in this course will assist the student in developing contextual perspective, understanding the complexities of human experience, and appropriating theological and biblical perspective, all in the service of engaging pastoral care within a relational paradigm, and executing effective pastoral care in the local faith community.

Course Objectives

1. Enhance student's capacity for biblical, theological, and contextual reflection in pastoral care
2. Enhance student's self-awareness in the formation of their own pastoral identity
3. Advance student's ability to empathically listen and communicate in the work of pastoral care and counseling
4. Expose student to issues of self-care, ethics, and appropriate boundaries in the work of pastoral care
5. Provide student with the foundational skills necessary for the implementation of a biblically and theologically attuned, relationally based, contextualized mode of pastoral care and counseling

Course Requirements and Assignments

1. Punctual attendance and reading of all assigned material (10% of total grade)
 - a. Students will be expected to attend all classes and participate in class discussion. More than two absences will result in a half letter grade reduction. More than three absences will result in a full letter grade reduction.

- b. In the first half of the course, students will engage in empathic listening exercises. For the last 25-30 minutes of class, students will divide into triad groups whereby the pastoral skills of empathic listening, engagement, and assessment can be practiced and appraised by fellow students within the triad group. More details will be provided in class.
2. Two Integrative Essays (20% each, 40% of total grade)
 - a. Students will turn in two integrative essays (7-8 pages each, double-spaced) during the semester. The essay question(s) will be distributed the week prior to the due date of each essay and will cover the required readings and class discussions. **The first and second integrative essays are due February 20th (by 2:30pm) and March 27th (by 2:30pm), respectively.**
3. Group presentation (20% of total grade)
 - a. Groups will consist of 3-4 people presenting on topics related to pastoral care and counseling. Students may consult with instructor in refining an area of focus for presentation. Ideas for such topics may include (*but are not limited to*) the following:
 - i. pastoral care and marriage and family conflict
 - ii. pastoral care and addiction, substance abuse, etc
 - iii. pastoral care and urban ministry
 - iv. pastoral care and diversity
 - v. pastoral care and immigration communities
 - vi. pastoral care and the terminally ill
 - vii. etc.
 - b. Each presentation will be limited to one hour (*approximately 45 minutes to present and another 15 minutes for questions from class*). Presentation groups should be prepared to distribute a one-page summary of presentation and a one-page bibliography consisting of at least ten sources. Students will be graded on their individual contribution to the presentation as well as the overall consistency and cohesiveness of the information being presented.
4. Final project (30% of total grade)
 - a. Students will submit a final project that entails a pastoral care interaction with another individual or group (*not a family member or classmate*). The final project will demonstrate the student's ability to engage in an empathic pastoral relationship with another individual (*i.e. empathic listening and relating*), to reflect biblically, theologically, and contextually about one's role as a pastor, and to respond with appropriate pastoral care strategies. Students must secure written permission from the individual(s) interviewed in the project and should meet with

the individual(s) 3-4 times over the course of the semester. Students must take care to protect the identities of all participants. The length of the final project will be 15-18 pages double-spaced. Approximately one-third of the final paper/project will consist of the student constructing a “verbatim” and assessment of the pastoral care interactions. Another third of the final paper/project will incorporate biblical, theological, and contextual reflections and assessments as they relate to the student’s pastoral interactions. The final third of the paper/project will consist of the student’s recommendation(s) for implementing appropriate pastoral care strategies. Further instructions will be provided in the first class session and over the course of the semester.

- i. **A one-paragraph abstract of the final project is due by February 13th.**
- ii. **A one-two paragraph summary of the progress and nature of your pastoral care interactions is due by March 20th.**
- iii. **The final project is due on May 1st.**

All of the assignments outlined above must be completed in order for students to pass the course. Late papers will be marked down by 5 points (out of 100 points) per day.

Required Texts

Capps, D. (1981). *Biblical approaches to pastoral counseling*. Eugene: Wipf and Stock Publishers.

Dykstra, R. C. (2005). *Images of pastoral care: classic readings*. Danvers: Chalice Press.

Kujawa-Holbrook, S. A., & Montagno, K. B. (2009). *Injustice and the care of souls: taking oppression seriously in pastoral care*. Minneapolis: Fortress Press.

Lartey, E. Y. (2003). *In living color: an intercultural approach to pastoral care and counseling*. London: Jessica Kingsley Publishers.

Mitchell, K. R., & Anderson, H. (1983). *All our losses, all our griefs: resources for pastoral care*. Louisville: The Westminster John Knox Press.

Nichols, M. P. (2009). *The lost art of listening: how learning to listen can improve relationships (second edition)*. New York: The Guilford Press.

Course Outline

PART I – Biblical & Theological Foundations for Pastoral Care & Counseling

January 16-Week 1

- Course introduction and orientation to class, syllabus, etc.
- Biblical and theological foundations for pastoral care and counseling
 - Assigned readings:
 - Nichols, *The lost art of listening: how learning to listen can improve relationships*
 - **Students should read this text prior to the first week and be prepared to discuss in class**
 - Biblical images of pastoral care and counseling / class will address several OT and NT images of pastoral care

January 23-Week 2

- Biblical and theological foundations for pastoral care and counseling - continued
 - Assigned readings
 - Dykstra, *Images of pastoral care: classic readings* / part I pg. 22-68
 - Capps, *Biblical approaches to pastoral counseling* / introduction & chapter 1

January 30-Week 3

- Biblical and theological foundations for pastoral care and counseling - continued
 - Assigned readings
 - Dykstra, *Images of pastoral care: classic readings* / part II pg.76-122
 - Capps, *Biblical approaches to pastoral counseling* / chapter 2

February 6 - No Class

February 13-Week 4

- Biblical and theological foundations for pastoral care and counseling - continued
 - Assigned reading:
 - Dykstra, *Images of pastoral care: classic readings* / part III
 - Capps, *Biblical approaches to pastoral counseling* / chapters 3-4 & epilogue
- First integrative essay question(s) distributed
- *Submit a one-paragraph abstract that outlines the final project*

PART II – Culture, Context, and Human Experience in Pastoral Care & Counseling

February 20-Week 5

- Pastoral care in context and culture: understanding life-cycle
 - Assigned reading:

- Journal article(s) to be distributed prior to week five on pastoral care and life-cycle
- Kujawa-Holbrook & Montagno, *Injustice and the care of souls* / chapters 1-5
- First integrative essay due by start of class

February 27-Week 6

- Pastoral care in context and culture: developing an intercultural perspective
 - Assigned reading:
 - Kujawa-Holbrook & Montagno, *Injustice and the care of souls* / chapters 6-10
 - Lartey, *In living color* / read part I

March 6-Week 7

- Pastoral care and context: understanding oppression & marginalization
 - Assigned reading
 - Kujawa-Holbrook & Montagno, *Injustice and the care of souls* / chapters 11-15
 - Lartey, *In living color* / chapters 5-6

March 13 - No Class

- Assigned reading
 - Kujawa-Holbrook & Montagno, *Injustice and the care of souls* / chapters 16-20
 - Lartey, *In living color* / chapters 7-8

March 20-Week 8

- Pastoral care and the psychology of trauma, grief, and loss
 - Assigned reading:
 - Mitchell & Anderson, *All our losses, all our griefs* / Foreword & Parts I and II
 - Film excerpts shown in class: This Emotional Life
- Second integrative essay question(s) distributed
- *Submit a 1-2 paragraph summary that characterizes the progress and nature of your pastoral care interactions*

March 27-Week 9

- Pastoral care and the psychology of trauma, grief, and loss - continued
 - Assigned reading:
 - Mitchell & Anderson, *All our losses, all our griefs* / Read Part III
 - Film excerpts shown in class: This Emotional Life
- Second integrative essay due by start of class

PART III – Implementing Pastoral Care & Counseling

April 3-Week 10

- Pastoral self-care congregational conflict, ethics, and boundaries
 - Assigned reading: Doehring, *The practice of pastoral care* / introduction & chapters 1-3
 - Documentary film shown in class

April 10-Week 11

- Pastoral care for marriage and the family
 - Assigned reading:
 - Doehring, *The practice of pastoral care* / chapters 4-6
 - Journal article(s) to be distributed for reading
- Group Presentation I

April 17-Week 12

- Pastoral care and substance abuse and domestic violence
 - Assigned reading:
 - Doehring, *The practice of pastoral care* / chapters 7-9
 - Journal article(s) to be distributed for reading
 - Documentary film shown in class
- Group Presentation II

April 24-Week 13

- Pastoral care and congregational conflict
 - Assigned reading: Journal article(s) to be distributed for reading
- Group Presentations III
- Group Presentation IV

May 1-Week 14

- Final project due
- Semester review, open items, questions, etc.