PCC 500 INTRODUCTION TO PASTORAL CARE & COUNSELING

Fall 2026 | Thursday 9 am-noon (CST) | Online

Professor: Dr. Jaeyeon Lucy Chung | Pronouns (she/her)
Teaching Assistant: TBD

COURSE DESCRIPTION

This course introduces students to the theories, models, and approaches to pastoral care and counseling, primarily from Christian perspectives, while fostering sensitivity to other religious traditions. Designed to help students cultivate a pastoral and spiritual professional identity, the course emphasizes foundational skills for compassionate and equitable responses to real-life human concerns within various ministry contexts.

Students will explore critical topics such as suffering, trauma, loss and grief, intimate violence, addiction, and mental health crises across the life cycle. Additionally, students will examine how their social location, family of origin, and spiritual-religious histories shape their understanding of suffering, healing, and human flourishing.

Through readings, group discussions, Spiritual Care Lab exercises, and self-reflection, students will develop key skills, attitudes, and knowledge essential for effective pastoral care and counseling. While the course invites attention to personal experiences, it further emphasizes the professional and pastoral theological competencies necessary for meaningful and faithful pastoral practice.

COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Demonstrate foundational knowledge of pastoral or spiritual care from an intercultural and intersectional perspective.
2. Cultivate self-awareness and strengthen internal, relational, and spiritual resources.
3. Develop active listening skills and demonstrate empathic responses in pastoral or spiritual care relationships.
4. Engage psycho-social-spiritual frameworks to enhance sensitivity to Diversity, Equity, Inclusion, Accessibility, and Justice (DEIAJ) in pastoral care practice.
5. Critically reflect on ethical and theological dimensions of pastoral care and counseling situations.
6. Formulate clear, specific goals and strategies for ongoing pastoral formation and supportive networks.

COURSE WEBSITE

You are responsible for regularly checking Canvas for announcements, accessing readings and other materials, uploading assignments, and participating in the discussion forums. To access the course website on Canvas, go to https://garrettets.instructure.com and click on the course number/name (**PCC500 Introduction to Pastoral Care and Counseling**).

CONTACT INFORMATION

	Dr. Jaeyeon "Lucy" Chung	TA
Email	jaeyeon.chung@garrett.edu	
Phone	847-866-3877 (office)	
Office	Stead 104	
Office Hours	By appointment	

For virtual or in-person meetings, schedule via Book Time with Dr. Chung

COURSE MATERIALS

Required Textbooks: [These books are available as eBooks via the library website]

- Doehring, Carrie. *The Practice of Pastoral Care: A Postmodern Approach*. **Revised and Expanded Edition.** Louisville: Westminster John Knox Press, 2015. ISBN: 978-0664238407 $26.23 (Amazon price as of 12/5/25)
  E-book link:
  https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma9977678944202441

- Hansen, Danielle Tumminio. *Trauma-Informed Spiritual Care: Interventions for Safety, Meaning, Reconnection, and Justice.* Minneapolis: Fortress Press, 2024. ISBN: 978-1506485836 $29.85 (Amazon price as of 12/5/25)
  E-book link:
  https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma9982487179802441

- Kujawa-Holbrook, Sheryl, and Karen Montagno, ed. *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care.* **2nd Edition**. Minneapolis: Fortress Press, 2023. ISBN: 978-1506482477 $28.48 (Amazon price as of 12/5/25)
  E-book link:
  https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma9982295051602441

Additional Readings:

*Chapters from the additional textbooks, as well as journal articles and online resources, will be made available in PDF via Canvas.

COURSE REQUIREMENTS & ASSIGNMENTS

1. **ATTENDANCE, READING, & PARTICIPATION (20%)**.
   Students will be expected to honor the class covenant, attend class consistently (with no more than two absences), lead or co-lead one opening centering moment, and engage equitably within the classroom activities and discussion. Attendance and participation requirements will include (1) leading or co-leading one opening centering moment, (2) completion of weekly readings, (3) participation in class discussions and Spiritual Care Lab sessions, and other class activities.

   SPIRITUAL CARE LAB:

   The goal of the Spiritual Care Lab is to create an experimental space where students are to be exposed to a variety of real-life human situations and practice active listening and compassionate response skills. The Care Lab, an integrated part of the online synchronous instruction, will take place each week for about 30 minutes, with **seven** sessions in total. In a small, intimate group setting (four or more people), each student will play different roles of speaker (care receiver), listener (care provider), observer, and/or timekeeper, and they will switch such roles each week. Once the group is formed, students will stay with the same group throughout the semester. Each week, students will be given a new real-life scenario or discussion prompt to engage in; while the speaker shares their experiences, the listener will not only listen to the speaker but also empathetically respond to them. During these conversations, the observer will observe their interactions and dynamics, including verbal and nonverbal expressions, and share what they have noticed. The speaker will then have a chance to share how they have received the listener's responses. The Care Lab will be organized according to the following guidelines:

   1) **Speakers** will share their thoughts and feelings about the weekly prompts with the listener for 5-10 minutes. After receiving feedback from the observer, the speaker will have an additional couple more minutes to share their own thoughts, feelings, or reactions about the listener's use of the listening skills.
   2) **Listeners** will use the designated skill listed in the course syllabus and respond to the speaker as appropriate. Each week, listeners will build on previous skills while adding a new skill to their listening repertoire.
   3) **Observers** will provide feedback to the listener on the use of listening skills.
   4) **Timekeepers** will use a timer or a timekeeping app to keep each person and the group on task for the allotted time. Timekeepers will ensure that speakers take no more than 10 minutes to share, and observers use no more than 5 minutes for feedback. More time might be allowed for more in-depth topics. The total time allotted for the entire practice session is 30 minutes.
   5) **Things to keep in mind**:
      - Do not be afraid to give feedback, but make sure it is gracious and helpful.
      - Be as specific as possible with both affirmations and suggestions for improvement.

- Listen to feedback with an open mind to improve your pastoral caregiving skills without becoming defensive.
- Please do not rush through your story.
- Due to time constraints, you may often feel as though you are incomplete. Remember that the group is a focused opportunity to improve your listening and caring skills using real aspects of your life.

SPIRITUAL CARE JOURNAL (7%)

The goal of weekly self-reflection and evaluation – also called the "Spiritual Care Journal" – is to help students reflect on their experiences intentionally, capture newly gained knowledge (about the self, relationships, or God), and witness their own growth. Students will be expected to complete the "Spiritual Care Journal" activity on Canvas each week by the end of the day when the class meets (Thursday, 11:59 PM). The Spiritual Care Journal aims to help students practice deep listening to their presence within their Care Lab group, to their readings, and to themselves as they set their weekly intention for learning. The following three questions will guide the self-reflection activity: (a) *What did you notice during the Care Lab meeting about yourself, others, and God?* (b) *What did or didn't go well? Why and how?* (c) *What should be further done?* Each week throughout the semester, you will make three brief journal entries for no more than 100 words per entry, totaling 300 words per week.

* This weekly assignment must be submitted on Canvas each Thursday by 11:59 PM. It will be graded as complete or incomplete.

READING REFLECTION

- Questions for reflection:
  1) What insights or new knowledge have you gained from this week's readings? (Focus on a specific idea, concept, or method drawn from the readings)
  2) What have you found disturbing or disagreeable in this week's readings? (Refer to a particular idea or practice that you find problematic and address why it is so.)
  3) How do this week's readings affirm or challenge your (or your church's) embedded theology? (Draw on a specific idea or notion to make a connection with your theological perspectives and beliefs)
  4) What pastoral or spiritual care strategies could inform the ministry of care you're currently involved in, and how? (Draw some examples from this week's readings.)

2. QUIZ ON FAMILY SYSTEMS TERMS (10%).

- You will need to know the eight key concepts of Bowen Family Systems Theory.
- You will need to be able to identify those concepts in a given scenario.

Family Systems Theory References:
Culbertson, "Family Systems Theory" (Canvas)
Bowen Institute https://www.thebowencenter.org/core-concepts-diagrams

3. **MY GENOGRAM (15%).**

Genograms are like enhanced family trees. Not only do they tell us who is related to whom, but they also provide vital information about the nature of the connections between family members, family behaviors, and processes. The purpose of the genogram is to provide a picture of family/extended familial relationships in a social context, and to consider how the emotional nature of these connections influences one's identity and ways of moving in the world. Each student will create a genogram of their own family.

A genogram assignment has two parts: (1) a diagram and (2) the descriptive narrative and analysis of the family system in social context. The diagram should depict who is in the family, and indicators of family systems theory processes: triangles, emotional cutoffs, multigenerational transmission process, births, deaths, stressors in relationships, silences, etc. The narrative shares the stories that the symbols in the diagram indicate. The narrative should be no longer than **three double-spaced pages**, and it should indicate analysis that details the following:

Analysis:

- ✓ Identify pastoral concerns in this family system
- ✓ Are there any presenting or underlying psychological/emotional themes or practical concerns?
- ✓ What are the spiritual concerns, and for whom are they a concern?
- ✓ How does their intersectional social location influence their pastoral care concerns?
- ✓ Would it be helpful to make a referral, and if so, what kind?

PDF instructions for creating a genogram will be uploaded to Canvas. You will also upload the narrative (with responses to the analysis questions above) to Canvas.

This exercise can be joyful and exciting, and it can also be difficult. If you experience emotional distress or other challenges while working on this assignment, be sure to connect with your support system, including contacting the teaching team.

4. **MIDTERM ESSAY (15%).**

- Name and describe a pressing pastoral care concern or issue that you would like to learn more about. What is it, who is impacted/involved?
- When you look at the pastoral care concern and the people who are impacted/involved, what do you see, hear, notice, and feel about the social context out of which the concern emerges?
- What would you like to learn, and what do you think you will need to know, do, or have access to provide good enough pastoral care?
- Propose a pastoral care response to the concern you have identified.

*The submission should be **three double-spaced pages**. Upload it to Canvas.*

5. **ANTI-OPPRESSIVE PASTORAL CARE GROUP PRESENTATION (15%).**

Choose an underprivileged population group, investigate the key intersectional issues it faces, and create a group PowerPoint presentation. The presentation should include time for class feedback.

Each case study presentation will last 20-25 minutes. More detailed instructions will be provided in class.

6. **Final Paper (25%).**
   Revisit your midterm essay. What resources, skills, or concepts help you come to a better understanding of the pastoral care concern that you chose? Think through that concern as if it were a case study that requires a pastoral care response. Additional guidelines for this assignment will be provided later in class. 1,500-1,800 words in length.

CRITERIA FOR GRADING

Course Assignment & Evaluation	Points	Due Dates
Attendance, Reading & Participation	**13 (1x13)**	
Spiritual Care Journal	**7 (1x7)**	
Quiz on Family Systems Terms	**10**	
Genogram and Narrative	**15**	
Midterm Essay	**15**	
Group Presentation PowerPoint	**15**	
Final Paper	**25**	
Total Points	**100**	

Grade Scale (out of 100 points)

A	94-100	B+	87-89 (88)	C+	77-79 (78)
A-	90-93 (91.5)	B	84-86 (85)	C	74-76 (75)
		B-	80-83 (81.5)	C-	70-73 (71.5)
				D (Failing)	60-69 (65)

ACADEMIC POLICIES

All students are required to abide by the academic policies detailed in the Academic Handbook for the current academic year. The following policies are of particular importance to the successful completion of one's coursework:

Writing

- **Academic Integrity and Plagiarism:** (See 24-25 Handbook, pp. 13, 69-75) All professors are required to respond to all suspected incidents of academic dishonesty, particularly plagiarism. Repeated incidents of plagiarism or academic dishonesty may result in dismissal from the school.

- **Writing and Citations**: The *Turabian Manual for Writers* and the *Chicago Manual of Style's footnote and* bibliography format provide the standard formats for all introductory courses. Basic information on these formats is available online: Formatting, Style, Citation Guide
- **Writing support**: The Writing Center at Garrett-Evangelical offers programs to support all students' theological research and writing. For more detailed information, please visit https://www.garrett.edu/studentlife/student-services/Writing-Center.

Attendance and Class Participation

- **Inclusivity/Diversity**: The basic commitments of the seminary to mutual love and searching for the truth in Christ lead to a principle that in the classroom and course assignments, persons are always to be respected and ideas are to be freely discussed...All participants in the teaching-learning process have an obligation to honor and respect varying perspectives on relevant issues. (See 24-25 Handbook, 10-11)
- **Attendance and Lateness Policie**s: Attendance is required. Students who miss more than 20% of the class sessions (e.g., more than two classes in the weekly schedule, a proportionate amount for other class formats) should not expect to pass the class. (24-25 Handbook, 20-21)
- Students are allowed to access their laptops or iPads, but cell phones should be silenced during class.

Academic Accommodations

- Garrett-Evangelical Theological Seminary is committed to providing the most accessible learning environment as possible for students with disabilities. Should you anticipate or experience disability-related barriers in the academic setting, please contact the Director of Academic Support and Student Thriving (melanie.baffes@garrett.edu or 847-866-3869) to get started with the established accommodation process. If you are a continuing student who has already established accommodations with Student Access, you should receive a copy of your access letter at the start of the semester when it is emailed to the faculty member of each course you are enrolled in. Please contact your professor before the first-class session so the professor can work with you to implement your disability accommodations. Disability information, including academic accommodations as part of a student's educational record, is confidential under FERPA regulations; therefore, no one other than the access coordinator, Academic Affairs staff, and your professors will see your accommodation letter (24-25 Handbook, 13).
- **Extensions**: For master's students, extensions, if granted, are normally for four weeks following the last day of class in the spring and fall semesters or the final due date for coursework for January and summer terms. Extensions may not exceed three months following the end of the term (24-25 Handbook, 21).

A Note on Self-Care and Difficult Topics

- Theological education invites our whole selves into the classroom and often demands a challenging integration of our emotional, intellectual, and bodily histories. It is not uncommon for students to confront painful issues as they engage with this kind of education, whether in terms of sexual trauma, domestic violence, the effects of racism, or other difficult topics. Students are encouraged in this class to attend carefully to self-care around these issues and

to note that while Garrett can suggest such care, neither the teaching team nor the school can provide therapeutic interventions or psychological counseling.

The Use of AI

- *Garrett-Evangelical Theological Seminary AI Policy.* The use of AI includes, but is not limited to, such activities as: research, generating first drafts of assignments or creating outlines (through tools such as ChatGPT), translation from one language to another, and editing, polishing, or revising (through tools such as spell check, grammar check, and PowerPoint designer). The extent to which the use of AI is allowable in developing course assignments is determined by the professor in each of their courses. Faculty may prohibit the use of AI tools on assignments, allow the use of certain tools with appropriate acknowledgment by the student as to which tools were used, or allow the use of some tools with no acknowledgment by the students that the tools were used.

- *AI Policy for this Course.* This course uses AI in the following ways:

Not Allowed	Allowed with Appropriate Acknowledgement	Allowed and No Acknowledgement Needed
• Generative AI help with papers (generating ideas, outlines, arguments) • Generative AI help with writing (paraphrasing, summarizing) • Generative AI help with reading (summarizing or outlining reading assignments)	• Language translation • Language assistance for non-native English speakers	• Editing, polishing, or revising paper drafts • Proofreading • Presentation design • Citation generation • Research
★ You must consult the professor for uses not mentioned above. ★ To properly cite the use of AI in the Chicago/Turabian style, access this link: https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html		

Proviso

The instructor reserves the right to alter this syllabus at any time should the demands of sound pedagogy warrant it. Changes to the syllabus will be announced in class.

WEEKLY SCHEDULE & OUTLINE.

PART I. DEVELOPING FRAMEWORKS

Week #1. Introduction and Course Overview

- Orientations to the Course
- Pastoral/Spiritual Care in Social and Relational Context

- Group Covenant
- Social Location Exercise
- Sign-Up Sheets

Readings:

- Couture, "A Beginner Can Be Good Enough: Seven Spiritual Disciplines of Pastoral Care and Spiritual Psychotherapy" (Canvas)
- Watch two short videos: "Kimberle Crenshaw on Intersectionality" and "Intersectionality 101"

Week #2. Understanding Self and Family Systems

- Self-Awareness and Self-Care for Solid Pastoral Practice
- Self-Assessment Tools
- Family Systems Theory – 8 Key Concepts
- Genogram Exercises

Readings:

- Bowen Family Systems Theory (8 Key Concepts) https://www.thebowencenter.org/introduction-eight-concepts
- Culbertson, "Family Systems Theory" (PDF on Canvas)
- Genogram Instructions (PDF on Canvas)
- Dalton-Smith, "The 7 Types of Rest that Every Person Needs" https://ideas.ted.com/the-7-types-of-rest-that-every-person-needs/
- Listen to "Compassionate Presence" (Spiritual Care Podcast)

Assignments:

- View and take the following self-awareness tools and tests:
  a) Read about the enneagram -- https://enneagramacademy.com/enneagram/
  b) Take the free **Enneagram** test -- https://enneagramacademy.com/enneagram-test/
  c) Take the **Myers-Briggs Personality** test – https://www.16personalities.com/free-personality-test
  d) Take some time on what the evaluation results offer you. Then write your responses to the following questions on Canvas
     - What are your types from both tools (Myers-Briggs and Enneagram)?
     - What resonates (makes sense)?
     - What surprises you?
     - What do you want to work on based on what you see?
     - Would it help to connect with support, resources, or referrals as you consider what you want to work on?

Week #3. Intercultural Approach to Pastoral Care

- Historical Developments in Pastoral Care
- Intercultural Approach to Pastoral Care
- Key Terms for Intercultural Care

Readings:

- Doehring, "Introducing an Intercultural Approach," "Intercultural Care: Trust and Theological Accountability," and "Basic Ingredients of Caregiving Relationships," in *The Practice of Pastoral Care (PPC)* (xiii-50)
- Lartey, "Introduction to Pastoral Care," "Historical Developments in Pastoral Care," and "Models of Pastoral Care, in *In Living Color* (PDF on Canvas)

Week #4. Trauma-Informed Approach to Spiritual Care

- Quiz on Family Systems Terms
- Understanding Trauma
- Trauma-Informed Approach to Spiritual Care

Readings:

- Hansen, "Introduction" and "Introduction to Trauma," in *Trauma-Informed Spiritual Care (TSC)* (xiii-22)
- Rambo, Wiinikka-Lydon, and Okafor, "Trauma and Moral Injury: A Guiding Framework for Chaplains" (PDF on Canvas)
- Listen to "How Trauma and Resilience Cross Generations" by Rachel Yehuda (On Being Project)

Week #5. Creating Safe Space, Listening Compassionately

- Safe Space vs. Brave Space
- Active Listening; Empathic Listening; Embodied Listening
- Spiritual Care Lab Exercise

Readings:

- Doehring, "Embodied Listening" and "Establishing a Caregiving Relationship," in *PPC* (53-83)
- Hansen, "Safety," in *TSC* (23-43)
- Listen to "Compassionate Presence" (Spiritual Care Podcast)
- Listen to "Listeners Part 1 & Part 2" (Spiritual Care Podcast)

Assignment:

- My Genogram (diagram, narrative, and analysis)

Spiritual Care Lab #1:

- Focused Skill – "Active Listening" (Actively engaging the speaker throughout)

Week #6. Meaning Making, Theological Reflexivity

- Embedded Beliefs vs. Deliberative (Intentional) Values
- Life-Limiting Lived Theology vs. Life-Giving Lived Theology
- Listen, Assess, Cocreate

- Spiritual Care Lab Exercise

Readings:

- Doehring, "Theological Themes and Reflexivity," in *PPC* (85-115)
- Hansen, "Meaning-Making," in *TSC* (45-62)
- Gabriel and Bidwell, "Leading and Facilitating Spiritual Reflection," in *CSC* (90-109) (PDF on Canvas)
- Ramsaw, "Making (Ritual) Sense of Our Own Lives," in *Injustice and the Care of Souls,* (104-119)
- Robins and Hansen, "Meaning Making through Ritual and Public Leadership," in *CSC* (110-125) (PDF on Canvas)

Spiritual Care Lab #2:

- Focused Skill – "Theological Reflexivity" (Paying attention to life-giving and life-limiting beliefs)

Week #7. Reconnection, Advocacy

- Systemic Assessment of Needs
- Reconnecting with One's Self, One's Community
- Restorative Caregiving
- Spiritual Care Lab Exercise

Readings:

- Doehring, "Systemic Assessment" and "Planning Care: Liberative Spiritual Integration," in *PPC* (155-186)
- Hansen, "Reconnection" and "Restorative Justice and Trauma-Informed Spiritual Care," in *TSC* (63-86)

Assignment:

- Midterm Essay

Care Lab #3:

- Focused Skill – "Empathetic Immersion" (Submerging into the care receiver's experience)

PART II. DELVING INTO NARRATIVE THEMES

Week #8. Narrative Theme 1 -- Grief and Loss

- Experiences of Loss, Grief, and Mourning
- Different Types of Loss
- Disenfranchised Grief, Ambiguous Grief
- Pastoral Care Responses to Loss and Grief
- Spiritual Care Lab Exercise

Readings:

- Doehring, "Loss," *PPC* (120-129)
- Chaplaincy Innovation Lab, "Grief: The New Normal" (PDF on Canvas)
- Kubler-Ross & Kessler, "The Five Stages of Grief" (PDF on Canvas)
- Listen to "Navigating Loss Without Closure" by Pauline Boss (On Being Project)

Spiritual Care Lab #4:

- Focused Skill – "Self-Awareness and Listening" (Listening for and clearing away automatic emotional reactions)

Week #9. Narrative Theme 2 -- Intimate Violence

- Definition and Statistics of Intimate Violence
- Intergenerational and Complex Trauma
- Barriers to Seeking Help – Sociocultural, Theological Factors
- Pastoral Care Responses to Intimate Violence
- Spiritual Care Lab Exercise

Readings:

- Doehring, "Violence," in *PPC* (129-141)
- Doehring, "Spiritual Care After Violence: Growing from Trauma with Lived-Theology" https://cct.biola.edu/spiritual-care-violence-growing-trauma-lived-theology/
- Cooper-White, "Intimate Violence Against Women: Trajectories for Pastoral Care in a New Millennium" (PDF on Canvas)
- Chung, "Intimate Violence and Pastoral Care in the Korean American Community," in *Pastoral Care in a Korean American Context* (PDF on Canvas)
- McCrary, "Intimate Violence against Black Women and Internalized Shame: A Womanist Pastoral Counseling Perspective" (PDF on Canvas)

Spiritual Care Lab #5:

- Focused Skill – "Emotional Validation" (Learning about, understanding, and expressing acceptance of another person's emotional experience)

Week #10. Narrative Theme 3 – Addiction and Recovery

- Understanding Different Kinds of Addiction
- Moral and/or Religious Model of Addiction
- Stages of Change
- Pastoral Care Responses
- Spiritual Care Lab Exercise

Readings:

- Doehring, "Substance Abuse and Dependence, Problematic Ways of Coping," in *PPC* (141-153)

- Wixson, "Addiction, Power, and Powerlessness: Alternatives toward Recovery," in *Injustice and the Care of Souls* (PDF on Canvas)
- Specker & Albers, "Substance Use Disorders" (PDF on Canvas)
- Waters, Sonia, "Addiction as Soul-Sickness" and "Moving into Change," in *Addiction and Pastoral Care* (PDF on Canvas)

Care Lab #6:

- Focused Skill – "Defusing Emotional Reactivity" (Listening without being defensive)

Week #11. Narrative Theme 4 -- Artificial Intelligence & Spirituality

- Understanding AI – background and key points
- New opportunities or potential threats?
- Theological, ethical, pastoral perspectives on AI
- The role and competency of the spiritual caregiver in the age of AI
- Spiritual Care Lab Exercise

Readings:

- Young, "Virtual Pastor: Virtualization, AI, and Pastoral Care" (PDF on Canvas)
- Brown, "Will AI Ever Become Spiritual? A Hospital Chaplaincy Perspective" (PDF on Canvas)
- Stoddart, "Artificial Pastoral Care: Abdication, Delegation or Collaboration?" (PDF on Canvas)

Care Lab #7:

- Focused Skill: "Paraphrasing" (Restating what the speaker said in your own words)

Week #12. Narrative Theme 5 – Pastoral Care as Anti-Oppression Work

- Student group presentations on the critical, intersectional issues emerging from the underprivileged communities and integrative reflections (biblical, theological, psychosocial, pastoral care)
- Reference Resource: *Injustice and the Care of Souls: Taking Oppression Seriously in Pastoral Care*, 2nd Edition
- More detailed instructions will be provided in class

Assignment:

- Upload group PowerPoint presentation to Canvas

Week #13. Integrative Dialogue and Visioning Together

- Share Final Paper Ideas
- Integrative Dialogue and Envisioning Together
- Course Evaluations

Assignment:

- Final Paper

Bibliography

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- Cooper-White, Pamela. *The Cry of Tamar: Violence Against Women and the Church's Response.* Minneapolis: Fortress Press, 1995.

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- Lartey, Emmanuel, and Hellena Moon, ed. *Postcolonial Images of Spiritual Care: Challenges of Care in a Neoliberal Age*. Eugene, OR: Wipf & Stock, 2020. E-book link: https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma9981570069802441

- McGoldrick, Monica, Randy Gerson, and Sueli Petry. *Genograms: Assessment and Treatment.* New York: W. W. Norton & Company, 2020.

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- Rambo, Shelly, Joseph Wiinikka-Lydon, and Jasmine Terry Okafor. *Trauma and Moral Injury: A Guiding Framework for Chaplains.* Chaplaincy Innovation Lab, 2020. [**Download eBook here**]

- Roberts, Stephen, ed. *Professional Spiritual and Pastoral Care: A Practical Clergy and Chaplain's Handbook*. Nashville: Skylight Paths Publishing, 2011.

- Son, Angella, ed. *Pastoral Care in a Korean American Context*. Basingstoke: Palgrave Macmillan, 2020. eBook link: https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma9981569470202441

- Waters, Sonia E. *Addiction and Pastoral Care.* Grand Rapids, MI: Eerdmans Publishing Company, 2019. eBook link: https://search.library.northwestern.edu/permalink/01NWU_INST/uoei1r/alma9980769640002441