

MNST 6122 - INTRODUCTION TO PASTORAL CARE AND COUNSELING

**Behold, I am doing a new thing, even now it is springing to light.
Do you not perceive it?**

Isaiah 43:18

Instructors

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Description

This course is for the student interested in pastoral care and counseling. It is designed to encourage theological reflection for the purpose of facilitating effective and appropriate pastoral care. To that end, it has been specifically designed to address systematic understandings of pastoral care addressing individuals, families, congregations, and the broader community as well as identity issues related to being a pastoral care agent. Emphasis is on pastoral theological reflection towards the formation of one's identity as a pastoral care agent, development of methodology, skills, and understandings of self-care. The scope of this course will include the pastoral care giver's encounter with people in transition in order to gain an awareness and deeper understanding of the healing aspects of pastoral ministry, pastoral response to crisis, and the development of pastoral ministries of care.

Objectives

1. To encourage pastoral theological reflection on life situations.
2. To introduce awareness of the contemporary issues facing pastoral caregivers while deepening the capacity for responding appropriately in a number of contextual settings and with a diversity of people.
3. To introduce skills in self-reflection, active listening, and appropriate self-disclosure.
4. To introduce the uniqueness of pastoral care and counseling to increase students' skills in offering theologically thoughtful, respectful, and effective pastoral care.
5. To introduce the dynamic realities of working as a pastoral care agent and establishing appropriate pastoral boundaries.
6. To introduce a systematic understanding of individual assessment as well as community assessment towards engagement and collaborative approaches in providing pastoral care and counseling.

Disabilities Accommodations

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the program's office (773-244-5619). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner.

For further information please review the following website
<http://www.northpark.edu/ada>

Academic Honesty

In keeping with our Christian heritage and commitment, North Park is committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion. Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Representing another’s work as your own.
3. Deliberately allowing another to copy your work.
4. Signing an attendance roster for another who is not present.

For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

Confidentiality Expectation

As a pastoral care agent the high standard of confidentiality is valued. Similarly, given the potentially personal nature of classroom discussions, confidentiality is encouraged.

Course Requirements

1. Attendance and Participation. This is a learning community in which pastoral presence is important - full class attendance and participation in the leadership of class sessions is required. All reading assignments should be completed prior to the class meeting. Critically read the texts and be prepared to discuss the readings in class. Missing classes will result in a lowering of your final grade - more than 2 absences will result in a full letter grade reduction. Missing more than 3 classes will result in incomplete. **20% of grade.**

2. Participation in Pastoral Vignettes. Each student will be given at least one opportunity to role play as a pastoral care agent in a spontaneous pastoral event with other students assisting (thereby learning how it feels to receive care). The pastoral vignettes will address a number of critical life issues and offer students practice at listening sensitively and reacting spontaneously. Feedback will be provided after each role play. **10% of grade.**

3. Team Project: Community Pastoral Care Assessment/Presentation. 6 teams of 5-6 will be assigned on the first day of class. Teams 1, 2, and 3 will present on May 1 while teams 4, 5, and 6 will present on May 8. **30% of grade.**

Each team is an ecumenical coalition of pastoral care agents involved in assessing and developing new practices of pastoral care ministries within a specific geographic location. Your task as a group is to learn, listen, and assess pastoral care options for future possible development. As you work through this process be sure to bring voice to the diverse populations presented in the texts.

Steps:

1) Select a demographic area... choose a geographic location of study within the Chicago-land area that is substantially different than the cultural makeup of your team. Teams must define their location of study by the 3rd week of class.

2) As a team assess (see * below) the community to discover how pastoral care is currently being or not being met (ie. How is pastoral care being provided in and through: churches; social care agencies; neighborhood groups, the grocery store, etc.). What types of ministries of care are currently being provided and by whom? What segment of the population is not being served?

3) How can existing ministries be enhanced? What new ministries of care are possible and needed? Define what type of new pastoral practices you would recommend for this community? How is public policy, etc. (local, state, and national government) engaged and influenced by ministries of pastoral care?

4) Define an image of pastoral care that could inform the needed pastoral work in the community. This image must rise out of your context as a team (see Dykstra for examples). Provide examples of how this pastoral image of care would engage the pastoral needs you have defined.

5) Present your findings to the class on the defined day. Presentations should be informative, descriptive, factual, engaging, fun and involve all team members. Visuals and handouts are encouraged. Be creative. Each team will be given about 30 minutes to present and about 10 minutes for open discussion.

* (re: Question 2) Assess the surrounding community.

What are the community strengths?

Educational resources, schools, recreation, etc.

Healthcare including mental health, preventive care, hospice, etc.

Is it affordable and available... for whom?

Transportation resources, public/private opportunities

What are the leisure opportunities for adults and youth?

Are they affordable? Accessible?

How do those who live in the community feel about their community?

About area resources? ...the church?

What kinds of faith based ministries exist in the community?

What is the predominant spiritual resource in the community?

What are the challenges of this community?

What is the ethnic, racial, gender, nationality, etc?
What is housing like? Affordable housing, rental, foreclosures, etc.
What is the unemployment rate?
And are there opportunities for employment?
What businesses exist – is there a food desert?
How is the community supported by larger political structures, or not?
Is the church involved? Why or why not?

4. Theological Reflection Paper I – Claiming Your Context: Pastoral care is grounded in the pastoral theological tradition that reflects upon and integrates one’s context, theology, and theoretical foundations. This paper, a spiritual autobiography, encourages you to reflect upon your context (family situation, social location, religious tradition etc.) from the systematic understandings utilized in class to date. Reflect upon and write a spiritual autobiography defining your contextual location. What are the rich multigenerational traditions that form the foundation of your existence? How did you become you out of these multigenerational processes? How does your family structure and societal influences inform your ministries of care? What biblical story resonates with your experience? Be sure to utilize the systematic understandings and various required texts utilized in class to date. If helpful you may wish to include, as an appendix not counted in the page count, your: spiritual history; spiritual lifemap; spiritual ecomap; and/or spiritual genogram. 12 point text, Times New Roman, double spaced, 1” margins. 10 pages maximum. **Due March 6, 2012. 20% of grade.**

5. Theological Reflection Paper II – Practice of Care Image: Pastoral care is grounded in the pastoral theological tradition that encourages the definition of pastoral images out of one’s experience. In the pastoral theological tradition this paper encourages you to reflect upon the pastoral image of care that informs the ministries of pastoral care you will develop in the future. Define an image of care, either expanding upon one covered in class or a new one that rises out of your specific contextual situation. Be sure to address how the image is informed by your context, theology, and theoretical understandings. What biblical story resonates with your image of care and why? Consider how your pastoral image addresses diversity; how it may help to connect and empower others; how may it result in the oppression of others? Engage and integrate various required texts into the paper. If helpful you may wish to include, as an appendix not counted in the page count, a: spiritual history; spiritual lifemap; spiritual ecomap; and/or spiritual genogram. 12 point text, Times New Roman, double spaced, 1” margins. 10 pages. **Due on April 24, 2012. 20% of grade.**

Required Texts

- Culbertson, Philip. *Caring for God's People*. Minneapolis, MN: Fortress Press, 2000.
- Dykstra, Robert. Ed. *Images of Pastoral Care: Classic Readings*. St. Louis, MO: Chalice Press, 2005.
- Gilbert, Roberta. *The Eight Concepts of Bowen Theory: A New Way of Thinking About The Individual and The Group*. Falls Church & Basye, VA: Leading Systems Press, 2006.
- Kujawa-Holbrook, Sheryl & Karen Montagno. Eds. *Injustice and Care of Souls: Taking Oppression Seriously in Pastoral Care*. Minneapolis, MN: Fortress Press, 2009.
- Stevenson-Moessner, Jeanne and Teresa Snorton. Eds. *Women Out of Order: Risking Change and Creating Care in a Multicultural World*. Minn., MN: Fortress, 2010.

Required Online Articles

- Limb, Gordon and David Hodge. "Developing Spiritual Lifemaps as a Culture-Centered Pictorial Instrument for Spiritual Assessments With Native American Clients" in *Social Work Practice*. Fairfax, VA: Society for Social Work and Research. Vol. 17, No. 2, March 2007, pgs. 296-304. Online at:
<http://atgstg01.sagepub.com/counselingstudy/Journal%20Articles/Limb.pdf>
- Kearney, Michael, Radhule Weininger, Mary Vachon, Richard Harrison, Balfour Mount. "Self-care of Physicians Caring for Patients at the End of Life: 'Being Connected . . . A Key to My Survival'" in the *Journal of the American Medical Association (JAMA)*. Chicago, IL: American Medical Association, Vol. 301, No. 11, pgs. 1155-1164. Online at:
<http://blog.vcu.edu/dpgray/JAMA%20self-care%20end%20of%20life.pdf>
- McCullough-Chavis, Annie. "Genograms and African American Families: Employing Family Strengths of Spirituality, Religion, and Extended Family Network" in *Family Practice: Innovations & Challenges*. Ann Arbor, MI: MPublishing, University of Michigan Library, Vol. 9, No. 1, 2004. Online at:
<http://quod.lib.umich.edu/m/mfr/4919087.0009.104?rgn=main;view=fulltext>
- Nel, Michael John. *The Ancestors and Zulu Family Transitions: A Bowen Theory and Practical Theological Interpretation*. Dissertation. Unisa: South Africa: University of South Africa, 2007, Section 8.2.2 Death as an Emotional Shockwave, p. 189. Online at:
<http://uir.unisa.ac.za/bitstream/handle/10500/1629/thesis.pdf?sequence=1>

State of Illinois. *Manual for Mandated Reporters*. Springfield, IL: Illinois Department of Children & Family Services, Children's Justice Task Force, 2006. Online at: <http://www.state.il.us/dcf/docs/MANDATED2002.pdf>

State of Illinois. *Reporting Elder Abuse: What Professionals Need to Know*. Springfield, IL: Illinois Department on Aging, 2011. Online at: http://www.state.il.us/aging/1news_pubs/publications/ea-prof_book.pdf

Suess, Skip. "Soul Care: Helping Pastors Care for their Emotional Health" in *Christian Leader*. Hillsboro, KS: U.S. Mennonite Brethern, October 2007. Online at: <http://www.usmb.org/Websites/usmb/Images/Soul%20Care.pdf>

US Census Bureau. *Current Population Survey (CPS) – Definitions and Explanations*. Washington, DC: US Census Bureau, 2010. Online at: <http://www.census.gov/population/www/cps/cpsdef.html>

Your denominations' ethical guidelines. If your denomination does not have these guidelines published, call someone. The Church's development of and implementation of church policies that address discrimination, harassment, illegal activities of pastoral staff, volunteers, parishioners (adults and children).

Course Outline

January 17, 2012

Introduction & Definitions: *Theological Foundations of Pastoral Care and Counseling*
Required Reading: Culbertson Intro; Dykstra Intro; Kujawa-Holbrook & Montagno Intro; Stevenson-Moessner & Snorton Intro

Introductions, Syllabus Review, Course Expectations, Group Formations
What is Pastoral Care and Counseling?
Class Exercise: The Power of Silence Exercise

January 24, 2012

Models of Pastoral Care: *A Pastoral Theological Systematic Approach*
Required Reading: Gilbert Intro, 2; Kujawa-Holbrook & Montagno 3, 4, 5

Pastoral Care Through the Lens of Pastoral Theological Method
Review of Context, Theology, and Theory
Systematic Concept: Differentiation of Self
Class Exercise: Community Interrelatedness Exercise (string)

January 31, 2012

Covenant Mid-Winter Conference: No Class

February 7, 2012

Historical Foundations I: *A Multigenerational Understanding of Pastoral Images*

Required Reading: Gilbert 6; Dykstra 1, 3, 4, 6, 15, 19

Pastoral Images and Identity
Historical Spiritual Timelines
Systematic Constructs: Individuality and Togetherness
Role Plays: Pastoral Vignettes
Teams Demographic Location Due

February 14, 2012

Historical Foundations II: *Discerning One's Identity as a Pastoral Care Agent*

Required Reading: Culbertson 1; Gilbert 7; McCullough-Chavis (online); Stevenson-Moessner & Snorton 18

Family of Origin: Spiritual Genograms and Ecomaps
Systematic Concepts: Multigenerational Transmission Process and Birth Order
Class Exercise: Genogram Sharing

Please note: You will be creating your own genogram in class and sharing with class members. You should use discretion in terms of what you decide to include on the genogram to be shared in class. Think carefully about the implications of your family of origin legacies for your pastoral identity and pastoral praxis.

February 21, 2012

Relationship Dynamics I: *Visiting and Listening*

Required Reading: Gilbert 1, 3

Reacting to Triangles: Self disclosure and confidentiality
Systematic Concepts: Triangles/Interlocking Triangles & Anxiety Binders (Nuclear Family Emotional System)
Role Plays: Pastoral Vignettes

February 28, 2012

Relationship Dynamics II: *"Family"*

Required Reading: Gilbert 5; Kujawa-Holbrook & Montagno 12; Stevenson-Moessner & Snorton 11; US Census Bureau (online, definitions of Family, Family Group, and Family Household).

Signs and Symbols of Family Dynamics
Systematic Concepts: Family Projection Processes, Triangles & Anxiety Binders
Role Plays: Pastoral Vignettes

March 6, 2012

Relationship Dynamics III: *Congregational Care*

Required Reading: Kujawa-Holbrook & Montagno 2, 13, 22; Limb & Hodge (online, read Introduction, Method, and Results); Stevenson-Moessner & Snorton 2

Assessing Congregational Triangles

Systematic Concepts: Triangles & Anxiety Binders

Role Plays: Pastoral Vignettes

Theological Reflection Paper I Due

Tuesday, March 13, 2012 – Reading Week, No Class

March 20, 2012

Relationship Dynamics IV: *Crisis, Grief, and Death*

Required Reading: Culbertson 6, 8; Kujawa-Holbrook & Montagno 21; Gilbert 4; Nel, Section 8.2.2 Death as an Emotional Shockwave, p. 189-190 (online)

Emotional Losses: Reforming Faith

Systematic Concepts: Emotional Shockwaves; Cut Off

Role Plays: Pastoral Vignettes

March 27, 2012

Cultural Diversity I: *Cultural Sensitivity*

Required Reading: Kujawa-Holbrook & Montagno 6; Gilbert 8; Stevenson-Moessner & Snorton 4, 7, 20

Cultural Diversity and Pastoral Care

Systematic Concepts: Family Projection Process; Cut Off; Societal Emotional Process

Role Plays: Pastoral Vignettes

April 3, 2012

Cultural Diversity II: *Oppression Sensitive Pastoral Care*

Required Reading: Kujawa-Holbrook 10, 11, 15, 16, 18

Listening and Dialogue

Systematic Concepts: Family Projection Process, Cut Off, Societal Emotional Process

Role Plays: Pastoral Vignettes

April 10, 2012

Ethical Considerations: *Boundaries of Pastoral Care*

Required Reading: Find your denominations' ethical guidelines* and bring to class; State of Illinois (online: Manual for Mandated Reporters; Reporting Elder Abuse); Stevenson-Moessner and Snorton 19

Ethical Guidelines: Denominational, Governmental, and Other Disciplines

Systematic Concepts: Triangles, Societal Emotional Process

Role Plays: Pastoral Vignettes

* If your denomination does not have these guidelines published, call someone. The Church's development of and implementation of church policies that address discrimination, harassment, illegal activities of pastoral staff, volunteers, parishioners (adults and children).

April 17, 2012

Contemporary Challenges I: *Emerging Voices: Being a Public Pastoral Presence*

Required Reading: Kujawa-Holbrook & Montagno 7, 8; Stevenson-Moessner & Snorton, 21

Emerging Voices: Being Present, Flexibility and Adaptability

Systematic Concepts: Differentiation of Self

Role Plays: Pastoral Vignettes

April 24, 2012

Contemporary Challenges II: *Care of Self*

Required Reading: Stevenson-Moessner & Snorton, 12, 22; Suess (online); Kujawa-Holbrook 22; Kearney, et al. (online)

Planning Ahead: Compassion Fatigue

Systematic Concepts: Differentiation of Self

Role Plays: Pastoral Vignettes

Theological Reflection Paper II Due

May 1, 2012

Presentations: Groups 1, 2 & 3

May 8, 2012: Last Day of Class

Presentations: Groups 3, 4 & 5

Professional Organizations

AAPC, American Association of Pastoral Counselors, <http://aapc.org/>

ACPE, The Association for Clinical Pastoral Education, Inc., <http://www.acpe.edu/>

APC, Association of Professional Chaplains, <http://www.professionalchaplains.org/>

SPT, The Society for Pastoral Theology, <http://www.societyforpastoraltheology.com/>