

Baptist Seminary of Kentucky

Introduction to Pastoral Care and Counseling

PAC 2505 – Spring 2022

Steven S. Ivy, M.Div., Ph.D., Professor of the Practice of Pastoral Care
steve.ivy@bsk.edu **859-788-3073 (c)**

Anastasia Holman, M.Div., MBA, Adjunct Professor of Pastoral Care
anastasia.holman@bsk.edu **317-719-6618 (c)**

Time: Monday, 1:00-4:00 PM ET

Course Catalogue Description

This course is designed to equip persons for effective basic pastoral care and counseling in a church, hospital, or community context. Basic theories and practices of pastoral care and counseling will be evaluated in relation to developmental and crisis situations. Students will integrate Biblical, theological, cultural, and psychological understandings of the human condition as foundational for care and counseling practices.

Purpose and Perspective of Course

This course introduces theological students to basic principles and practices to care for the souls of God's people in the wide variety of circumstances and contexts that a person in ministry is likely to encounter. Personal attitudes and aptitudes will be explored. Specific care practices will be engaged. Worldviews and faith journeys will be studied. Theories based upon wisdom, best practices and evidence will be integrated into students' ministries.

Educational Objectives

BSK Educational Objectives addressed in this course:

4.0 Spirituality and Faith Formation

4.1 Students will develop knowledge and understanding of spirituality, spiritual formation, faith formation and development

4.3 Students will develop knowledge and understanding of the minister as leader, guide, caregiver, and servant within the faith community.

5.0 Ministry Leadership, Formation, and Faith Formation and Development.

5.1 Students will reflect on the practice of the ministry and develop competencies for ministry in conversation with thoughtful reading of Scripture, theological reflection, consideration of cultural context, and practices of spiritual formation.

5.2 Students will develop competencies for teaching, pastoral caregiving and pastoral counseling, and directing others in spiritual formation

Student Learning Outcomes

Upon successful completion of the course, students will be able to

1. Demonstrate positive attitudes toward the churches' ministry of pastoral/spiritual care and counseling.
2. Demonstrate familiarity with basic information about the theories, types, and processes of pastoral/spiritual care.
3. Provide care more effectively through increased self-understanding, cultural humility, interpersonal awareness, effective communication, and conflict management skills.

4. Integrate Biblical foundations, Christian theology, and pastoral/spiritual ministry in the professional care of individuals in developmental and traumatic crises.
5. Assess needs for care and counseling of diverse people in the various stages of the human life cycle and in the midst of crises.

Course Methods and Requirements

1. Most **class sessions** will be scheduled as below, though expect variations (Eastern Time!):
 1:00 – 2:30: Main classroom – Presentations, discussion of reading, etc.
 2:40 – 3:30: Break-out rooms – Formation group activities
 3:30 – 4:00: Main classroom – When needed, to continue discussions, meet with the professor, etc.

Each class will begin with a brief (5 minutes max) time of student led reflection as a ritual 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 do so in ways that are inclusive. This might be a reading, a prayer, a guided meditation, image(s), and/or or music.

2. **Presentations and discussions** will develop core perspectives and offer general principles.
3. **Readings** will provide broad theoretical and practical perspectives. See the course schedule.

ALL

C. Doehring, The Practice of Pastoral Care (revised edition). Westminster, 2015 (DTL)

E. Lartey, In Living Color: An Intercultural Approach to Pastoral Care and Counseling. Jessica Kingsley Publishers, 2nd ed, 2003 (DTL)

Additional chapters, articles, and videos will be posted as needed.

CHOOSE ONE:

D. Chinula, Building King's Beloved Community: Foundations for Pastoral Care and Counseling with the Oppressed. Wipf & Stock Pub, 2009 (1997). (DTL)

D. Buhuro, ed. Spiritual Care in an Age of #Black Lives Matter. Cascade Books, 2019. (DTL)

CHOOSE ONE FOR "THE PRACTICE OF CARE" BOOK REVIEW:

C. Jackson, The Gift to Listen, the Courage to Hear. Augsburg, 2003. (DTL)

J. Fowler, Faith Development and Pastoral Care. Fortress, 1987. (Not in DTL; out of print but widely available through used book sources)

E. Justes, Hearing Beyond the Words: How to Become a Listening Pastor. Abingdon, 2005. (DTL)

N. Paget and J. McCormack, The Work of the Chaplain. Judson Press, 2006. (DTL)

K. Pargament, Spiritually Integrated Psychotherapy. Guilford Press, 2007 (DTL)

J. Patton, Pastoral Care: An Essential Guide. Abingdon Press, 2005. (DTL)

P. Rosenblatt and B. Wallace, African American Grief. Routledge, 2005. (DTL)

S.W. Rowe and S-C Rah, Healing Racial Trauma: The Road to Resilience. IVP Books, 2020. (DTL)

J. Stairs, Listening for the Soul, Fortress, 2000. (DTL)

D. Sue, et. al., Counseling the Culturally Diverse: Theory and Practice. 8th ed., Wiley, 2019 (DTL) - Note: Select chapters totaling approximately 150 pages for review.

D. Switzer, Pastoral Care Emergencies. Fortress, 2000. (DTL)

E. Wimberly, African American Pastoral Care and Counseling. Pilgrim Press, 2006. (DTL)

CHOOSE ONE FOR "SELF-CARE" ORAL BOOK REVIEW:

C. Walker-Barnes, Too Heavy a Yoke: Black Women and the Burden of Strength. Cascade, 2014. (DTL)

M. Bloom, Flourishing in Ministry: How to Cultivate Clergy Well-Being. Rowman and Littlefield, 2019. (DTL)

H. Clinebell, Well Being: A Personal Plan for Exploring and Enriching the Seven Dimensions of Life, 1991. (Not in DTL; out of print but widely available through used book sources)

R. Menakem, My Grandmother's Hands: Realized Trauma and the Pathway to Mending our Hearts and Bodies. Central Recovery Press, 2017. (DTL)

S.W. Rowe and S-C Rah, Healing Racial Trauma: The Road to Resilience. IVP Books, 2020. (DTL)

R. Weems. Listening for God: A Minister's Journey Through Silence and Doubt. Touchstone, 2000. (DTL)

R.J. Wicks, The Inner Life of the Counselor, Wiley, 2012. (DTL)

R.J. Wicks, The Resilient Clinician, Oxford University Press, 2008. (DTL)

4. **Class discussions** will illustrate, amplify, and challenge basic perspectives and principles. Reading and reflecting upon assigned texts and classes as scheduled is required for responsible discussion.

A. In Populi "Discussion" write a **response to Required Readings** each week. These notes must be entered before class NLT Sunday at 6:00pm each week to earn credit. Three or four sentences for each entry will usually be sufficient.

B. In Populi "Discussion," **write brief reflections following each class period** that respond to one or both of the following questions. Enter by Tuesday at 10:00pm in order to earn full credit.

- What would you like to challenge or to discuss more thoroughly?
- What can you apply to your life and/or professional practices?

Due Dates: **Weekly** Sunday at 6:00pm and Tuesday at 10:00pm.

Grade value: 1 point for each submission. 22 points total possible.

5. Participate in a **Formation Group** for approximately 45 minutes during 8 class periods. The primary purpose of this group will be to practice core care and counseling skills through listening exercises and role plays. Written clarification of the group process and specific assignments will be distributed and located in Populi "Files."
- At the conclusion of each group's work together, each student will **write a three or four sentence commentary to the student role playing the pastor/counselor (or self-commentary by the pastor)**. 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 instructor or adjunct will sit in the formation group as an observer and guide.

- A note about confidentiality: These are practice groups and will generally not involve personal revelations that are considered confidential. However, even role plays elicit the person in the role. So, please do not discuss other group members' conversations and behaviors outside the group except with the instructor or adjunct.

Due dates: Commentary will be provided after each group session no later than Thursday 10:00pm to earn credit.

Grade value: 1 point for each submission. 8 points total possible.

6. Present an **Oral Book Review** on the topic of "the practice of pastoral care" from a book selected from the list below. Written instructions will be in Populi "Files."

Due: February 7.

Grade value: 13 points possible.

Must choose from following or receive the professor's permission for another:

C. Jackson, The Gift to Listen, the Courage to Hear. Augsburg, 2003. (*Not yet in DTL*)

J. Fowler, Faith Development and Pastoral Care. Fortress, 1987. (*Not in DTL; out of print but widely available through used book sources*)

E. Justes, Hearing Beyond the Words: How to Become a Listening Pastor. Abingdon, 2005. (*DTL*)

N. Paget and J. McCormack, The Work of the Chaplain. Judson Press, 2006. (*DTL*)

K. Pargament, Spiritually Integrated Psychotherapy. Guilford Press, 2007 (*DTL*)

J. Patton, Pastoral Care: An Essential Guide. Abingdon Press, 2005. (*DTL*)

P. Rosenblatt and B. Wallace, African American Grief. Routledge, 2005. (*DTL*)

S.W. Rowe and S-C Rah, Healing Racial Trauma: The Road to Resilience. IVP Books, 2020. (*DTL*)

J. Stairs, Listening for the Soul, Fortress, 2000. (*DTL*)

D. Sue, et. al., Counseling the Culturally Diverse: Theory and Practice. 8th ed., Wiley, 2019 (*Not yet in DTL*) - *Note: Select chapters totaling approximately 150 pages for review.*

D. Switzer, Pastoral Care Emergencies. Fortress, 2000. (*DTL*)

E. Wimberly, African American Pastoral Care and Counseling. Pilgrim Press, 2006. (*DTL*)

7. Present an **Oral Book Review on topic of "the caregiver's self-care"** selected from the list below. Written instructions will be in Populi "Files."

Due: Will be presented April 18.

Grade value: 14 points possible.

Must choose from following or receive the professor's permission for another:

C. Walker-Barnes, Too Heavy a Yoke: Black Women and the Burden of Strength. Cascade, 2014. (*DTL*)

M. Bloom, Flourishing in Ministry: How to Cultivate Clergy Well-Being. Rowman and Littlefield, 2019. (*Not yet in DTL*)

H. Clinebell, Well Being: A Personal Plan for Exploring and Enriching the Seven Dimensions of Life, 1991. (*Not in DTL; out of print but widely available through used book sources*)

R. Menakem, My Grandmother's Hands: Realized Trauma and the Pathway to Mending our Hearts and Bodies. Central Recovery Press, 2017. (*DTL*)

S.W. Rowe and S-C Rah, Healing Racial Trauma: The Road to Resilience. IVP Books, 2020. (*DTL*)

R. Weems, Listening for God: A Minister's Journey Through Silence and Doubt. Touchstone, 2000. (DTL)

R.J. Wicks, The Inner Life of the Counselor, Wiley, 2012. (DTL)

R.J. Wicks, The Resilient Clinician, Oxford University Press, 2008. (DTL)

8. Write a **Self in Formation Paper**. Reflect upon your learning from the 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? Length: Write a 2 page "big picture" summary at conclusion of the course. The summary should respond to this question: Using your pastoral imagination, how will your ministry be impacted by your experiences in this course?

Due: April 18.

Grade value: 5 points are possible. Note: Your grade will reflect the quality of your reflection; thus, honesty and vulnerability will be rewarded.

9. Write an **Extended Pastoral/Spiritual Care Verbatim**. This will be a semester-long exercise based upon the eight (8) end-of-chapter exercises in Doerhing's book and will utilize other perspectives especially from class discussions, Lartey, and Buhuro or Chinula. Written instructions will be distributed and located in Populi "Files."

Due: The dialogue portion should be submitted no later than January 31.

Each exercise draft should be submitted at the time stated in the class schedule. Feedback but no grade will be provided, and edits are recommended based on feedback.

The final completed Extended Care Verbatim is due April 25 (late submittals must be received no later than April 29).

Grade value: 38 points possible.

1 point will be given for each group of exercises submitted per the recommended schedule (total of 4 points available).

34 points will be awarded based upon fullness of response to the exercise prompts and the grading criteria below.

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." A 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."

When the points graded for each assignment are added, they will total to the BSK grading scale.

A = 100% - 93%	D = 69% - 65%
A/B = 92% - 89%	F = Below 65%
B = 88% - 82%	W = Withdrawal
B/C = 81% - 78%	I = Incomplete
C = 77% - 70%	AU = Audit

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 beginning of a class period will be considered late. Grace may be extended due to crisis events that are not predictable or within the student's control.
3. **Written submissions:** All written assignments will be submitted via Populi.
 - a. Weekly responses will be in the Discussion section.
 - b. The Extended Care Verbatim and the Self in Formation paper will be submitted via Word formatted attachment in the Assignments section. Confirmation of receipt of paper submissions will be given within 24 hours of submission.
4. **Format:** Prepare all assignments in Word 12-point font, 1-to-1.5-inch margins, single-spaced, right margin unjustified. Ensure that all quotes and references are documented via a consistent and scholarly method.
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 understanding of the materials.
6. **Time commitments:** BSK courses are expected to engage the student for approximately 125 to 135 hours per accreditation standards. The estimated hours for this class are 130:
 - a. **Direct Instruction** - 24 hours
 - b. **Research/Study** - 60 hours
 - c. **Writing/Creation** - 36 hours
 - d. **Practice** - 10 hours

7. Additional Course Information

Attendance Policy:

Because of the small group activities in this class, 100% attendance for synchronous sessions is expected and necessary. If you have planned absences already, please discuss those with the instructor immediately. Please notify the instructor and adjunct as soon as possible if illness or emergency will keep you from a class.

Other Policies:

See the current BSK Catalogue for policy statements that guide all BSK classes, especially the following:

- Academic honor
- Accommodation for students with disabilities
- English language use

- Inclusive language policy
- Incomplete grade procedure

8. Course Etiquette for Zoom

These suggestions are for all of us, but especially for those who are taking a synchronous on-line class for the first time.

- Under no circumstance should you logon to a class while driving a vehicle. If it is evident that you are, the professor will close your on-line window.
- When we logon to our Zoom meeting, we are entering a graduate theological seminary classroom. Our demeanor, dress, and presence should reflect that fact. For example, sitting in bed while wearing pajamas is not congruent with a classroom.
- Online classes challenge our attention span. It is easy to think that we can effectively engage in two or three online activities at the same time (participate in class, answer email, and draft a paper for the next class). No one's brain works that way. Please avoid divided attention.
- Please leave your video turned on unless you have an emergency or must step out of the class for a brief time.
- Please participate verbally as you would in an in-person classroom.
- Please monitor your audio for background noise and mute if you must. If others are within hearing of your audio feed, please use earbuds or headphones, especially for the practice sessions.
- As far as you are able, set up your "classroom studio" to support your attention and participation and to not distract your fellow classmates.

Tentative Course Schedule

Note: This schedule of topics, readings, and assignments is tentative and likely to change. It is not a contract. Any assignment changes will be distributed and placed in Populi "Files."

DATE	TOPICS	READING, ETC	EVALUATIVE ASSIGNMENT DUE
January 10 <i>Introduction to the Course and the Participants</i>	1. Overview of key agendas for the semester 2. Syllabus review and course requirements 3. Participant introductions	Required: Doehring, Introduction Lartey, Introductory sections Recommended: Wimberly, Preface	Please come prepared to briefly (5 minutes?) introduce yourself, including 1 formative care experience from your life and your motivation for enrolling in this course.
January 17 <i>Martin Luther King, Jr. Holiday</i>	NO CLASS		
Section 1: The Core Practices of Pastoral / Spiritual Care			
January 24 <i>Caring, hearing, and really listening</i>	1. "Care" 2. Listening skills 3. Deep hearing	Required: Doehring, Chapters 1, 2	- Responses to reading - Responses to class

		Recommended: Stairs, Introduction	
January 31 <i>What is pastoral / spiritual care?</i>	1. Brief history of soul care 2. Models of care 3. Skills for novice to expert Formation Group #1	Required: Lartey, Chapters 1, 2, 3, 4 Recommended: Stairs, Chapter 1	-Responses to reading -Responses to class -Response to Formation Group Submit “Dialogue” portion of verbatim for feedback.
February 7 <i>The contexts for pastoral / spiritual care matter – Theology, Social-Cultural, Community</i>	1. Care is complex 2. Multi-perspective reflection and learning 3. Reflection based on “the living human document” Formation Group #2	Required: Doehring, Chapters 3, 4, 5 Recommended: Switzer, Introduction, Chapters 1, 2 Fowler, Chapters 1, 2 Stairs, Chapter 2 Wimberley, Chapters 1, 2	-Responses to reading -Responses to class -Response to Formation Group - Oral book review
Section 2: Life Cycle, Family Systems, and Care			
February 14 <i>Family systems and individuals; Children and Adolescents</i>	1. The family as focus for ministry 2. Soul care and children. 3. Soul care and adolescents. Formation Group #3	Required: Family Life Cycle Video: A Framework for Systems Therapy, Monica McGoldrick (33 mins) https://www.youtube.com/watch?v=YMUwHG0TYTA Recommended: Fowler, Chapter 4, pp 53-66 Stairs, Chapter 6	-Responses to reading -Responses to class -Response to Formation Group
February 21 <i>Young, Middle, and Older Adults</i>	1. Soul care and young adults. 2. Soul care and middle adults. 3. Soul care and older adults. Formation Group #4	Required: None Recommended: Fowler, Chapter 4, pp 67-77 Stairs, Chapter 5	-Responses to reading -Responses to class -Response to Formation Group
February 28 <i>Crisis Intervention in Systems</i>	1. Church and community as holding environments	Required: Doehring, Chapter 7	-Responses to reading -Responses to class

	2. Suicide prevention and intervention 3. Family counseling 4. Mental health counseling	Recommended: Fowler, Chapter 5 Switzer, Chapters 9, 10	-Submit exercises 2, 3, 4 of verbatim for feedback.
March 7	Class attends the BSK Hinson Lectures. May convene after.		
March 14 Spring Break	NO CLASS		
Section 3: Eruptive Crises and Care		NOTE: Read Buhuro or Chinula as preparation for this unit.	
March 21 Suffering Loss	1. Theology and crisis 2. Spirituality and suffering 3. Ministry and loss Formation Group #5	Required: Doehring, Chapter 6 N. Harris, TED Talk RE “Childhood Trauma and Health” (16 mins) https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime/discussion?CMP Recommended: Switzer, Chapters 3, 7	-Responses to reading -Responses to class -Response to Formation Group -Submit sections 5 and 6 of verbatim for feedback.
March 28 Suffering Violence and Oppression	1. Ministry and trauma 2. Ministry and substance abuse / dependency 3. Ministry and oppression Formation Group #6	Required: Doehring, Chapter 6 Recommended: Switzer, Chapters 8, 9, 10 Wimberly, Chapters 3, 4, 5	-Responses to reading -Responses to class -Response to Formation Group
April 4 Suffering Illness and Dying	1. Ministry and illness 2. Ministry and dying 3. Ministry and the bereaved Formation Group #7	Required: Buhuro or Chinula Recommended: Switzer, Chapters 4, 5, 6	-Responses to reading -Responses to class -Response to Formation Group
Section 4: The Pastoral Person			
April 11 Care, Reconciliation, Liberation	1. Modalities of care 2. Care in a pluralistic environment 3. Multicultural humility Formation Group #8	Required: Doehring, Chapter 8 Lartey, Chapters 6, 8, 9 Recommended: Fowler, Chapter 6	-Responses to reading -Responses to class -Response to Formation Group -Submit sections 7 and 8 of verbatim for feedback.

Note BSK Reading Days and Easter Break are April 12-15			
April 18 <i>Care of the Caregiver</i> "Easter Monday"	1. Book reviews 2. The minister as person 3. The minister as professional	Required: Ivy, "Professionalism and Ethics" from <u>Transforming Wisdom</u> Required: Lartey, Chapter 5, 7, 8	- Oral book review -Responses to reading -Responses to class -Submit Self in Formation Paper
April 25 <i>Spiritual Care and Pastoral Care</i>	1. Collect and deepen core themes 2. Effective care	Recommended: Stairs, Chapter 7 and Epilogue	Submit Total Extended Care Verbatim for grade
April 29 LAST DAY OF SPRING SEMESTER			All assignments must be submitted no later than 5:00pm ET.