BASICS OF PASTORAL CARE AND COUNSELING
Christian Theological Seminary
Coun-P500 and Love-P500
Spring 2017

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Course Catalogue Description:
Basic principles of pastoral counseling and their application to pastoral situations including informal, crisis, grief, referral, marriage/family, ethical and spiritual issues.

Purpose and Perspective of Course:
The various disciplines of practical theology encounter individuals, families, groups, and communities at their point of need with good news. Pastoral care, worship, and religious education are examples of practical theology. The primary means of delivering that good news is the person of the “pastor” who brings to “God’s people” care and comfort, challenge and transformation, reconciliation and justice. The pastor is informed by theories, practices, reflection, and action in a complex interpretative moment.

This pastoral theology class will engage students in learning the foundational practices and principles that constitute effective spiritual care in church and community in the United States. The two overarching human science models utilized will be life cycle theory and crisis intervention theory. Theological perspectives will be shaped primarily by revised correlation models, process theology, and post-modern (narrative, liberation) theologies. Other perspectives will contextualize and amplify these basic models. Learning methods will include reading, lecture and discussion, role plays, self-reflection, and paper writing.

Pastoral theology understands that the pastor’s use of self is critical to the practice of pastoral care and counseling. Thus, each student will be encouraged to develop clearer understandings of one’s gifts and limitations in the context of God’s care for all and our care for each other.

Learning Objectives and Student Learning Outcomes

1. Learning Objectives
   a. Understand the developing role of pastoral care and counseling in the history of the church
   b. Identify historic and contemporary models of pastoral care and counseling
   c. Integrate his/her personal identity with a developing pastoral identity
   d. Practice listening and caring skills with individuals, families, and communities
   e. Reflect theologically on the practice of pastoral care and counseling
   f. Understand and practice supportive models of pastoral care and counseling

2. Student Learning Outcomes
   a. Understand the mission of the church through care of individuals, families, and communities.
b. Integrate personal and pastoral identity.
c. Reflect theologically about care seekers’ worldviews and faith journeys.
d. Identify care seeker’s concerns to formulate a pastoral diagnosis.
e. Understand and practice techniques of brief pastoral counseling.
f. Make appropriate referrals and follow up contacts.
g. Understand how to use crisis intervention techniques.
h. Reflect theologically on pastoral care and counseling cases.
i. Have a working knowledge of ethical and legal standards according to denomination and state.
j. Be familiar with and sensitive to issues of ethnicity, culture, sexual orientation, gender, and spirituality.
k. Understand the congregational and institutional contexts of pastoral care and counseling.

Course Methods and Requirements:

1. Most class sessions will be scheduled as below, though expect variations:
   1:00 – 2:20: Main classroom – Lectures, discussion of reading, etc.
   2:30 – 3:25: Break-out rooms – Formation group activities
   3:30 – 4:00: Main classroom – Debrief small groups and continue discussions
   Each class will begin with a brief (4 minutes max) time of spiritual practice as a gesture
   of communal care. This gift to the class aims at helping class members connect to the
   goodness of life, compassion, and what/who is divine/sacred. Feel free to represent a
   tradition which has meaning for you; please try to do so in ways that are non-exclusive.
   This might be a reading, a prayer, a guided meditation, image(s), or music.

2. Lectures will develop a core perspective and offer general principles.

3. Readings will provide broad theoretical and practical perspectives. See course schedule.
   C. Doehring, The Practice of Pastoral Care (revised edition), Westminster, 2015
   J. Fowler, Faith Development and Pastoral Care, Fortress, 1987
   E. Justes, Hearing Beyond the Words: How to Become a Listening Pastor, Abingdon, 2005
   E. Lartey, In Living Color: An Intercultural Approach to Pastoral Care and Counseling,
   J. Patton, Pastoral Care: The Essential Guide, Abingdon, 2005
   D. Switzer, Pastoral Care Emergencies, Fortress, 2000
   E. Wimberly, African American Pastoral Care and Counseling, Pilgrim Press, 2006

   Additional chapters or articles will be posted as needed.

4. Class discussions will illustrate, amplify, and challenge basic perspectives and principles.
   Reading and reflecting upon assigned texts as scheduled will facilitate responsible
   discussion. Be prepared to respond to questions such as:
   • What was the most significant idea you encountered?
   • How did that idea contribute to your understanding (or confusion) regarding pastoral care
     and counseling?
• What would you like to challenge or to discuss more thoroughly?
• How did the reading address theoretical/conceptual issues, assessment or design issues, importance for treatment/intervention, importance for prevention or policy, directions the field is moving?
• What can you apply to your life and/or professional practices?

Write brief reflections based on each class period that respond to one of the above questions. Three or four sentences will usually be sufficient.

Due Dates: March 16 and May 12.
Grade: 6 points for each submission. 12 points total possible.

5. Participate in a Formation Group for approximately 1 hour during most class periods. Each group will have 4 or 5 people who will be formed randomly. After 5 weeks the groups will be re-formed. The primary purpose of the groups will be to practice core care and counseling skills through listening exercises and role plays. Other activities, such as discussion of reading and class material, may be assigned. Justes’ Hearing Beyond the Words will provide most of the exercises. Clarification of group process and specific assignments will be distributed.

• At the conclusion of each group’s work together, each student will provide a two or three sentence commentary on other students’ work in the group. This commentary should highlight both strengths and growing edges but not a grade. The quality of the commentary reflects more on the one providing the commentary than on the one receiving the commentary. The commentary will be provided via email to each student individually with the instructor copied.
• The instructor will sit in the formation groups as an observer, at least two each session.
• A note about confidentiality: These are practice groups and will generally not involve personal revelation that should be considered confidential. However, even role plays elicit the person in the role. So please do not discuss other group members’ engagement outside the group except with the instructor.

Due dates: No later than Sunday evening after each group session.
Grade: 1 point each submission. 10 points total possible.

6. Write a Self in Formation Paper. Reflect upon each week’s formation group experience specifically and the class experience in general. What gifts and graces are you affirming, discovering, and/or deepening? What limitations and deficits are you noticing or are being called to your attention?

Length: Approximately .5 page each week plus a 2 page “big picture” summary after both groups have ended. The summary should respond to this question: Using your pastoral imagination, how will your ministry be impacted by this experience?

Due: First submission due March 23. Second submission due May 4.
Grade: First submission 5 points. Second submission 10 points. 15 total points possible.
Note: Your grade will reflect the quality of your reflection; thus, honesty and vulnerability will be rewarded.

7. Write an Extended Pastoral/Spiritual Care Verbatim. This will be a semester-long exercise based upon the end-of-chapter exercises in Doerhing’s book and incorporate other perspectives. Specific directions will be distributed in class.
Due: The dialogue portion should be submitted no later than February 16. Each section should be submitted at time of completion. Feedback will be provided and edits are recommended based on feedback. The final completed verbatim must be submitted for grading no later than April 27.

Grade: 33 points possible.

8. Write a Final Exam. This will be an essay exam written in the classroom on the last day of class. It will be closed book and closed notes. The focus will be a pastoral care case to which you will respond using references to class readings and lectures. There may also be a few brief answer questions that are more objective in focus. Guidelines and study questions will be distributed prior to the exam.
   Due: In class May 11
   Grade: 30 points possible.

⇒ Notes Concerning Assignments:
1. Grading Criteria: Key factors will include knowledge of class readings and lectures; critical thinking about the material; ability to integrate theory and practice in context, theology, professional practice, personal engagement. Responsiveness to and focus on stated assignments is essential. Writing skill (or speaking skill), conceptual clarity, and cohesive presentation are expected. Breadth and depth of understanding add to your grade. Critical analysis and synthesis of material moves toward “excellence.” Creativity and risk taking will be rewarded.
   A, A- = “Well done.” All key factors clearly addressed as appropriate to assignment.
   B+, B, B- = “Adequate.” Most key factors addressed as appropriate, though without distinction.
   C+, C, C- = “Poor.” Few key factors addressed as appropriate. Answers vague or non-responsive.
   D+, D, D- = “Almost failing.” Key factors ignored, answers badly constructed.
   F = “Not done.”

2. Due Dates: Any late paper or presentation will have its assigned grade reduced by 1 grade per class period late (e.g., an ‘A’ becomes a ‘A-’ after 1 class, a ‘B+’ after 2 classes, etc.). Any time after the conclusion of a class period is considered late. Grace may be extended due to crisis events that are not predictable or within the student’s control (e.g., your printer running out of ink is considered within your control).

3. Written submissions: All work can be submitted via paper directly to the Instructor or email attachment (Word format) to the Instructor’s CTS address.

4. Format: Prepare all assignments in 12-point font, 1 to 1.5 inch margins, single-spaced, right margin unjustified. Document quotes and references via the in-line method (APA).

5. Group study: You are encouraged to study, discuss, and write in collaboration with others, especially around shared reading materials. However, all submitted assignments must be “unique” and demonstrate your own mastery of the materials.
6. **Time commitments:** CTS classes are expected to engage the student for approximately 135 hours. The estimated distribution of hours for this class is 137 hours:
   a. **Direct Instruction** 32 hours
   b. **Research/Study** 63 hours
   c. **Writing/Creation** 32 hours
   d. **Practice** 10 hours

**Tentative Course Schedule**

Note: The following schedule may be amended due to student interests, availability of guests, or emerging opportunities. Changes in required written assignments (either content or due dates) should not be expected; if changes occur, these will be published in writing.

**Section 1: The Core Practices of Pastoral / Spiritual Care**

**January 26**

*Introduction to the Course and the Participants*
1. Overview of key agenda for the semester
2. Syllabus review and course requirements
3. Participant introductions
Readings: Doehring, Introduction
          Lartey, Introductory sections
          Wimberly, Preface

**February 2**

*Caring, hearing, and really listening*
Readings: Doehring, Chapters 1, 2
          Stairs, Introduction

**February 9**

*What is pastoral / spiritual care?*
Formation Groups 1 Begin
Readings: Lartey, Chapters 1, 2, 3, 4
          Stairs, Chapter 1

**February 16**

*The contexts for pastoral / spiritual care matter – Theology, Social-Cultural, Community*
Readings: Switzer, Introduction, Chapters 1, 2
          Doehring, Chapters 3, 4, 5
          Fowler, Chapters 1, 2
          Stairs, Chapter 2
          Wimberley, Chapters 1, 2

Due: Recommend submitting Dialogue portion of verbatim for feedback.
Section 2: Life Cycle, Family Systems, and Care

February 23
Family systems and individuals; Children and Young Adults
Readings: Fowler, Chapters 3, 4
          Stairs, Chapters 5, 6

March 2
Adolescents and Middle Adults
Readings: Fowler, Chapter 4

March 9
NO CLASS – Reading Week

March 16
Older adults; Family systems and community
  Formation Groups 1 End
Readings: Doehring, Chapter 7
          Fowler, Chapter 5
          Patton, Chapter 7
          Switzer, Chapters 9, 10
Due: Class and reading reflection 1

Section 3: Eruptive Crises and Care

March 23
Suffering Loss
  Formation Groups 2 Begin
Readings: Doehring, Chapter 6
          Patton, Chapter 4
          Switzer, Chapters 3, 7
Due: Self in Formation Paper 1

March 30
Suffering Violence and Oppression
Readings: Doehring, Chapter 6
          Patton, Chapter 6
          Switzer, Chapters 8, 9, 10
          Wimberly, Chapters 3, 4, 5

April 6
Suffering Illness and Dying
Readings: Patton, Chapter 5
          Switzer, Chapters 4, 5, 6

April 13
NO CLASS – Easter Week Observance
Section 4: The Pastoral Person

April 20
Care, Reconciliation, Liberation
Readings:  Doehring, Chapter 8
          Fowler, Chapters 6, 7
          Lartey, Chapter 6, 8, 9
          Stairs, Chapter 7

April 27
Care of the Caregiver
    Formation Groups 2 End
Readings:  Ivy, “Professionalism and Ethics” from Transforming Wisdom
          Others to be posted
Due:      Total Extended Care Verbatim submitted for grade

May 4
Spiritual Care and Pastoral Care
Readings:  Lartey, Chapter 7
          Patton, Chapters 1, 2, 3
          Stairs, Chapter 7 and Epilogue
Due:      Self in Formation Paper 2

May 11
Examination (2 hours)
Concluding Discussion
Due NLT May 12 4:00pm: Class and reading reflection 2